Syllabus

Course Description

This course provides students with the skills and knowledge to practice professional strengths-based social work case management, including networking with formal and informal services to meet client needs. As a case manager, the student continues to be expected to partner with the client system, sharing power, resources, skills and information. The course highlights the importance of differential communication and relationship building with community, groups, providers and colleagues, as well as with clients. Finally, case management is understood within a general systems framework that includes socio-cultural, political and economic contexts as well as the particulars of the client and worker service delivery system. Prerequisites: SOWK 460, 461, 462

Course Rationale

Social work case management differs from other case management courses in several respects, all of which need to be mastered for the professional social work practice of this approach. A critical, evidenced based perspective, a client centered and strengths based model, and a broad, service delivery system understanding is necessary to practice social work case management. Additionally, social work case managers have mastered advocacy skills to achieve some measure of social justice for the vulnerable groups and individuals they partner with.

Course Objectives

Upon completion of the course the student should be able to:
1. Have a critical understanding of a strengths-based case management model that is based on studies of actual practices in the real world of social and health services; (Demonstrated in readings, lecture/discussion, guest lectures/discussions)
2. Have a critical understanding of the value premises and theoretical perspectives underlying case management; (Demonstrated by readings, lecture, and quiz)
3. Have the ability to critically examine and assess case management approaches in terms of client-centered decision making and action; (Demonstrated by course readings and quiz material)
4. Demonstrate conceptual and skill mastery related to professional social work case management practice (Demonstrated by in-class skill exercises).
5. Demonstrate a critical understanding of the micro and macro influences of the service delivery system on case management practice (Demonstrated in final paper).
6. Have a critical understanding of and appreciate the function of strengths-based case management with today’s diverse clients and within contemporary service delivery systems (Demonstrated in readings, lecture/discussion; assignment 2 and final paper).
7. Articulate the differences and similarities between strengths-based case management and traditional social work functions (Demonstrated in readings, lecture/discussion and quiz material).
8. Appreciate the fundamental challenges confronting the professional strengths-based social work case manager who partners with his/her client (Demonstrated in final paper).
9. Use networking skills to develop and link formal and informal resources (Demonstrated in assignment 2 and final paper).
10. Have a critical understanding of local community resources AND applying same by completing the beginning steps in practicum selection (Assignment 2 and practicum planning forms).
11. To utilize knowledge of local community resources and have a critical understanding of social work responsibilities in the beginning stages of selecting a practicum setting (Practicum planning forms).

**Required Texts**


**Disability Statement**

In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, Eastern Washington University provides services and Accommodations to students who experience barriers to the education setting due to learning, emotional, physical, mobility visual or hearing disabilities. For more information please contact Disability Support Services, 509-359-4706.

**Academic Integrity**

**EWU Home page > Academics > Academic Resources > Student Academic Integrity Policy**

Misrepresenting the quality or integrity of academic work by any means is a violation of academic integrity. Such academic dishonesty is a punishable offence.

Plagiarism, a common form of academic dishonesty, is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or article and pass it off as your writing, if you summarize or paraphrase someone else’s
ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea.

Violations of academic integrity with respect to examinations include but are not limited to copying the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

Students committing academic dishonesty at EWU will be reported to the appropriate University officials and will receive a sanction according to the University policy on Academic Integrity. Sanctions range from failure of the paper to removal from the University.

**Student Conduct**

EWU Home page > Campus Life > Student Rights and Responsibilities > Student Conduct Code

Student conduct refers to behaviors that include AND go beyond Academic Integrity. The Student Conduct Code is part of the Washington Administrative Code (Chapter 172-120 WAC). Many offenses subject to disciplinary action under the Code are also violations of law.

The Student Conduct Code addresses any behavior, which deters the university from achieving its mission and purposes. These include matters impinging on academic achievement and integrity. Conduct that interferes with the rights of others, breaches the peace, causes disorder or disruption, imperils physical or mental health, damages property and theft is also included, as well as harassment, sexual misconduct, physical abuse (threatened or actual) and other specific offenses.

The university is supported by taxpayers in order to carry out a particular mission, that of providing educational opportunities to students, transmitting and advancing knowledge and serving the community. Basically, any behavior that interferes with the rights, opportunities and welfare of students, faculty and staff to carry out this mission is considered a violation of the code.

**Professional Accountability**

http://www.socialworkers.org/pubs/code/code.asp

Students enrolled in a professional social work program are also held accountable to the National Association of Social Workers Code of Ethics just as practicing professional social workers. The NASW Code of Ethics includes many types of misconduct also listed in the Student Conduct Code.
As with the Student Conduct Code and Academic Integrity, the instructor must establish by a preponderance of evidence – a reasonable probability – that the ethical violation in fact took place. A range of punishments may be applied such as verbal sanctioning, lowering a grade, failing the class, removal from the BASW program or even the University, etcetera.

As is the case with practicing social workers, claiming, “everyone else was doing it” is not an acceptable defense. Professional accountability is an individual responsibility regardless of the behavior of ones peers.

Course Format

The course will be taught in a lecture/discussion format complemented by in-class skills practice.

Evaluation and Grading

Assignment Completion: All assignments, whether written or otherwise, must be completed in a timely manner. Points will be deducted for late assignments. Written assignments will be evaluated for clarity, comprehensiveness, organization, demonstration of the ability to integrate and apply course content, responsiveness to assignment, and correct grammar, spelling, punctuation, and referencing style (if references are utilized). All written papers should be double spaced and typed or word processed using Times New Roman font with 12 point type and 1” margins unless otherwise specified. Please include a title page with your name and the title of the assignment in the upper right hand corner. No e-mail submissions.

Assignments

1. Preparation, attendance, and participation Due: Throughout the quarter. 35% of final grade.
   This is a practice class, and attendance and participation are mandatory. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) Students are required to attend all classes in this course. (Attendance is defined as prompt arrival and continual presence and participation during all class hours.) Multiple absences will result in a lowering of grades. Students who attend less than 75% of the classes (excluding finals week) will not pass this course.

2. Midterm Exam, or Quizzes, In class quizzes 15% of final grade.
   In Class quizzes will be given out three times during the quarter at the beginning of class. Please look at class syllabus for dates. The brief quizzes will be a mixture of true, false and essay questions. Students will be able to work individually or in groups. Sound practice is built on an understanding of major concepts. These brief tests will make sure you have the basic principles well in hand. They form the foundation of all the rest of your classes. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

3. Client strengths based advocacy argument to the “powers that be” Due October 31. 25% of final grade.
Imagine - based on readings, your history, and conversations with clients, etcetera – clients with particular needs and particular strengths. Then imagine yourself attempting to influence policy on their behalf and, perhaps, in concert with them. Policy really can’t be influenced in the abstract; influence requires advocating client claims to people in power. This paper will give you an opportunity to develop your advocacy skills. Specifics of paper will be discussed in class. Due October 31.

4. Resource assignment/Case File. Due the last four class sessions, December 3, 5, 12, and 14. 25% of final grade.
Select a field of service, population groups of interest or some other way of indicating your particular interest. Then survey the community and describe the service delivery system or, more likely, overlapping hodgepodge of services available for your interest area. Who has access to this service, on what basis, for how long, etcetera Get a framework from me for describing services and programs. Part of the presentation will be a complete case file that includes needed documentation. Instructor will go over in class essential documentation format for case file Strengths based advocacy paper/Resource survey due.

Class Schedule
Note: The course will proceed approximately as follows. Changes may occur in the printed class schedule to accommodate student learning needs and interests or unforeseen circumstances. Please note that the class schedule may vary at times such as when a quest speaker comes to address our class. Please note that in class exercises or labs are an integrated part of the class. (Numbers in parenthesis below reading assignments are the number of the objectives addressed.)

Sept 26
Course overview
Syllabus review

October 1
Introduction to case management.
Review of strengths perspective in practice.
Read: Kirst-Ashman, & Hull, Chapter 1&2 (Objectives 1,2,3,7,9)

October 3
Winter Practicum Overview with Field director Lisa Parise and Assistant Field Director Lu Brown.

October 8
Understanding how things work at the macro level.
Read: Kirst-Ashman, & Hull, Ch 4, Macro practice skills: working with organizations and communities; (Objectives 1, 2, 3, 4, 7, 8, 10).

October 10
Understanding how things work at the macro level (cont.).

**In class open book quiz**
Read Gambrill, Chapter 27, Organizations and Communities

**October 15**
Understanding the macro-micro interface
Read Gambrill, Chapter 16, Handling challenging situations and Chapter 19 Review of Resources and Obstacles (Objectives 4, 5, 7, 8, 9, 10, 11)
October 17
Advocacy strategies and skills.
Read Kirst-Ashman, & Hull, Chapter 14, Advocacy (Objectives 1, 3, 4, 6, 8, 9, 10)

October 22
Advocacy strategies and skills (cont.).

October 24
In class quiz
Guest Speaker from DCFS.

October 29
Advocacy in Film.

October 31
Skill building lab: Becoming a Case Manager and Advocate
Case Management/Ecological Model Context, Influence and professional development.
Strengths based/Advocacy/Resource paper due
Readings Due Summers Ch 5-7

November 5
Case management models, perspectives and skills
Read, Kirst-Ashman, & Hull, Chapter 15, Brokering and case management and Summers CH 5-7 Becoming a case manager and advocate.
(Objectives 1, 2, 3, 4, 5, 7, 8, 9, 10, 11)

November 7
Case management models, perspectives and skills, (cont.).
Summers Ch 1 and Ch 4 Values, Ethics Cultural competence
In class quiz

November 12 Veterans day - No Class

November 14
Skill building lab: Becoming a Case Manager and Advocate. (Objectives 1, 2, 3, 4, 5, 7, 8, 9, 10)

November 19th
Skill building lab: Becoming strengths based case manager and advocate. (Objectives 1, 3, 6, 10)
Summers Ch 1 and Ch 4 Values, Ethics and Cultural Competence

November 21  Thanksgiving break - No Class
November 26
Skill building lab: Becoming a strengths based case manager and advocate (cont.).
(Objectives 1, 3, 4, 6, 7, 8, 9)
Reading Summers CH 8-10

December 3 and 5
Case Management/Case file presentations due

December 12 and 14 Finals week
Case Management/Case file presentations continued
References


**Grading Scale:**

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