

University of West Florida, Department of Social Work

Case Management

SOW3314

Course Number: SOW3314

Course Credit Hours: 3

Course Modality: Full Distance Learning

Prerequisites or Corequisites: None

Instructor Information

Instructor Name: Dr. Amanda King, DSW, LCSW

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Course Description

Online course designed to teach the dynamics of human service case management. The course is designed to help students develop a general overview of case management and how it is defined and practiced in a variety of settings, such as juvenile justice programs, mental health programs, and nonprofit community agencies. Included in the course will be the process of case management from the initial referral for services, determination of eligibility of services, writing a formal plan for services, case documentation techniques, and techniques for monitoring a client's progress through the service delivery system, to case closure/follow-up activities. The course will also include how to access community resources, how to interpret and utilize information from other professionals, and the development of intervention, interviewing, caseload management skills, as well as legal and ethical issues in service delivery. This is an undergraduate elective course. The course provides a comprehensive introduction to the profession of social work case management.

Required Texts/Materials

Case Management Edition: 4th ISBN: 9780190858889 Author: Frankel Publisher: Oxford University Press

The textbook is available to rent or buy in-person or online at the UWF Bookstore.

Required textbooks for 1000-4000 level courses are available on Reserve at the Circulation Desk at the UWF Libraries for a 2-hour loan period (book must stay in the Library). Please keep in mind that copies of textbooks for each course are limited and may be used by another student, particularly right before an assignment or reading is due, so plan use accordingly. This service is available for print-format textbooks only.

Student Learning Outcomes (SLOs)

1. Integrate knowledge and skills of case management
2. Evaluate the various roles and skills of the case manager.
3. Identify formal and informal community resources.
4. Generate written assessments, service plans, referrals and follow-ups and termination summaries.
5. Explain ethical and legal issues associated with the case management process

Topics to be Covered

- Overview of case management
- Case management in a variety of social service agencies
- Process of case management
- Case documentation
- Intervention, interviewing, termination
- Access to community resources
- Case management techniques
- Legal and ethical issues

Academic Conduct

The [Student Code of Academic Conduct](#) defines various forms of academic misconduct, including cheating and plagiarism, and describes the process for addressing these types of allegations. All students are expected to read the Student Code of Academic Conduct and comply with the expectations. More information and links to the University regulation governing academic conduct can be found on the [Dean of Students website](#).

TurnItIn

UWF maintains a university license agreement for an online text-matching

service called Turnitin. Instructors may use the Turnitin service to evaluate the originality of student papers at their discretion. Instructors can employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed.

Attendance Policy

In compliance with federal regulations, financial aid can only be disbursed to students who have 'confirmed attendance' during their first week of the classes. Confirmed attendance is conducted by verifying that the first discussion board post is completed on time. If you have been approved for financial aid, your money will not be released until I confirm your attendance. To receive financial aid on the normal distribution timeline, your attendance must be confirmed within seven calendar days of the course start date. You can check to see if I have confirmed your attendance using the "My Classes" app in MyUWF.

If you stop attending class for any reason, you will not automatically be withdrawn, and you will still be responsible for any missed work. If you simply stop coming to class you may be awarded a grade of NF, which may affect your financial aid eligibility or require you to repay some of the funds awarded to you.

Grading/Evaluation

Grade Distribution by Percentages

Assignment Categories	Percentages
Initial Discussion board post (for 1st week of attendance only)	5%
Critical thinking Papers (3 total)	30%
Resource List	10%
Writing a Referral	5%
Week 9 Discussion Board Post	10%

Psychosocial Assessment	15%
Week 11 Discussion Board Post	15%
Week 12 Discussion Board Post	10%

Grading Scheme

Letter Grade Range

A	94% to 100%
A-	90% to 93.9%
B+	87% to 89.9%
B	84% to 86.9%
B-	80% to 83.9%
C+	77% to 79.9%
C	74% to 76.9%
C-	70% to 73.9%
D	61% to 69.9%
F	0% to 60.9%

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must [register with Student Accessibility Resources](#) and submit a semester request each semester. Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, visit [the SAR website](#), e-mail sar@uwf.edu or call 850-474-2387.

Additional Resources

The following are additional instructions/links for accessing and using online resources or programs like [Canvas](#), [Turnitin](#), [Zoom](#), or [Panopto Assignments](#).

Tutoring and Learning Resources offers free services designed to help you improve your academic performance. Tutoring, Study Skills Assistance, Academic Coaching, Academic

Success Workshops, Smartpen Loans, and more are available. Services are available in Building 52 and on the 2nd Floor of Pace Library. For more information visit www.uwf.edu/tlr or call (850) 474-3176.

Military & Veterans Resource Center

The [UWF Military & Veterans Resource Center \(MVRC\)](#) serves as a leading campus advocate for military and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill ® education benefits, active duty tuition assistance, out-of-state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising, and referral to state /federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550.

Mental Health Support

At the University of West Florida, we recognize that to learn, thrive, and flourish; you may need a little assistance. Please take advantage of the free resources online or on campus.

- For health concerns, contact Student Health Services at (850) 474-2172.
- For mental health or substance use concerns, contact Counseling and Psychological Services at 850-474-2420.
- For 24/7 crisis counseling, call 850-474-2420 and press option 6.

Therapy Assistance Online (TAO)

All students are encouraged to utilize Therapy Assistance Online (TAO) to strengthen skills to cope with anxiety, depression, stress management, and more. TAO is an interactive web-based self-help program that is available 24/7. Access TAO anonymously at uwf.edu/tao.

TogetherAll

If you feel like you need somewhere to talk anonymously to others who can support you, peer support is available to all students 24/7 via TogetherAll. TogetherAll is an online community where members are anonymous and can share how they are feeling and support each other. It is an asynchronous program where you can respond to others' posts and you can also share your own posts if you would like. Learn more and join TogetherAll at uwf.edu/togetherall

ArgoWell

Mental Health is one aspect of holistic health, which encompasses all of the eight wellness dimensions. The eight dimensions do not have to be equally balanced. Instead, you should strive to achieve your own authentic personal harmony. You have unique goals, priorities, and aspirations. You determine how to live your best life. ArgoWell is a UWF campus-wide initiative that brings student wellness to the forefront. Learn how ArgoWell can help you make the healthy choice the easy choice and support you in your wellness journey at uwf.edu/argowell.

Ask-a-Librarian

UWF Library staff are available for help through our [Ask-a-Librarian Live Chat](#) monitored from 8:00 am to 6:00 pm Monday through Thursday, 8:00 am to 4:00 pm on Friday, 9:00 am to 4:00 pm on Saturday, and 1:00 pm to 6:00 pm on Sunday. You can also email a librarian using the left-hand navigation in Canvas under Help or Library Tools or text a librarian at 850-483-0225.

Emergency Information

In the case of severe weather or another emergency, the campus might be closed and classes canceled. UWF uses a variety of communication methods to alert the campus community about emergency situations and safety threats. [Learn more about Emergency Communications from the UWF Police](#).

Official closures and delays are announced on the UWF website, Mobile Alert, and broadcast on WUWF-FM (88.1MHz).

- Mobile Alert is a broadcasting messaging system utilized by the university in emergency situations. To find more information regarding Mobile Alert, visit the [Enroll in Mobile Alert page](#) or locate the application in MyUWF by searching Mobile Alert.
- WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.

In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University. All students are encouraged to review the [Emergency Procedures Guide from UWF Police](#) as a quick reference for effective and timely action in the event of an emergency.

Writing Lab

[The Writing Lab](#) can help with the projects in this course. Graduate and undergraduate Writing Lab assistants are available to review the mechanics of writing with you and help you upgrade the quality of your papers before you submit assignments.

Paper reading services are offered online and face-to-face either by appointment (through

Navigate or 850-474-2229) or as walk-ins at the Main Lab (51/157) and at the satellite Writing Lab at CoB. These services include face-to-face and online Interactive paper reading sessions and paper reading via the OWL/Online Writing Lab that allows students to place their to-be-edited papers in the Canvas dropbox.

Paper reading services, along with one-on-one and interactive group tutoring, Editing Workshops, the Grammar Hotline (850-474-2129), and Real-Time Writing Assistance, are available during the Writing Lab's regular hours of operation from 10 to 5 daily and occasional weekends.

Visit our webpage at www.uwf.edu/writelab, or email us at writelab@uwf.edu

Sexual Discrimination or Harassment Reporting

University of West Florida faculty members are committed to supporting students and upholding the University's non-discrimination and harassment policies. Under Title IX, discrimination and harassment based upon sex or gender (including sexual violence and sexual misconduct) are prohibited. If you experience an incident of sex/gender-based discrimination or harassment, you do not have to go through the experience alone. Know that while you may talk to a faculty member, as a "Responsible Employee" of the University, the faculty are required to notify the University's Title IX Coordinator so that support services can be provided to you. If you would like to speak with someone confidentially, you may schedule an appointment with the UWF's Counseling and Psychological Services at (850) 474-2420. This service is free for students. Faculty can also help direct you to, or you may independently access the [University's Title IX website](#).

Civil Discourse

At the University of West Florida, learning involves a variety of ideas, theories, and evidence. Presentation of these ideas does not represent an endorsement of any one idea or perspective. It is vital to the UWF academic mission that we foster an environment that allows for the open exchange of ideas and perspectives to advance the learning objectives for each course. Civil discourse within and outside the classroom is a vital component of the UWF academic environment and is expected of everyone who belongs to the UWF community. Students and faculty may engage with complex ideas in class and students will often be asked to demonstrate an understanding of the ideas. Understanding an idea, concept, or theory does not require endorsing or agreeing with it, but rather hearing and considering its strengths and weaknesses. More information about civil discourse can be found in resources on the [Dean of Students webpage](#).

Health and Safety Protocols

The University of West Florida is dedicated to maintaining the best learning environment possible for our entire community of students, faculty and staff. We are the University of West Florida. Each of us, and all of us, by the act of stepping onto this campus and into a classroom, accept the responsibility as UWF Argonauts to help make this a safe place to learn. The University will continue to rely on guidance from the Florida Department of Health and the Centers for Disease Control and Prevention to pass on any changes in protocols for health and safety should the need arise. Students are encouraged to consult with their instructors regarding absences and missed work.

Course Schedule

The schedule below is accurate as of the first day of the semester. If any changes occur, you will be notified.

Week/Unit	Topic(s)	Assignments and Due Dates
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May 12 th to May 18 th	The Evolution of Case Management	Read: Chapter 1 in the text Review: Week 1 Module Complete assignment by May 16 th by 11:59 PM CST
May 19 th to May 25 th	Overview of Case Management Practice	Read: Chapter 2 in the text Review: Week 2 Module Complete Assignment by May 25 th 11:59pm CST

May 26 th to June 1 st	The Roles of a Case Manager	Read: Chapter 3 in the text Review: Week 3 Module Complete assignment by June 1 st 11:59pm CST
June 2 nd to June 8 th	An Example of Case Management	Read: Chapter 4 in the text Review: Week 4 Module Complete assignment by June 8 th 11:59 PM CST
June 9 th to June 15 th	Interpersonal, Connecting, and Information-Gathering Skills	Read: Chapter 5 in the text Review: Week 5 Module Begin working on Psychosocial Assessment that is due next week
June 16 th to June 22 nd	Specialized Practice Skills	Read Chapter 6 in the text Review: Week 6 Module Complete Psychosocial Assessment by June 22 nd 11:59 PM CST
June 23 rd to June 29 th	Additional Components of Case Management and Intervention of Evaluation	Read Chapter 7 in the text Review: Week 7 Module Complete Critical Thinking Paper 3 by June 29 th 11:59 PM CST

June 30 th to July 6 th	Nursing Case Management	Read Chapter 8 in the text Review: Week 8 Module Complete the Writing a Referral assignment by July 6 th 11:59PM cst
July 7 th to July 13 th	Case Management Issues with Special Populations	Read Chapter 9 in the text Review: Week 9 Module Complete Week 9 Discussion Board Post by July 13 th 11:59PM CST
July 14 th to July 20 th	Challenges and Visions	Read Chapter 10 in the text Review: Week 10 Module
July 21 st to July 27 th	Ethics and Values	Read: NASW Standards for Case Management, Pages 17- 22 Review: Week 11 Module Complete Week 11 Discussion Board Post by July 27th at 11:59pm
July 28 th to August 3 rd	Ethics and Values Continued	Read: NASW Code of Ethics (links located in module 12) Review: Week 12 Module Complete Week 12 Discussion Board Post by August 3rd at 11:59pm
August 4 th to August 8 th	Self Care	Review: Week 13 Module

Important Information and Updates

Faculty members must sometimes update course elements such as schedules or assignment details in response to student needs and external events (e.g., severe weather or public health emergencies). If updates become necessary as the course progresses, students will be notified through student gmail and the Canvas messaging feature.

Assignment details:

Resource List

On page 5 of the text, the author lists the following community resources: “government entitlements, charities, job openings, education, child care, legal aid, housing, transportation, and recreational opportunities.”

Contact 3-5 agencies local to you that fall under the listed categories and find out more about what their agency offers and put this in a double spaced document. Please review Rubric for more information.

Important information to include in your document:

Name of Agency

Name of Contact Person

Category (as listed on page 5 of the text)

Population the agency serves

Services the agency provides

How would a client access these services?

What is the referral process from agency to agency?

Does a client have to fit specific criteria to qualify for services?

How long or often can a client access these services?

What is the cost for services?

What barriers are present in accessing services?

Psychosocial Assessment:

You have 2 options for this assignment- both must be a minimum of 3 full pages in length - double spaced - please see Rubric for more information:

Option 1: Interview someone you know (can be another classmate, friend, family member, etc) and complete a psychosocial assessment from that interview. The person you interview can use themselves as the client or can come up with a fake identity to use

for the purpose of the assignment. Please inform the person you are interviewing that they should not share any information that may be distressing to them, bring up unwanted memories, or they are uncomfortable with sharing.

Option 2: Using your assigned case vignette and the information you wrote about in your first two critical thinking papers, write a psychosocial assessment. If there is not enough information in your case vignette for a particular section of the psychosocial, you will write in the assessment the questions (at least 2) that you would ask to gather this information.

Writing a Referral:

Using a template you find in the course or online, write a referral you think would be beneficial for your client in your case vignette. Ideally, this mock referral would be to an agency you spoke with for your resource list assignment, however it does not have to be. This is not a referral you will send, but will submit for a grade to test your writing skills and ability to use information that was gathered to determine need and identify a resource that would fill that need.

Week 9 Discussion Board Post:

Read and Review Chapter 9 of the text. Chapter 9 discusses Case Management Issues with Special Populations such as: Developmental Disabilities, Healthcare and Chronic Illness, Mental Health and Chronic Mental Illness, Addictions, Child Welfare, Geriatrics, Criminal Justice, HIV/AIDS, the Homeless/Houseless, and the Military/Veteran population.

Discussion Prompt: Identifying Your Target Population in Case Management

As a future case manager, it's important to reflect on the populations you feel most drawn to support. In this discussion, identify one population you are interested in working with (e.g., individuals experiencing homelessness, youth in foster care, refugees, people with substance use disorders, etc.).

In your post, address the following:

1. **Why are you interested in working with this specific population?**
2. **What unique challenges do you think case managers face when serving this group?**
3. **What strengths or qualities do you bring that would help you build rapport and advocate effectively for this population?**
4. **What resources or knowledge areas do you think you need to develop further to be effective in this role?**

Respond to at least two classmates by offering insights or questions that help deepen their reflection or by sharing resources that could be helpful for their chosen population.

Week 11 Discussion Board Post:

To get full credit you must: Answer the 2 prompts (10pts) with at least 3-4 sentences each and respond to one of your peers (5pts). Total Points for this assignment: 15

In any helping profession, setting and holding boundaries is very important to maintaining appropriate relationships with our clients. Setting and Holding Boundaries with our clients not only protects them from blurring the lines between case manager and friend, but it also protects you - as the helping professional. Learning how to set

boundaries sounds easy, but sometimes it can be difficult. Setting boundaries and holding boundaries may feel uncomfortable at first, but they protect all involved.

1) To demonstrate how to set boundaries, review and answer the following: You get a new client, age 19, who works at a local Starbucks. They have come to you for assistance managing their budget, accessing case management resources, and for help finding housing. The client tells you that their work schedule changes frequently and they are not sure if they will be able to make all of their appointments with you or they state they might be late by 20 minutes here or there due to transportation. They are letting you know this up front, which you are happy about - however your agency has a policy that clients must call 24 hrs before an appointment to reschedule or there is a fee associated. How would you communicate the importance of keeping their appointments and the consequences of not following the agency's policy?

2) To demonstrate holding boundaries, review and answer the following: You have been working with a client for about 6 months who is around the same age as you are. You are getting ready to discharge the client from services due to them successfully completing their goals. The client would like to be "friends" on social media after being discharged from the program so that you can continue to see their progress and root them on. You have felt a sense of grief over losing this client due to working with them for so long. How would you address the client's request?

Week 12 Discussion Board Post:

Review the prompt and write 2-3 paragraphs explaining what was done in the situation that might have been unethical and what might have been a better way to handle the situation.

Critical Thinking Papers

Critical Thinking Paper 1 :

Use your assigned case vignette to define the "problem" or reason the client is seeking services. Evaluate and write about the micro, mezzo, and macro strengths and

challenges/barriers associated with the client, their family, community, and any organizational and policy issues that affect the chosen problem. Questions to consider: How might the client be affected by the listed strengths and challenges? How might the client use their strengths to address the barriers present? How might a case manager help a client address the challenges and barriers associated with the problem?

Critical Thinking Paper 2:

Use your assigned case vignette and your 1st critical thinking paper to develop three month goals for your client. Review Chapter 4 of the text and the SMART goal setting information in Week 4 powerpoint in Canvas for examples of goal writing strategies. Develop 3-5 three month goals for each of the Micro, Mezzo, and Macro levels for the client in your case vignette while analyzing how the client's strengths and barriers may play a role in meeting these goals.

Critical Thinking Paper 3:

Using the case vignette, critical thinking papers one and two, and your completed psychosocial assessment (if you did the PSA on your case vignette) review the prompt and answer: "Imagine your client is resistant to opening up during your first few meetings. What factors could be contributing to their hesitation, and how might your approach to building rapport change depending on their background, communication style, or past experiences with support systems? What strategies or communication techniques would be most effective in building rapport while maintaining the ethical and professional responsibilities of the case manager?"