

Fall 2018

**NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HEALTH & HUMAN SERVICES DEPARTMENT**

Section Number: _____ **Instructor:** _____

Email Address: _____ **Office Hours** _____

HUS 3503 CASE MANAGEMENT

COURSE DESCRIPTION:

This course provides students with an introduction to the role and function of the case manager in human services agencies. Different models of case management are presented, focusing on the theory and practice of assessment, planning, action and evaluation. Special attention is given to the engagement process, assessing internal and external resources and impediments, goal planning and disengagement. Monitoring, evaluation and supervision of case managers are also emphasized. This course covers record keeping, agency reporting procedures and writing service plans.

PREREQUISITES: HUS 2305 Field Practicum I

COREQUISITES: This course can be taken if the student enrolls in HUS 2405, Field Practicum II.

CREDITS: 3

HOURS: 3

REQUIRED READINGS:

Summers, N. (2014) *Fundamentals of case management practice: Skills for the human Services* (5th ed). Belmont: Brooks/Cole.

Online: NYC Dept. of Health, Standards For Case Management

SUPPLEMENTARY READINGS:

Journal Articles, no more than 5yrs. old. See Group Presentation Guidelines

FORMAT:

Lectures, small group activities, guest speakers, group presentations and/or videos

GRADING:

Quizzes on Readings	10%
Social History Assignment	25%
Service Plan Assignment	25%
Group Presentation/Write Up	25%
Participation	15%

Participation: Student participation is evaluated by instructor, when computing the final course grade. Students are expected to participate in discussion and in-class activities, regularly administrated by the instructor. To ensure a learning environment, that supports quality student participation, unapproved technology/cell during class is not permitted

Passing: C or higher for Human Services majors.

Attendance: Instructors are required to submit student attendance to Financial Aid and Registrar.

Updated: Pawlukewicz/2018

HUS 3503

COURSE OBJECTIVES: Knowledge; General Education; Skill; Attitude

KNOWLEDGE:

Upon completion of this course, students will be able to:

1. Understand and explain the historical developments and social forces that led to the emergence of the new clientele and contemporary practice paradigm.

Class Discussion

2. Identify and explain the newly emerging client populations with severe and long-term impediments.

Group Project

3. Define and explain new service concepts and approaches to provide sustained care and the highest possible quality of life.

Group Project

4. Explain the comprehensive psychosocial enhancement model: Functions of a case manager.

Social History Assmt

5. Describe issues of ethics and cultural competency in case management services with specific groups of severely vulnerable clients.

Class Exercises

6. Differentiate and describe micro practice geared to the individual and macro practice involving the organization and community.

Class Participation

7. Identify and explain inter-organizational policies and agency program planning.

Class Participation

8. Define and describe the basic administrative tasks as they relate to case management programs. (macro-practice)

Class Activities

GENERAL EDUCATION

The student will be able to:

1. Oral Communication: Speak effectively on a topic related to the curriculum.

Group Presentation
Class Discussion

2. Written Communication: Write effectively which includes proper essay format; grammar free submissions.

Social History Assmt
Service Plan

3. Health/Biological Aspects: Identify the health needs of individuals through the assessment process. Service Plan

4. World Culture & Global Issues: Understand the diversity of clients in a societal context Service Plan

SKILLS:

The student will be able to put into practice the fifteen functions of the case manager applying the comprehensive psychosocial enhancement model (micro-practice):

ASSESSMENT

- | | |
|--|-------------------------|
| 1. Access to the agency | Class Discussion |
| 2. Intake Process | Social History Assmt. |
| 3. Assessment (Concrete needs, 5 areas of | Social History Assmt. |
| 4. Long & Short Term Goal Setting | Service Plan |
| 5. Intervention Planning. | Service Plan |
| 6. Resource identification and Indexing | Service Plan |
| 7. Formal linkage—agencies and programs. | Class Participation |
| 8. Informal linkage—families and social networks | Class Participation |
| 9. Monitoring Case(s) | Service Plan Assignment |
| 10. Reassessment of Case(s) | Class Participation |
| 11. Outcome Evaluation (for termination). | Service Plan Assignment |
| 12. Interagency Coordination | Class Discussion |
| 13. Counseling Techniques | Interviews |
| 14. Advocacy In Action | Service Plan |

ATTITUDES:

The student will be aware of:

ASSESSMENT

- | | |
|--|--|
| 1. Personal philosophy and biases related to Persons with chronic and acute problems in physical, emotional, cognitive and social functioning. | Class Discussion
Group Presentation |
| 2. Individual strengths and weaknesses in working with teams of professionals in other disciplines, clients' families and volunteers. | Class Discussion
Group Presentation |
| 3. Family/cultural standards and expectations which help or impede the development of self and others. | Class Discussion
Group Presentation |
| 4. Personal and professional ethical decisions related to case management. | Class Discussion
Group Presentation |
| 5. Basic beliefs in self-determination, worth and uniqueness of individuals. | Class Discussion
Group Presentation |
| 6. The potential of individuals and systems to change and improve through support and creative solutions. | Class Discussion
Group Presentation |

HUS 3503 COURSE CALENDAR

<u>SESSION</u>	<u>TOPICS</u>	<u>READING ASSIGNMENT</u>
1	Introduction to the Course Review of Course Requirements Ethics and Other Professional Responsibilities For Human Service Workers	Ch. 2
2	NYC Dept. of Health/Standards of Case Management @ www.health.ny.gov.standards Read: All 11 Standards Identifying Good Response and Poor Responses Listening & Responding	Ch 7 Ch 8
3.	Asking Questions Bringing Up Difficult Issues Addressing & Disarming Anger	Ch 9 Ch 10 Ch 11
4.	Collaborating with People for Change Case Management Principles: Optional Review	Ch 12 Ch 13
5.	Documenting Initial Inquiries The First Interview Social Histories & Assessment Forms	Ch 14 Ch 15 Ch 16
6.	Using the DSM The Mental Status Examination	Ch 17 Ch 18
7.	Receiving & Releasing Information Developing a Service Plan at the Case Management Unit	Ch 19 Ch 20
8.	SOCIAL HISTORY/BIOPSYCHOSOCIAL DUE Preparing for a Service Planning Conference or Disposition Planning Meeting	Ch 21
9.	Making the Referral and Assembling the Record	Ch 22
10.	Documentation & Recording Monitoring the Services or Treatment	Ch 23 Ch 24
11.	Developing Goals and Objectives at the Providers Agency Cultural Competence	Ch 25 Ch 4
12.	Case Management: Definitions & Responsibilities Attitudes & Boundaries Clarifying Who Owns The Problem	Ch 1 Ch 5 Ch 6

SERVICE PLAN DUE

13	Terminating the Case Group Presentations Begin	Ch 26
14	Group Presentations	
15	Group Presentations	

ASSIGNMENTS:

- a. SOCIAL HISTORY/BIOPSYCHOSOCIAL
- b. SERVICE PLAN
- c. GROUP PRESENTATION

a & b:

1. Student is to conduct a series of interviews (5+) with an adult individual with a long term vulnerabilities (i.e. the elderly, individuals with developmental, physical and/or mental disabilities or illness, dependent or abused children, alcoholic or substance abusers). Explain to him/her the purpose of this college assignment and obtain written permission to conduct interviews and speak with family members/service providers through a disclosure form you create. This form should inform the individual the purpose of the interview, that all identifying information will be changed for confidentiality, signed by the individual, student and dated. Do not submit the form to the Instructor, since it will have the individual's name. Students can choose a classmate, co-worker, neighbor, client in an agency) Do not choose family, close friend or a minor. If possible, student is to consult the individual's family, friends, support systems/service providers. After completing the interviews, summarize and organize relevant facts.

2. Gather all relevant information, from the interviews to write a:

- a. Social History (aka Biopsychosocial)
- b. Service Plan.

Utilize the text as well as the following instructions. Each assignment is due on different dates.

- a. SOCIAL HISTORY/BIOPSYCHOSOCIAL

Note on page one that all identifying information has been changed for confidentiality.

1. Presenting Problem One paragraph for a-c

- a. Source of referral
- b. Reason for case management assessment and intervention, current problem(s), diagnosis.
- c. Demographics: Client age, ethnicity, race, religion, birthplace, marital status, living situation, location, employment status, etc.

2. Complete an extensive history of the client in all of the following:

Areas:

A. Psychiatric (Mental Illness)

B. Psychological (Intellectual Disability)

- C. Family (issues, abuse)
- D. Medical (diseases, exams, prevention, meds)
- E. Social/Interpersonal (support systems, hobbies, etc)
- F. Education/Vocational (special ed, GED, college, skills, etc)
- G. Housing (Independent, daily skills, etc)
- H. Legal (divorce, ACS, bankruptcy, warrants, immigration, etc)
- I. Substance Abuse (use, abuse, dependency)
- J. Employment (termination, seeking, resume, skills, etc)
- K. Finances (debt, budgets, etc)
- Write a brief summary of the history (1-2 paragraphs)
- Complete the five Axis (DSM)
- Sign Your Name/Title

b. SERVICE PLAN REPORT GUIDELINES

A Service Plan is NOT a social history of the client.

Note on page one that all identifying information has been changed for confidentiality.

1.Presenting Problem One paragraph for a-c

- a. Source of referral
- b. Reason for case management assessment and intervention, current problem(s), diagnosis.
- c. Demographics: Client age, ethnicity, race, religion, birthplace, marital status, living situation, location, employment status, etc.

+

2. Areas:

- A. Psychiatric (Mental Illness)
- B. Psychological (Intellectual Disability)
- C. Family (issues)
- D. Medical (diseases, exams, prevention)
- E. Social/Interpersonal (support systems, hobbies, etc)
- F. Education/Vocational (special ed, GED, college, skills, etc)
- G. Housing (Independent, daily skills, etc)
- H. Legal (divorce, ACS, bankruptcy, warrants, immigration, etc)
- I. Substance Abuse (use, abuse, dependency)
- J. Employment (termination, seeking, resume, skills, etc)
- K. Finances (debt, budgets, etc)

1. Identify a Long Term Goal for each area A-K
 2. Identify at least two short-term goals (aka objectives) for each area A-K
These are very specific doable steps or tasks to be completed by client, service provider, family, volunteer and/or case manager within the timeline.
 3. Identify the Modality (type of treatment that will monitor the short-term goal and who will monitor/review the treatment)
 4. Identify the Timeline, when the short-term goal will be achieved
- Example: (To be done for EACH area of A-K)**

AREA: Medical

1. Long Term Goal: Consumer will have stable physical health.
2. Short Term Goals:
 - a. Consumer will take medication as prescribed daily.
 - b. Consumer will complete mammogram
3. Modality: (Professional that will track short term goals)
 - a. For Short Term Goal a: Individual Therapy 1x per week (J. Jones BS, Case Manager); Group Therapy 5x per week (M. Smith, MSW)
 - b. For Short Term Goal b: Individual Therapy 1x per week (J. Jones BS, Case Manager)
4. Timeline: Short Term Goals
 - a: To be achieved in three months, DATE: May 1, 20XX
 - b: To be achieved in one month, DATE: March 1, 20XX

Sign your name at the end of the document

GROUP PRESENTATION OF A VULNERABLE POPULATION

Oral Presentation Date: _____

Group Topic: _____

1. Each student is required to submit an abstract and citation (title of article, author(s), journal's name, date of publication [no more than 5yrs old) of one research journal article to the instructor for approval. This article must be relevant to case management and the assigned specific vulnerable population.
2. The citation of the selected journal article should be distributed to the class at least 2 weeks prior to the presentation date.
3. On the day of presentation, the group will submit Instructor:
 - a. Written outline (1-2 pages) with names of presenters and sub-topics
 - b. 5 relevant websites with brief descriptions (1-2 sentences each)
 - c. 5 open-ended questions for class discussion.
4. The group will have one hour for the presentation, which will include:
 - a. half an hour to present the literature review, methods, and major findings of the journal articles.
 - b. followed half hour of class presentation/discussion of the issues/controversies related to this specific population and case management intervention.

<u>Grading:</u>	50%	Teamwork
	50%	Individual presentation

The grade will be based on:

- demonstration of teamwork (preparation, organization and time management)
- accuracy of facts
- analysis of key concepts
- clarity of speech
- creativity of presentation

HUS 3503 BIOLIOGRAPHY

- Aldwin, C.M. (2009). *Stress, coping and development: An integrative perspective*. (2nd ed.). New York: Guilford Press.
- Anderson, S.K. & Middleton, V.A. (2011). *Exploration in diversity: Examining privilege and oppression in a multicultural society*. (2nd ed.). Pacific Grove: CA: Brooks/Cole.
- Anderson, S. (2009). *Substance use disorders in lesbian, gay, bisexual and transgender clients*. New York: Columbia University Press.
- Carillo, T.E. (2009). *Home- visiting strategies: A case-management guide for caregivers*. South Carolina: The University of South Carolina Press.
- Corey, G., Corey, M.S. & Callahan, P. (2011) *Issues and ethics in the helping professions* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Kirst-Ashman, K.K. & Hull, Jr., G.H. (2012). *Understanding generalist practice*. (6th ed.) Pacific Grove, CA: Brooks/Cole.
- Mui, A.C. & Shibusawa, T. (2009). *Asian American elders in the twenty-first century: Key indicators of well-being*. New York: Columbia University Press.
- Reich, J.W., Zautra, A.J. & Hall, J.S. (2012). *Handbook of adult resilience*. New York: Guilford Press.
- Summers, N. (2009). *Fundamentals for practice with high-risk populations*. (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Van Wormer, K. & Davis, D.R. (2013). *Addiction treatment*. (3rd ed.). Thousand Oaks, CA: Brooks/Cole.
- Vaughn, M.G., Howard, M. & Thyer, B.A. (Eds.) (2009) *Readings in evidence-based social work: Syntheses of the intervention knowledge base*. Thousand Oaks, CA: Sage Publications.
- Welfel, E.R. (2013). *Ethics in counseling and psychotherapy*. (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Woodside, M. & McClam, T. (2010). *Generalist case management: A method of human*

services delivery. (4th ed). Pacific Grove, CA: Brooks/Cole.

ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.