



**Course Title: CASE MANAGEMENT**  
**Course #: COU 230 HYB**

**Credit Hours: 3**  
**Semester: Spring 2022**  
**Cap: 15**

**Faculty:** Nancy Goodwin

**E-mail:** [nancy.goodwin@navajotech.edu](mailto:nancy.goodwin@navajotech.edu)

**Office:** Library – 2<sup>nd</sup> Floor, Office #3

**Office Phone:** 505/387-7515 ex 1152

**Office Hours** (face-to-face or online):

**Preferred Communication:** Please use the above e-mail. I will attempt to respond within 24 hours. Exceptions would be weekends or holidays.

**Modality:** Hybrid

**Class Location and Meeting Times:** Location: SUB 208

Face to Face: Wednesday- 11:00 – 12:20

**Meeting Hours and Online Hours** (if hybrid): On-Line Monday 11:00 – 11:50

**Required Materials:** Textbook, Blackboard and Student NTU e-mail address for correspondence

**Textbooks:** Summers, A. (2016). (5<sup>th</sup> Edition): *Fundamentals of case management practice*. Boston, MA. Cengage

**Laptop and Internet Access:** Every student is required to own a laptop and have internet access.

**Lab Fee (if applicable):**

**Mission, Vision, and Philosophy**

**Mission:** Navajo Technical University honors Diné culture and language, while educating for the future.

**Vision:** Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

**Philosophy:** Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

**Course Description**

This course provides foundational knowledge on stages of change, interviewing techniques, screening and assessment, report writing, recordkeeping, treatment planning and case management. In addition, students develop knowledge and skill in crisis intervention in preparation for working with clients and families with addiction or substance use disorders.

**Instructor's Expectations**

This course uses a participatory, learner-centered adult education approach. This approach recognizes that *you* are responsible for your learning. I can facilitate, organize, and provide opportunities to learn, but cannot force you to learn. Course material may be presented in readings from the textbook, lessons, assignments, discussions, exams and journal writing. You are expected to work hard in this course: for

every hour of class time, you should spend at least three hours outside of class preparing by reading, working on assignments and projects, and thinking about the course content. *You are expected to take responsibility for your success in the course*, that is, you must take an active interest not just in the course material, but in the course itself, *making it a success for all participants*. Factors such as *interest, motivation, creativity* and *initiative* are important elements in evaluating your performance in the course and assigning a grade.

Course Outcomes	Course Assessments
<p>Understanding Case Management Process</p> <ul style="list-style-type: none"> <li>• Define case management (goals, principles, roles and responsibilities) and describe case management process</li>   <li>• Recognize and apply the relevant human service values, ethics and legal requirements to their case management practice</li>   <li>• Use a theoretical framework/practice perspective to enhance understanding of the client and the context for practice</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities including general discussions and question and answer; final paper that demonstrates and understanding of the process;</li> <li>• Classroom activities, including discussions, scenario analysis and group activities; homework; final paper that requires case specific discussion of ethical issues;</li> <li>• Classroom activities including individual and group case analysis using practice instruments; final paper that requires application of the framework/perspective to a case;</li> <li>• Case Management Booklet/paper</li> </ul>
<p>Demonstrate the ability to complete a focused client assessment, identify areas of problems and strengths</p> <ul style="list-style-type: none"> <li>• Become familiar with the intake/assessment process and be able to complete a comprehensive assessment including development of a presenting problem statement.</li>   <li>• Be familiar with service planning process, and able to develop client specific service plans with goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities including discussion of video, small group activities, role play and case analysis; homework; final paper that requires students to complete a case specific assessment; final exam.</li> <li>• Classroom activities including discussion of video, small group activities and case analysis; final paper that requires student to complete a case specific assessment; and booklet</li> </ul>
<p>Demonstrate and understanding of cultural assumptions and barriers to the provision of effective case management services.</p>	<ul style="list-style-type: none"> <li>• Classroom activities including group discussion practicing skills that enhance cultural awareness; final paper that requires student to complete a case specific assessment; booklet</li> </ul>

**Connections to Program Assessment (course-embedded measures)**

**List program outcomes to be measured**

No program level assessment for this course.

### Final Paper/Presentation

Early in the semester, you will be given a case to follow throughout the semester. You will utilize your Case Management Booklet to complete your Final Paper and Presentation.

#### Final Paper

You will submit a 4-5-page paper, using APA guidelines, that will the steps covered throughout the course. Points will be taken off for spelling and grammatical errors.

#### Presentation

You will present to the class, as your final, your case, using PowerPoint, that follows your paper. We will discuss this throughout the semester.

### Course Schedule

Week	Date	Class Topics/Reading Due	Assignments Due	Assessments
1	1/19	Introductions Review Syllabus Chapter 1 – Case Management Definition and Responsibility	<ul style="list-style-type: none"> <li>Chapter 1 Case Management Definition and Responsibility</li> </ul>	
		<b>Last day to add/drop</b>		
2	1/26	Chapter 2: Ethics and Other Professional Responsibilities Chapter 3: Applying the Ecological Model: A Theoretical Foundation for Human Services	<ul style="list-style-type: none"> <li>Chapter 2: Ethics: What went wrong</li> <li>Chapter 3: Designing Three levels of Intervention</li> </ul>	
3	2/2	Chapter 4: Cultural Competence Chapter 5: Attitudes and Boundaries	<ul style="list-style-type: none"> <li>Chapter 4: Testing Cultural Competence</li> <li>Chapter 5: Recognizing the Difference</li> </ul>	
4	2/9	Chapter 6: Clarifying Who Owns the Problem Chapter 7: Identifying Good/Poor Responses	<ul style="list-style-type: none"> <li>Chapter 6: Who Owns the Problem</li> <li>Chapter 7: Identifying Roadblocks</li> </ul>	
5	2/16	Chapter 8: Listening and Responding Chapter 9: Asking Questions	<ul style="list-style-type: none"> <li>Chapter 8: Reflective Listening</li> </ul>	
6	2/23	Chapter 10: Bringing Up Difficult Issues Chapter 11: Addressing and Disarming Anger	<ul style="list-style-type: none"> <li>Chapter 10: Expressing a Stronger Message</li> <li>Chapter 11: Practicing Disarming</li> </ul>	
	<b>2/25</b>	<b>Graduation Petition Due</b>		
7	3/2	Chapter 12: Collaborating with People for Change Chapter 14: Documenting Initial Inquiries Chapter 15: The First Interview	<ul style="list-style-type: none"> <li>Rough Draft of Final Paper Addressing:</li> <li>Fact Sheet</li> <li>Referral</li> </ul>	
	<b>5/17</b>	<b>Last day to withdraw with "W"</b>		
8	3/9	Chapter 16: Social Histories and Assessment Forms Chapter 17: Using the DSM Midterm Exam	<ul style="list-style-type: none"> <li>Chapter 16: Practice with Social Histories</li> <li>Midterm</li> </ul>	Midterm Exam
	<b>3/11</b>	<b>Midterm Grades Due</b>	<b>Midterm</b>	

9	<b>3/14-18</b>	<b>NO CLASS – SPRING BREAK</b>		
10	3/23	Chapter 18: Mental Status Examination Chapter 19: Receiving and Releasing Information	<ul style="list-style-type: none"> <li>Chapter 18: Mental Status</li> </ul>	
11	3/30	Chapter 20: Developing a Plan at the Case Management Unit Chapter 21: Preparing for a Service Planning Conference or Disposition Planning Meeting	<ul style="list-style-type: none"> <li>Rough Draft of Final Paper Addressing:</li> <li>Intake Assessment</li> <li>Personal Safety Plan</li> <li>Checking Services: Collect brochures from agencies</li> </ul>	
12	4/6	Chapter 22: Making the Referral and Assembling the Record Chapter 23: Documentation and Recordkeeping	<ul style="list-style-type: none"> <li>Present brochures</li> <li>Chapter 23: Recording Client Contact</li> </ul>	
13	4/13	Chapter 24: Monitoring the Services or Treatment		
14	4/20	Chapter 25: Developing Goals and Objectives at the provider Agency	<ul style="list-style-type: none"> <li>Chapter 25: Developing Goals and Objectives</li> <li>Rough Draft of Final Paper Addressing:</li> <li>Referral</li> <li>Agreements, Outcome Reports, Renewal</li> <li>Goals</li> <li>Service Plan</li> </ul>	
15	4/27	Chapter 26: Terminating the Case	<ul style="list-style-type: none"> <li>Chapter 26: Terminating the Case</li> </ul>	
16	5/4	<b>Final Paper Due</b>		<b>Final Exam: Paper/PP Presentation</b>
17	5/11		<b>Finals</b>	<b>Final Exam: Paper/PP Presentation</b>
	<b>5/12</b>	<b>Grades due to the Registrar</b>		
	<b>5/13</b>	<b>Graduation</b>		

### Grading Plan

Journals	15 @ 10 pts/ea	150	A = 100 -- 90%
Midterm Exam	1 @ 50 pts	50	B = 89 – 80%
Final Paper	1 @ 100 pts	100	C = 79 – 70%
PowerPoint	1 @ 50 pts	50	D = 69 – 60 %
Class Participation	16 @ 2 pts/ea	<u>32</u>	F = 59% or less
	<b>TOTAL PTS</b>	<b>382</b>	

### **Grading Policy**

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

### **Participation**

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

### **Cell phone and headphone use**

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

### **Attendance Policy**

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

### **Study Time Outside of Class for Face-to-Face Courses**

**For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.**

### **Study Time for Hybrid or Blended Courses**

**For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.**

### **Study Time for Online Courses**

**For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.**

### **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

### **Diné Philosophy of Education**

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

### **Students with Disabilities**

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see [http://www.navajotech.edu/images/about/policiesDocs/Disability\\_Exhibit-A\\_6-26-2018.pdf](http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf)).

### **Email Address**

Students are required to use NTU's email address for all communications with faculty and staff.

**Final Exam Date: Your Paper and Presentation will serve as your final exam.**