DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

Figure 1: WKU Logo

Case Management		
SWRK 357	**(3 credit hours)**	*Spring 2023 Bi-Term*
Professor's Gayle Mallinger, PhD		**Office: 113C Academic Complex**
Email: gayle.mallinger@wku.edu		**Office Hours:** on-line/via email
Phone: 724.816.2800		

Class Meeting Times/Dates: on-line only
Location: on-line

Course Description:
This course introduces students to the fundamental aspects of case management (service coordination), including common case management roles, processes, responsibilities, and employment challenges. Major content areas include: case management roles (including advocate, broker, resource coordinator), the roles and responsibilities of the multidisciplinary team (including nurses, social worker, physicians, and other disciplines), case management with special populations (forensic, geriatric, children, diverse populations), and the responsibilities of a case manager working in health care and mental health settings. Students will be introduced to the employment challenges of case management (types of programs that hire case managers, workforce retention issues, expectations of case manager, and job satisfaction). Students will develop familiarity with how case managers and clients interface with individual, group, and family systems. Students will develop knowledge of case management ethics and explore common ethical dilemmas and boundaries issues that confront case managers.
THERE ARE NO PREREQUISITES TO THIS COURSE

Required Text:
Summers, Nancy. (2016). *Fundamentals of Case Management Practice, 5th edition.* Belmont, CA: Brooks-Cole) ISBN 1-111-87053-5

BSW Mission Statement:

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines **Generalist Practice** as the following:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in the ir practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates al of the core competencies (EPAS, 2008).

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge
1. Explain case management roles, responsibilities, and processes.
2. Explain ecological-systems as a theoretical base for case management across populations and settings.

Values:
3. Demonstrate an awareness of and an ability to manage personal values that may impede ability to deliver professionally appropriate services.
4. Demonstrate an awareness of and sensitivity to diversity and oppression within and among systems based on age, race, ethnicity, gender, ability, or sexual orientation.

Skills:
5. Demonstrate the ability to analyze complex cases and identify how case management can be utilized as an intervention.
6. Demonstrate the ability to utilize assessment skills in developing a service plan.

Units of Study:

Unit I: Foundations for Best Practices
- A. Definitions and Responsibilities
  - a. History
  - b. Language
  - c. Process
  - d. Advocacy
  - e. Coordination
- B. Ethics and Professional Responsibility
  - a. Rights of Clients
  - b. Ethical Responsibilities
  - c. Confidentiality
- C. Attitudes and Boundaries
- D. Who Owns the Problem?

Unit II: Effective Communication
- A. Difficult Issues
  - a. Confrontation
  - b. Confronting Collaterals
- B. Disarming Anger
- C. Collaboration

Unit III: Meeting Clients and Assessing Strengths and Needs
      A. Documenting Initial Inquiries
      B. Social Histories and Assessment
      C. Receiving and Releasing Information
Unit IV: Developing a Plan
      A. Service Planning
      B. Conferencing
      C. Referrals
      D. Documentation
Unit V: Monitoring Services
      A. Developing Goals and Objectives
      B. Termination

Course Assignments

Attendance and Participation: You are expected to attend and actively participate in class. THIS MEANS YOU SHOULD CHECK INTO Bb AT LEAST ONCE PER DAY. You want to be actively engaged in your learning experience. Questions and development of critical skills are important in case management and you will practice these skills in this class.

Discussion Board: Regular discussion/participation is expected of each student, since all of our learning will take place on Blackboard (these guidelines will also be posted on Blackboard with scoring rubric).

Case Studies: You will complete two brief assignments that involve five questions each involving a reading a short vignette, identifying psychosocial issues, and providing responses about service coordination intervention.

Service Plan: You will complete a service plan, as you would if you were a service coordinator in the field.

Quizzes: There will be five quizzes throughout the semester. Quizzes will include questions from reading assignments.

Media Reflection: You will watch a movie that portrays mental illness, substance abuse, and/or complex psychosocial issues and write a one-page response about what you learned and how you felt, how this portrays mental illness and service delivery, and whether or not it decreases stigma about mental illness.

Evaluation & Grading
Guidelines are provided for completing required assignments. It is expected that social work majors expand their knowledge base by utilizing independent reading, research, and consultation.

Course grading is based on the following criteria:

Points
Quizzes (4 @ 100 points per quiz)	400
Discussion Board (4 @ 50 points per DB)	200
Case studies (2 @ 50 points per Case)	100
Service Plan	100
Media Reflection Paper	200
Total Points Possible:	1000

Final Grade Assignment based upon:
A = 900-1000
B =800-899
C = 700-799
D = 600-699
F = Below 600

COURSE SCHEDULE WITH READING AND ASSIGNMENT DUE DATES WILL BE AVAILABLE ON Bb

Performance Expectations

1. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. Students are encouraged to make use of university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality. Students are encouraged to use the writing lab for assistance in writing assignments.

2. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook). These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

3. Students are responsible for their own learning by being prepared with readings and with assignments completed on schedule. Late assignments will not be accepted, except under extreme, documented emergency situations and that will be at the sole discretion of the professor.

4. An exam may only be taken once and there are no makeup exams.

5. *The professor reserves the right to make announced changes in the course due to extenuating circumstances.*

STUDENT RESPONSIBILITIES

Late work
Late work, as a rule, will not be accepted.

Academic Integrity
The WKU Undergraduate Catalog (2022-2023) provides the following Student Life Policies.

Academic Offenses
The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic

offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty
Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism
To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating
No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes.

Other Type of Academic Dishonesty
Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

Title IX Misconduct/Assault Policy
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and the Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) (https://www.wku.edu/sarc/) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website at http://www.wku.edu/tlc/ to find out more. The Glasgow campus also has a Resource Center.

On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Appendix I

Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identify. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms

and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social works understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They

are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix II

Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Discussion Board 2 Quiz 1	K, V, S	Units I, II, and III
Competency 2: Engage Diversity and Difference in Practice	Discussion Board 2 Quiz 2 Media Reflection	K, V, S	Units I, II, III, IV, and V
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Discussion Board 2 Quiz 2 Media Reflection	K, V, S	Units I, II, III, IV, and V
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Case Study 1 Case Study 2 Service Plan	K, V, S	Units II, III, IV, and V
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Case Study 1 Case Study 2 Service Plan	K, V, S	Units II, III, IV, and V
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Case Study 1 Case Study 2 Service Plan	K, V, S	Units II, III, IV, and V
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Case Study 1 Case Study 2 Service Plan	K, V, S	Units III, IV, and V