

Columbia College
Case Work and Methodology (HSPD220)
Lecture 1
Course Outline

Semester Dates: March 13, 2017 to April 15, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Susan Mercer-Thornhill *MSW, RSW*

Email: susant@columbia.ab.ca

Class Time: 8:30 AM – 5:00 PM (Sat.)

Room: 4-170

Credit: 3

Prerequisite: HSPD200 or HSPD Director's Approval

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This is a practical introduction to case management and methodology in your area of specialization. Focus is placed on procedures and various models of practice through application to case studies and other activities.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Discuss and apply best practices, values and ethics, and demonstrate professional responsibility.
- Become knowledgeable and apply methodologies utilized in case management.
- Develop effective communication, including writing/documentation skills in the Human Services profession.
- Exercise abilities in planning services for clients and follow-ups.
- Develop ethical and healthy practices, initializing client services, during service delivery and termination of client-service provider relationships.
- Explain various processes involved in case management practices and challenges.
- Have knowledge of and practice of self-care.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Summers, N. (2015). *Fundamentals of case management practice: Skills for the human services* (5th ed.). Belmont, CA: Books/Cole CENGAGE learning.

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & sources – An apa documentation guide* (4th ed.). Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calq145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

- Read chapters 2, 3, 4 & 5 in your text, *Fundamentals of Case Management Practice: Skills for the Human Services*.
- ***Please note that a Saturday class has two classes: the first class is from 8:30 am to 12:30pm and second class is from 1:00pm and 5:00pm.***
- Read this syllabus and prepare to discuss in class.
- Bring 3 questions that you would find beneficial to discuss in class.
- Prepare for a quiz on the assigned readings (Chapters 2 & 3 in your text).

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Quizzes	Class 1 - 8	20%
Summary Activity	Class 1 - 8	10%
Presentations	Class 8 or 9	20%
Case Analysis/Summary	Class 7	20%
Final Project/ Case-Study Paper	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form* (SSPP-F012) that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none">• Case Management: Definition and Responsibilities• Applying the Ecological Model: A Theoretical Foundation for Human Services	<ul style="list-style-type: none">• Chapter 2 & 3
2	<ul style="list-style-type: none">• Cultural Competence• Clarifying Who Owns the Problem	<ul style="list-style-type: none">• Chapter 4 & 5
3	<ul style="list-style-type: none">• Documenting Initial Inquiries• The First Interview	<ul style="list-style-type: none">• Chapter 14 & 15
4	<ul style="list-style-type: none">• Social Histories• Using the DSM	<ul style="list-style-type: none">• Chapter 16 & 17
5	<ul style="list-style-type: none">• Mental Status Examination• Receiving and Releasing Information	<ul style="list-style-type: none">• Chapter 18 & 19
6	<ul style="list-style-type: none">• Planning for Positive Change and Recovery• Developing a Service Plan at the Case Management Unit	<ul style="list-style-type: none">• Chapter 20 & 21
7	<ul style="list-style-type: none">• Making Referral and Assembling the Record• Documentation and Recording	<ul style="list-style-type: none">• Chapter 23 & 24• Case Summary/Analysis Due
8	<ul style="list-style-type: none">• Monitoring the Services or Treatment• Terminating the Case	<ul style="list-style-type: none">• Chapter 25 & 27• Presentations Due
9	<ul style="list-style-type: none">• Taking Care of Yourself	<ul style="list-style-type: none">• Chapter 28• Presentations Conclude
10	<ul style="list-style-type: none">• Final Exam –as assigned	<i>Final project: Reflective Paper Due</i>

Appendix 1 Assignment Outlines

Quizzes

Due Date: Each class from classes 1 through 8.

Weight: 20% (2.5% per test)

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Daily Summary Activity

Due Date: End of each class from class 1 through 8.

Weight: 10% (1.25% per summary assignment)

Students will conclude each of the classes with a summary of the day's topic that answers the following: What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today? Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. N. B. These three questions are there to guide your answers to this assignment, and your facilitator may give you different questions per class, depending on the lessons of the class.

Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent from the Summary Test, you will receive a —zero.

Case Analysis/Summary

Due Date: Class 7

Weight: 20%

You will be presented a case scenario on paper in class 4. As a support worker assigned to work with this client on the case scenario for the day (8:00am—4:30pm), at the end of your shift, you are asked by your manager to make a daily report regarding your client's activities of that day and your overall work with the individual. Please summarize this case scenario (by identifying and clarifying relevant facts of the case), your work with this client and present this information according to the outline below (**This paper has to be minimum and maximum of one page, single-spaced typed with a font size 12** (Times or Arial or Times New Roman). Follow an APA format. References are not required for this assignment. You will be evaluated according to the rubric attached.

- Agency Name
- Date
- Name of Client (in the scenario)
- Name of Support Worker (Student)
- Summary of relevant details of the client (including diagnosis/medication of client, if any, etc.)
- Presenting Issue(s)/Problem(s) and Summary of Activities of the day
- Support Worker's Actions (please provide rationale for your actions)
- Follow-up/Plan

Oral Presentation**Due Date: Classes 8 or 9****Weight: 20%**

Each student will make a 10- to 15-minute PowerPoint presentation on topic of your choice within the course content or any relevant topic pre-approved by the facilitator, and be prepared to respond to questions from class members. Students will be evaluated according to the attached rubric: Oral Presentation Rubric.

Final Project: Reflective Paper**Due date: Class 10 (by 11:59pm)****Weight: 30%**

You are asked to prepare a reflective paper based on the material and lessons you have learned from this course. Your paper will cover the topics presented below. The paper must have a minimum length of 1200 words (excluding the cover page and reference page). Although not required for this paper, feel free to use APA standards, and/or academic references. Students will be evaluated according to the attached rubric. Your paper should include the following subjects:

- What is case methodology to you?
- Why is it important to have knowledge and skills about case methodology in human services profession?
- What is the most important theory in case methodology, as mentioned in chapter three of your course textbook; please explain why this theory is important in this work?
- Name four areas or subjects need to be covered when writing a case report. Why are they necessary?
- What is termination to you? What process is involved?
- Self-care activities are important in human services profession, what self-care activities would you recommend to your clients and yourself and why?

Appendix 2
Assignment Rubrics

Columbia College
Case Study Analysis
Last Revised: September 2011

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A 10.0 – 7.0 5	B 6.9 – 5.0 4-3	C 4.9 – 3.5 2	F 3.4 - 0 1-0	Score
Identification of Main Issue / Problem	<ul style="list-style-type: none"> Clearly identifies the main issue/problem. Introduces all of the key ideas to be discussed. Ends with a clear identification of the main questions raised in the case study. 	<ul style="list-style-type: none"> Clearly identifies the main issue/problem. Introduces most of the key ideas to be discussed. Ends with some of the main questions raised by the case study. 	<ul style="list-style-type: none"> Identifies the main/problem, but the statements are not clear. Introduces a few ideas to be discussed. Ends with a few questions raised, but they are not all relevant. Many main questions not identified. 	<ul style="list-style-type: none"> Unable to identify the main issue/problem. Identifies some irrelevant ideas. Unable to identify any main questions or presents irrelevant questions. 	
Quality of Analysis and Interpretation	<ul style="list-style-type: none"> Provides a comprehensive, insightful analysis, synthesis and interpretation of the issue. Provides a clear summary of the case facts.. Provides logical and highly convincing argumentation tied to the facts. Draws clear conclusions and identifies implications. 	<ul style="list-style-type: none"> Provides very good analysis, synthesis and interpretation of the issue. Provides a relatively clear summary of the case facts. Provides logical and convincing argumentation that mainly ties to the facts of the case. Draws most conclusions and identifies most implications. 	<ul style="list-style-type: none"> Provides partial analysis and interpretation. Issue needs further exploration. Provides an incomplete summary of the case facts. Provides weak, illogical argumentation that does not tie in well with the case. Draws a few conclusions and identifies some implications. 	<ul style="list-style-type: none"> Analysis and interpretation is limited. Provides a limited summary of the case facts. Provides limited, often irrelevant argumentation. Discussion is inadequate and limited. Conclusions and implications of the issue are missing. 	

Area	A 10.0 – 7.0	B 6.9 – 5.0	C 4.9 – 3.5	F 3.4 - 0	Score
Quality of Solution / Strategies	5 <ul style="list-style-type: none"> Identifies innovative and comprehensive solution/strategies, demonstrating outstanding problem solving skills. Provides extensive information to support solution/strategies. Clearly supports statements made with evidence and examples. 	4-3 <ul style="list-style-type: none"> Identifies original and well developed solution/strategies, demonstrating effective problem solving skills. Provides sufficient information to support solution/strategies. Clearly supports most statements with evidence and examples. 	2 <ul style="list-style-type: none"> Provides some solution/strategies, showing limited problem solving skills. Provides limited use of information to support solution/strategies. Most statements are unsupported with evidence and examples. 	1-0 <ul style="list-style-type: none"> Unable to provide solution/strategies. Lacks problem solving skills. No information provided to support ideas. No support for statements made. 	
Writing Skills	<ul style="list-style-type: none"> Writes carefully crafted paragraphs, and transitions between sections. Shows excellent organization. Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> Writes well developed paragraphs with transitions between sections. Shows good organization. Quotes and evidence integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> Writes paragraphs that are often poorly developed with few transitions between sections. Lacks continuity and organization. Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> Writes paragraphs that are poorly written, with no transition between sections, creating confusion and lack of continuity in the response. 	
Mechanics, Grammar, Professional Format	5 <ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly. Meets all requirements for an excellent academic response. Meets all case study written requirements. 	4 <ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly. Meets most requirements for a well written academic response. Meets most case study written requirements. 	3-2 <ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors. Meets a few requirements for an academic response. Meets a few case study written requirements. 	1-0 <ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. Does not meet requirements for an academic response. Does not adequately meet any case study written requirements. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 30:

Facilitator/Evaluator's Comments:

Columbia College
Reflective Writing Rubric
 Last Revised: March 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Skills	5	4	3	2	1
Depth of Reflection	<ul style="list-style-type: none">Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections.	<ul style="list-style-type: none">Reflection reveals insight into the subject matter. Often there are thoughtful statements.	<ul style="list-style-type: none">Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.	<ul style="list-style-type: none">.Reflection is limited. The writer produces some basic understanding of the subject matter.	<ul style="list-style-type: none">Little to no reflection is present.
Use of Examples / Evidence	<ul style="list-style-type: none">Uses specific and convincing examples to support reflective statements.	<ul style="list-style-type: none">Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.	<ul style="list-style-type: none">Uses some examples to support understanding of the subject matter and reflections.	<ul style="list-style-type: none">Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.	<ul style="list-style-type: none">Uses little to no examples.
Cohesiveness of Response	<ul style="list-style-type: none">This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.	<ul style="list-style-type: none">This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way.	<ul style="list-style-type: none">Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner.	<ul style="list-style-type: none">This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order.	<ul style="list-style-type: none">This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with essentially no errors. 	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with occasional errors. 	<ul style="list-style-type: none"> • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 	<ul style="list-style-type: none"> • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. 	<ul style="list-style-type: none"> • Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:

Comments:

Columbia College
Observation Rubric
 Last Revised: January 2012

Student's Name	Course Code	Date	Facilitator/Evaluator's Name	
Area	A – B (70% - 100%) 10.0 – 7.0	C - D (50% - 69%) 6.9 – 5.0	F (0% - 49%) 4.9 - 0	Score
Summary of Key Observations	<ul style="list-style-type: none"> • Key observations are carefully identified and presented. • Maintains neutrality in statements. • Excellent organization in summary. • Excellent quantity of information. 	<ul style="list-style-type: none"> • Key observations are mostly well identified and presented. • Most times maintains neutrality in statements. • Most of organization shows a logical progression. • Sufficient quantity of information. 	<ul style="list-style-type: none"> • Some key observations have been made, but there is generally not enough content. • Neutrality in statements is not maintained. • Summary lacks organization. • Quantity of information is inadequate. 	
Analysis and Interpretation	<ul style="list-style-type: none"> • Analysis and interpretation of data has been presented with thoroughness and accuracy. • Perceptive insights. 	<ul style="list-style-type: none"> • Analysis and interpretation of data is satisfactory. • Analysis is well done with a few weak areas. 	<ul style="list-style-type: none"> • Analysis and interpretation of data is minimal. 	
Field notes	<ul style="list-style-type: none"> • Excellent field notes assist in making key observations. • Quantity of field notes demonstrates excellent observation skills. • Demonstrate excellent use of point form notes. 	<ul style="list-style-type: none"> • Satisfactory field notes serve as good source for key observations. • Quantity of field notes demonstrates satisfactory observation skills. • Demonstrates some inconsistency in using point form notes. 	<ul style="list-style-type: none"> • Field notes are somewhat limited in content. • Quantity of field notes is limited. • Demonstrates little knowledge of how to make point form notes. 	

Area	A – B (70% - 100%) 10.0 – 7.0	C - D (50% - 69%) 6.9 – 5.0	F (0% - 49%) 4.9 - 0	Score
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> No errors in usage, grammar, or mechanics. Generally uses APA citation correctly. Meets all requirements for a well written academic response. Meets all requirements of the assignment. 	<ul style="list-style-type: none"> A number of errors in usage, grammar, and mechanics. May be some interference with the readability and quality of the paper. Uses APA citation inconsistently and with some errors. Generally meets most requirements for a satisfactory academic response. Generally meets most requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. Meets few requirements for an acceptable academic response. Meets few requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 40:

Facilitator/Evaluator’s Comments: