CENTRAL TEXAS COLLEGE
MENTAL HEALTH SERVICES DEPARTMENT
SYLLABUS FOR SCWK 2301
ASSESSMENT AND CASE MANAGEMENT

Semester Hours Credit: 3
96 Contact Hours

INSTRUCTOR: ________________________
OFFICE HOURS: _______________________

I. INTRODUCTION

A. This course is a study of the fundamentals of case management practice. Topics include best practices, attitudes, communication, interviewing and assessing, plan development, and monitoring of services. Prerequisites: CMSW 1309, DAAC 1319, PSYT 1329, PSYT 2321 and PSYT 2331.

B. This course is required to meet the curriculum requirements for the Central Texas College Associate in Applied Science Degree in Mental Health Services with a Social Work specialization.

C. This course is occupationally related and serves as preparation for jobs in the social work field. This course provides Related Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Assessment and Case Management, the student will:

A. Understand the foundations for best practice in case management (F1-17; C 1-20).
B. List useful clarifications and effective helping attitudes as a case manager (F1-17; C 1-20).
C. Use effective communication during the case management process. (F1-17; C 1-20).
D. Use effective interviewing techniques. (F1-17; C 1-20).
E. Develop a service plan. (F1-17; C 1-20).
F. Monitor service plans. (F1-17; C 1-20).
G. Understand why taking care of your self is essential in the field of case management (F1-17, C 1-20).
H. Meet the following Competencies and Practice Behaviors:

- Apply critical thinking skills in order to arrive at well reasoned judgment in all areas of the practice of social work, by furthering educational growth at the university and program level. (F1-17; C1-20)

- Participate in value guided practice and acquire skills in resolving ethical dilemmas, by being introduced to the social work profession. (F1, 2, 5-17; C1, 3-20)

- Understand one's own beliefs and behaviors as a learning experience to obtain a worldview that embraces the strengths of cultural and ethnic diversity by analyzing the importance of issues of human diversity and to develop a culturally sensitive practice. (F1, 2, 5-17; C1, 3-20)

- Understand the social, political, and economic forces that deny justice to oppressed people and the strategies that work toward social and economic justice. (F1-17; C1-20)

- Gain knowledge of the uniqueness of the professions of social work and the delivery of social services by being introduced to the social work profession and the methodologies used in the social work professions. (F1, 2, 5-17; C1, 3-20)

- Apply the methods and approaches of generalist perspective to interventions with individuals, families, small groups, organizations and communities by being familiarized with the nature of social welfare as a social institution, its evolution and the social, economic and political forces that have shaped U.S. welfare policies. (F1-17; C1-20)

- Utilize supervision to obtain feedback in generalist practice settings by discussing the multiplicity of settings in which social workers practice and the diversity of roles and functions they perform. (F1, 2, 5-17; C1, 3-20)

- Acquire working knowledge of service delivery to rural and small town population with special emphasis on the Central Texas region by analyzing the importance of issues of human diversity and to develop a culturally sensitive practice. (F1, 2, 5-17; C1, 3-20)

**Program Threads and SCANS Competencies**

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**

- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary's Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed "to encourage a high-performance economy characterized by high-skills,
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high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

### III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

B. Other Supplemental Instructional Material, as directed by the instructor:
   - National Association of Social Workers Code of Ethics.
   - Journal articles from the professional social work literature.

### IV. COURSE REQUIREMENTS

A. **Reading Assignment**: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings, which are detailed in the Daily Plan.

B. **Projects, Oral Reports, Case Studies, Book Reports, Research Papers**: Assigned written work is detailed in the Daily Plan. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.
C. **Class Performance:** Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. **Class Participation:** Students are required to be prepared for classroom discussions, unannounced Quiz/Self Tests, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

E. **Submitting Written Assignments:** All assigned work must be submitted on time. **No late papers will be accepted.** The due dates are noted on the daily plan, or as stated by the instructor.

V. **EXAMINATIONS**

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible.

VI. **SEMESTER GRADE COMPUTATIONS**

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<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Exam 2</td>
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<td>Exam 3</td>
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<td>Exam 4</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Project</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Module Assignments</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Discussion Assignments</td>
<td>16</td>
<td>24</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 (110 with possible extra credit)</td>
<td>100</td>
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A student must take the final examination to receive a grade for the course.
### VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

#### A. Course Withdrawal

It is the student’s responsibility to withdraw officially from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

#### B. Administrative Withdrawal

An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

#### C. Incomplete Grade

The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military

### Numerical Grade

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<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
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<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
</table>

**NOTE:** The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.
orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

C. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

D. **Americans With Disabilities Act (ADA)**: Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy**: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities based on race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. **Module 1: Foundations for Best Practice in Case Management**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Identify ethical and other professional responsibilities for human service workers
   - Understand the history of case management
   - Describe the components of an Individualized Plan
   - Describe the levels of case management
   - Separate case management from therapy
   - Understand the role of hope and self-determination
   - Apply the ecological model of case management

2. **Learning Activities:**
   a. **Read:** (C1, 3, 5-8, 15-20; F1, 2, 7-17) Chapter 1, 2, & 3.
      To assist you in your study, do the following:
      - review the Exercises
      - define the Key Terms
      - review the Summary at the end of the chapter
   b. **Key Terms and Key Concepts:** Client, Consumer, Informed consent, Capacity, Comprehension of information, Voluntariness, HIPAA, Tarasoff v. Regents of the University of California, Case manager, Peer support, Linking, Advocacy, Service Coordination, Managed care, Recovery, Self-determination, Ecological model, Transitions, Generalist approach,
   c. **Written Assignments:**
      - Chapter – Exercise I: Case Management – Answer questions 5 & 13
      - Chapter 2 – Exercises I: Answer questions 3, 4, 6, 13
      - Chapter 3 – Exercises II: Answer Questions 3 and 4
   d. **Discussion Assignments:**
      - Chapter 1 Assignment – Find out your state’s definition of child abuse. Learn which professionals in your state are considered mandated reporters of child abuse (be sure to identify the state and websites/resources used)
      - Chapter 2 Exercises II discuss Question 7
      - Be sure to respond to a peer using detailed sentences that lets the peer know you fully read their work. It is worth one point.
B. **Module 2: Useful Clarifications and Attitudes**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Demonstrate cultural competence while engaging in case management
   - Understand the “helping” attitude and how boundaries are essential in case management
   - Discuss the concept of “Who Owns the Problem”

2. **Learning Activities:**
   a. **Read:** (C1, 3, 5-8, 14-20; F1, 2, 7-17): Chapter 4, 5, & 6.
      To assist you in your study, do the following:
      - review the Exercises
      - define the Key Terms
      - review the Summary at the end of the chapter
   b. **Key Terms and Key Concepts:** race, ethnic group, stereotypes, ethnocentrism, prejudice, warmth, genuineness, empathy, transference, counter-transference.
   c. **Written Assignments:**
      - Chapter 4 Exercises: Testing Your Cultural Competence – Answer Questions: 2 & 4
      - Chapter 5 Exercises: Demonstrating Warmth, Genuineness, and Empathy – Answer Vignettes: 2 & 3
      - Chapter 6: Page 133 – Exercises: Who Owns the Problem – Answer Questions: 1, 6, & 9
   d. **Discussion Assignments:** (C1, 3, 5-8, 15-20; F1, 2, 7-17)
      1. Answer the following questions.
         - Chapter 5 Exercises: Blurred Boundaries – Answer Questions 2, 3, 6, & 7
         - Be sure to respond to a peer using detailed sentences that lets the peer know you fully read their work. It is worth one point.
C. Module 3: Effective Communication (Part 1)

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Identify good and poor responses
   - List the “Twelve Roadblocks to Communication”
   - Engage in active listening and effective responding
   - Use effective asking questioning skills
   - Clarify the difference between an open and closed question

2. **Learning Activities:**
   a. **Read:** (C1, 3, 5-8, 15-20; F1, 2, 7-17) Chapter 7, 8, & 9
   
   To assist you in your study, do the following:
   - review the Exercises
   - define the Key Terms
   - review the Summary at the end of the chapter

   b. **Key Terms and Key Concepts:** Twelve roadblocks to communication, Reflective listening, Empathy, Closed questions, Open questions

c. **Written Assignments:**
   - Chapter 9 Exercises: What is Wrong with These Questions – Answer Questions: 2, 4, 8, 9
   - Chapter 9 Exercises: Opening Closed Questions – Answer Questions: 1 and 4
   - Chapter 9 Exercises Opening Closed Questions II – Answer Questions: 3 and 4

d. **Discussion Assignments:**
   - Chapter 7: Exercises: Identifying Roadblocks – Answer questions: 1, 2, 4, 7, 10 (in addition to annotating “enhanced or blocked” list the roadblock(s) that was used – if you choose blocked – and re-write a blocked response into an enhanced one.
   - Chapter 8: Pick one question from each of the 6 Reflective Listening Exercises (III through VI). Be sure to write out the statement made by the client then the feeling then your empathic response (if you do not write out the client’s statement you will NOT receive any credit)
D. Module 4: Effective Communication (Part 2)

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Effectively bring up difficult issues
   - Use the skill of confrontation
   - Demonstrate the use of “I messages”
   - List common reasons for anger
   - Describe the “Four Step Process”
   - Manage an “angry outburst”
   - Use communication that facilitates change

2. **Learning Activities:**
   
a. **Read:** (C1, 3, 5-8, 15-20; F1, 2, 7-17) Chapter 10, 11, & 12
   To assist you in your study, do the following:
   - review the Exercises
   - define the Key Terms
   - review the Summary at the end of the chapter

   b. **Key Terms and Key Concepts:** Discrepancies, I-Message in confrontation, Four step process for disarming anger, Disarming anger

c. **Written Assignments:**
   - Chapter 10 Exercises: Expressing Your Concern – Answer Questions 3 and 4
   - Chapter 10 Expressing Your Concern II – Answer Questions: 2 and 4
   - Chapter 11 Exercises Initial Responses to Anger – Answer Questions 1 and 2
   - Chapter 11 Exercises: Practicing Disarming – Answer Questions: 1 and 2

   d. **Discussion**
   - Chapter 12: Write a one page paper on how you will be able to use the information from Chapters 7 through 11 to be a more effective communicator with your clients. One inch margins – doubled spaced. Attach to your Discussion Board post.
   - Chapter 13 Exercise III – Complete all 6 questions.
E. Module 5: Meeting Clients and Assessing Their Strengths and Needs (Part 1)

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Understand the process for filling out forms.
   - Thoroughly fill out necessary forms for intake
   - Prepare for a first interview
   - Use effective interviewing skills
   - Ensure that the client’s expectations are understood and documented
   - Take a thorough social history
   - Explain the components and use of assessment forms

2. **Learning Activities**
   a. **Read:** (C1, 3, 5-8, 15-20; F1, 2, 7-17) Chapter 14, 15, & 16
      To assist you in your study, do the following:
      - review the Exercises
      - define the Key Terms
      - review the Summary at the end of the chapter
   b. **Key Terms and Key Concepts:** social history, client’s appraisal
   c. **Written Assignments:**
      - **Chapter 14:** Exercises I: Intake of a Middle-Aged Adult and Exercises II: Intake of a Child – Complete both Intakes – you do not have to reference the companion textbook; however, you should use the internet to research information on the Diagnostic and Statistical Manual of Mental Disorders. Chapter 17 will help as well.
   d. **Discussion**
      - **Chapter 16:** Exercises: Practice with Social Histories – Answer Question 2 (you should be using the info from the examples to be sure there is enough info to treat the client - putting "none" for too many categories will result in a loss of points) and 3 (same applies here)
F. **Module 6: Meeting Clients and Assessing Their Strengths and Needs (Part 2)**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Use the DSM
   - Complete a Mental Status Exam
   - Explain the rules behind releasing client information
   - Explain what to do with received client information
   - Explain the meaning of change
   - List and explain the “Stages of Change”
   - Understand recovery
   - Roll with Resistance

2. **Learning Activities:**
   a. **Read:** (C1, 3, 5-8, 15-20; F1, 2, 7-17) Chapter 17-19
      To assist you in your study, do the following:
      - review the Exercises
      - define the Key Terms
      - review the Summary at the end of the chapter
   c. **Written Assignments:**
      - Chapter 17 Exercises: Using the DSM – Answer Question 7
      - Chapter 18 Exercises: Using the MSE Vocabulary – Answer Questions: 2, 4, 9, 12, 13, 15, 20, 22, 23, 25 (again these will be short answers - not really full sentences)
      - Chapter 19 Exercises: Send for Information – Complete the forms on a Middle-Aged Adult, a Child, "and" a Frail Older Person.
   d. **Discussion Assignments:**
      - Chapter 17: Write a one and a half page paper on how you feel you be able to benefit from having access to a clients’ DSM information. Be sure to respond to a peer in detailed sentences so they know you fully read their entry.
G. **Module 7: Developing a Plan with the Client**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Develop a service plan
   - Prepare for a service planning conference
   - Develop appropriate goals for the meeting
   - List referral sources for clients
   - Make an appropriate referral for a client
   - Assemble an organized and detailed client record
   - Document ongoing visits with clients in a detailed and unbiased manner
   - Evaluate when changes are needed to the service plan

2. **Learning Activities:**
   a. **Read:** (C1, 3, 5-8, 15-20; F1, 2, 7-17) Chapter 20-23
      To assist you in your study, do the following:
      - review the Exercises
      - define the Key Terms
      - review the Summary at the end of the chapter
   b. **Key Terms and Key Concepts:** target date, review date, face sheet

1. **Written Assignments:**
   - Chapter 22 Complete a Referral Notification Form for at least two agencies for a made up client.
   - Chapter 22 Complete a Face Sheet on a made up client.
   - Chapter 23 Exercises: Recording Your Meeting with the Client – Complete this exercise using the documentation methods described in the chapter
   - Chapter 23 Exercises: Recording Client Contacts – Choose one of the two Vignettes (part I or part II) and answer the four questions using the documentation methods described in the chapter.

2. **Discussion Assignment**
   - Chapter 20 Exercises: Broad Goal Planning – Complete two of the three Treatment or Goal Plans exercises.
   - Chapter 21 Begin now to put together a resource book listing agencies and what they do, support groups, and places where educational seminars and workshops are held for the general public. Collect them from the community where you expect to practice, and keep the latest copy of social services agencies found in most telephone books.
   - Be sure to respond to a peer using detailed sentences that lets the peer know you fully read their work. It is worth one point.
**H. Module 8: Monitoring Services and Following the Client**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   - Monitor the services or treatment of a client
   - Effectively respond to a crisis
   - Write observable and measurable goals
   - Combine goals and treatment objectives
   - List the steps to terminating with a client
   - Explain the process of termination to include the discharge summary
   - Explore why “taking care of yourself” is essential in case management

2. **Learning Activities:**
   a. **Read:** (C1, 3, 5-8, 15-20; F1, 2, 7-17): Chapter 25-28
      To assist you in your study, do the following:
      - review the Exercises
      - define the Key Terms
      - review the Summary at the end of the chapter
   b. **Key Terms and Key Concepts:** monitoring, advocating, collaborating, follow-up, treatment objective, intervention, discharge summary.
   c. **Written Assignments:**
      - Chapter 24 Exercises: Developing Goals and Objectives – Complete 2 of the 5 Vignettes (exercises I to V)
      - Chapter 26 Exercises: Termination – Complete Exercise IV.
   d. **Discussion Assignments:**
      - **Chapter 24:** Write a half page paper on the goals of monitoring a client after the initial intake and development of the treatment plan.
      - **Chapter 26:** Complete two of the exercises among Exercises I-III at the end of Chapter 26.
      - Be sure to write a one page paper - summarizing your ideas, opinions, and feelings in reference to a peer's continuous postings throughout the course. Attach it to the discussion board post. This is your participation point opportunity.