



HSM405: CASE MANAGEMENT IN HUMAN SERVICES

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course teaches the principles, practices, and issues in human services case management with emphasis on prevention and intervention strategies. Topics include listening skills, planning, assessment of community resources, referral procedures, general crisis intervention, and setting appropriate boundaries.

Course Overview:

This course examines the history and evolution of case management as a human service delivery strategy. Case management models will be examined within the context of socio-cultural determinants that have shaped the evolution of case management from early inception to today, including economic downturns and continuing financial struggles for individuals, families, communities, and states, federal legislation, emerging client groups, technology, shifting demographics, funding challenges, new service delivery models. Students will learn about the phases of the assessment process, along with strategies to develop strength-based assessments and service plans. The ethical dimensions and challenges faced by case managers will be explored as students engage in activities that emphasize quality service delivery, multi-cultural competence and strategies to promote professional growth, clinical supervision, wellness, self-care, and continuing education. Of particular emphasis is the concept of advocacy and ways case managers may become involved in individual, community, and policy advocacy. A new model of case management, called adaptive social service leadership, will be presented as a way to help case managers respond to the dynamic nature of social services in today's world.

Course Learning Outcomes:

1. Identify and analyze the primary roles and responsibilities of case managers in the human services setting.
2. Distinguish between the different models of case management.
3. Examine methods of assessment and interviewing as a case manager in the human services setting.
4. Identify and apply appropriate and culturally informed case management interventions.
5. Apply current case management research to working with special populations.
6. Explain and apply ethical decision making as a case manager in the human services setting.
7. Develop a plan to set professional boundaries as a case manager.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

MindTap Access Version: Woodside, M. & McClam, T. (2018). *Generalist case management: A method of human service delivery* (5th ed.). Belmont, CA: Cengage. ISBN-10: 1337283983 ISBN-13: 9781337283984

NOTE: Students will purchase this book through a Mind Tap platform which will give them access to the eText. Students do NOT need to purchase a loose-leaf or hardcopy version of this book. The lecture, CYU, and additional practice activities will be provided through Mind Tap and not through a course lecture, per typical CSU-Global Courses.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 & 2 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (60 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: The Case of Marty

Watch the video in the Chapter 1 Helper Studio activity in Mind Tap involving the case of Marty. Suppose Marty's therapist refers him to you for case management services. Compose a letter to Marty's therapist in which you address the following questions for submission in Schoology.

- How do you think you can most effectively work with Marty to identify his needs and goals?

- Suppose you perceive a need that Marty does not perceive or even actively denies. What can and should you do?

Your letter should be one to two pages. Cite two to three scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

After you have submitted your responses, record and upload a video of yourself responding to Marty by encouraging him to explore the variety of services you can make available to him.

Option #2: Case Management Service Plan

Your supervisor has reviewed your service plan for the client, Sue, described in the case example below, and feels the plan is too heavily focused on Sue's problems and not focused enough on her strengths. Your supervisor has asked you to prepare a memo to her addressing:

- How might you focus on strengths to engage Sue in case management during your next meeting with her?
- Describe how you would use motivational interviewing to help Sue change her present situation.
- By focusing on strengths, what would you hope to accomplish in each of the three case management phases?
- What additional information would you like to have about Sue that would facilitate a strengths-based approach?
- What resources do you think are available for Sue? How would you find out?

In your responses, cite two to three scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

Case Example:

Homeless Sue, a 35-year-old female, has been diagnosed with Schizophrenia Disorder exhibiting delusions and hallucinations. In addition, she has problems with social environment, occupational problems, housing problems, and economic problems.

Sue is an Iraq War veteran. She served as a liaison to human resources and then as a paramedic. Sue was honorably discharged in 2009. Before she served, she received a degree in medical technology at a local community college. Her father was a veteran and she grew up on army bases. She attended five high schools in four years. Her mother was a secretary and a teacher. She has not seen her family for two years; she lived with them after her return from Iraq, but both parents and Sue could not find a peaceful way to live together.

Sue can often be seen walking to and from the downtown area and the local grocery store. She spends most of her days on the streets. A case manager working downtown saw her walking through the rain and called a friend working for a shelter. She asked if she could refer Sue. The outreach team located Sue during one of her walks the next week.

The outreach worker learned that Sue cleaned up several local businesses late at night. She slept in the places she cleaned. She appeared sober but complained of hearing voices. She believed that she was in danger from wild animals most of the time. She feared for her life; she thought her parents would find her and kill her. Sue had never been arrested. Sue indicated she didn't want to live in a house, and she did not want to live with anybody around. People scared her; noises scared her. She had trouble sleeping.

The outreach worker referred Sue to a local homeless shelter providing comprehensive care. Reluctantly, Sue agreed to come to an initial interview. She asked the interviewer (who was also a case manager) if they could meet on the streets for the interview. The case manager agreed. After the initial screening, the case manager asked Sue if she would be willing to participate in additional in-depth interviews. She declined, but when each week the case manager encouraged her, she reluctantly said "yes."

Mental health assessments concluded with a diagnosis of schizophrenia. Sue refused medication. She continues to hear voices, rejects offered housing, but occasionally meets the case manager on the streets. She was willing to be placed on the agency service roles. The service plan for Sue continues to evolve.

Module 2

Readings

- Chapters 3 & 4 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (60 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Identifying Ethical Dilemmas

Watch the video in the Chapter 4 Video Activity in Mind Tap, and then prepare case review notes in which you address the following topics and questions for your assignment submission in Schoology.

- Identify the ethical dilemma(s) for each of the three human service professionals presented in the video clip.
- Using the decision-making model, what alternatives can you identify and what are the consequences of each?

Your case review notes should be two to three pages and cite two to three scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

Option #2: Informed Consent: Parents Need to Know

Watch the video in the Chapter 3 Helper Studio activity and then develop a set of talking points to guide your response to the father's questions and concerns for your assignment submission in Schoology. Be sure your talking points respond to the following questions:

- What rights and responsibilities does the father have? What are your responsibilities as a case manager of his son?
- What do you need to take into consideration when making exceptions to confidentiality such as the one the father is asking you to make?

In your responses, cite one to two scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

After you have submitted your responses, record and upload a video of yourself responding to a father who is concerned about his son's treatment and has made a request of you, his counselor.

Module 3

Readings

- Chapter 5 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Working with Latina/Latino Americans

Read the example below involving Gloria. Then, develop a set of notes you would use to present her case to a team of fellow case management colleagues. Your notes may follow the format of a structured paper, or they may be a list of bullet points with a short paragraph to address each key question. The total assignment should be two-three pages in length. Ensure that your case notes address the following four key questions:

1. What are your initial impressions of Gloria?
2. What do you know about Puerto Rico and its culture?
3. Identify the challenges you think YOU might face in working with Gloria, who has a different cultural background from you.
4. Provide at least two examples of skills you would use to encourage her to share values, preferences, and other information about herself and her situation.

In your responses, cite two to three scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

Case:

Gloria came to the United States from Puerto Rico to study sign language and interpreting. There are very few people in Puerto Rico with these skills. Her husband is disabled, his disability check is not enough to support a family of five, and she wants training so that she can help support her family.

From her pastor in Puerto Rico, she learns about a training program at a university in the southeastern United States. In addition, the program pays each participant a stipend for living expenses as well as tuition and fees. Gloria moves to the United States and begins the program. Her husband and three children eventually join her, and they move to a two-bedroom apartment in the university housing complex. In addition to crowded living conditions, neither the husband nor the children speak English. Her husband never leaves the apartment. They are settled one month when the problems begin.

Option #2: The Case of Maria

Watch the video entitled, "The Case of Maria" in the Chapter 5 Helper Studio in Mind Tap. Then, prepare talking points on the questions below. Write out these talking points in one to two pages for submission. Then, use these talking points to record and upload a video of yourself responding to Maria's concerns as her counselor, especially in light of today's climate and its impact on her life and that of her recently deported husband?

Ensure that you address the following two key questions in your talking points and video recording:

1. How relevant is the fact that Maria is a Latina to her situation? Why?
2. How can you, as a case manager, acknowledge and honor Maria's identity as a Latina, while dealing honestly and openly with the ways in which it may negatively impact her situation and options?

In your responses, cite one to two scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

Upload both your talking points and your recorded video to Schoology for grading and feedback.

Module 4

Readings

- Chapters 6 & 7 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (60 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: The Process of Interviewing

Woodside and McClam (2018) discussed the importance of reducing the blind, hidden, and unknown dimensions in the process of interviewing.

Imagine you are employed at a case management agency that is growing rapidly. Your supervisor asks you to prepare a training for a group of newly-hired case managers on the importance of interviewing. Specifically, your supervisor asks that your presentation address ways of reducing the blind, hidden, and unknown dimensions in the process of interviewing.

Cite at least one appropriate source in your training to support your key points. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

Record and upload a video of yourself in which you explain the blind, hidden, and unknown dimensions in the process of interviewing to an audience of newly-hired case managers.

Your presentation must include training for case managers on ways they can shape their client interviews and individualize their approach in instances where they and the client become aware of new information.

Ensure your presentation is well-organized, professional in tone, and addressed to the appropriate audience.

Option #2: The Case of Greg

Watch the video involving the case of Greg in the Chapter 6 Helper Studio in Mind Tap. Then, develop a set of notes you would use to present Greg's case to a team of fellow case manager colleagues. Your notes may follow the format of a structured paper of two to three pages, or they may be a list of bullet points with two to three

short paragraphs to address both key questions. Ensure that your case notes address the following two key questions:

1. How is being court-ordered into treatment likely to affect Greg's attitudes towards the assessment process?
2. How can you, as a case manager, help Greg sincerely commit to the process during the assessment phase?
3. What steps would you take to ensure a strength-based emphasis during the assessment phase of working with Greg?

In your responses, cite two to three scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

Module 5

Readings

- Chapters 8 & 9 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Supervision: Just the Facts

Watch the video "Supervision: Just the Facts" in the Chapter 9 Helper Studio in Mind Tap, and then develop a set of notes you would use to present this case to a case management supervisor. Your notes may follow the format of a structured paper of one to two pages, or they may be a list of bullet points with one to two complete sentences to address each key question. Ensure that your case notes address the following two key questions:

- What are Kevin's concerns?
- What protections are in place that might alleviate his concerns?
- How might you explain confidentiality protections to Kevin in a way that will reassure him and also help him understand why they are necessary?

In your responses, cite one to two scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

After you have submitted your responses, record and upload a video of yourself responding to Kevin's concerns about what happens with his personal information, whether it is shared with your supervisor or written in his records.

Option #2: Working through the Planning Process

Read the case below of Renda, a welfare mother. Then, develop a set of notes you would use to present Renda's case to a team of fellow case management colleagues. Your notes may follow the format of a structured paper, or they may be a list of bullet points with a short paragraph to address each key question. Your total assignment should be two-three pages long. Ensure that your case notes address the following six key questions:

1. How did Renda's problems change?
2. What do you know about the sources of the problems?
3. What motivations prompt Renda to solve the problems?
4. What are Renda's interests and strengths that support the helping process?
5. What cultural considerations should be addressed when working with Renda?
6. What barriers may affect Renda's attempts to resolve the problems?

In your responses, cite two to three scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

Case of Renda:

I was a client in the human service system for a long time. The beginning of my life as a client actually happened when I was still with my husband. He was not supplying any money to our family. We could not afford diapers, food, or anything for our home. We lived out in the middle of nowhere in a broken down trailer with no electricity, hot water, things like that. I had to go to Social Services to try to get some food for my child because we literally had no food or diapers. I found out that my husband, now my ex-husband, was using the welfare money to gamble. I finally left my husband due to abuse. I was tired of being beaten up and tired of being emotionally abused by him.

At that point, I was totally dependent on the welfare system. I received state funds for taking care of my daughter, medical insurance, and other things. I didn't know where else I could go. I had very few options. I could either go to work at minimum wage or apply for welfare. Applying for welfare would allow me to go back to school, at least for a little while. The social service agencies helped me apply for grants and loans so I could go back to school.

The very first time I went to a meeting at social services was to gain help not only for my daughter and me, but also for my husband. When I went back the second time to apply for assistance just for my daughter and me, I ended up getting a really wonderful worker, Cindy. When I went in to see her, she could . . . I don't know, we just clicked and it was almost like she said, "You need to cry." And I said, "Yeah." At that point I was living in a women's abuse center. I had no self-esteem, no self-respect. I was in the gutter, literally. I did not know where to go. After my talk with Cindy, she summarized my needs: money, school, insurance, and child care. Of course, she said, that was only her first shot at identifying my problems.

Module 6

Readings

- Chapter 10 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (60 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Teamwork

Working with teams is an excellent way to help clients receive quality services. Below are three short vignettes of teams that support service delivery. For each vignette, address the following two components:

1. Describe what you believe is the primary role of the team.
2. Explain how the client benefits from the team approach.

For each vignette, compose responses of two-three paragraphs. Your final submission must address both questions for all three vignettes and should be between two-three pages. Additionally, ensure you are citing from two to three scholarly sources throughout your paper. Ensure each source is cited properly in APA using the CSU-Global Guide to Writing and APA for guidance.

Vignette #1: Five professionals are gathered together to consider cases of four adolescents arrested for first-time possession of cocaine. The judge from juvenile court refers offenders to the case management team for assessment and services instead of incarceration. The professionals include a family specialist from the department of human services, a probation officer, a psychologist, a mental health counselor serving as the case manager, and a school liaison.

Vignette #2: Lakewood Hills, Inc. provides support services for Alzheimer's patients and their families. Each patient and family is assigned a case manager who spearheads the service delivery. Each week the case manager chairs a discussion with other professionals who provide an array of services such as physical care, home health services, respite care, and educational services that foster positive psychological development for patients and caregivers.

Vignette #3: Family members participate in a group cooperative that they have formed themselves. Each family has at least one member with a persistent mental illness. As a result of the families' cooperative, they are able to advocate for their family members. To date, they provide a group day care, organize outings to the mall and movies, dispense medications daily, and coordinate time for caretakers to take days off from care giving. The cooperative hired one case manager, who works two hours a day to advise and support these efforts of the families.

Option #2: Boundaries: Marriage Counseling

Watch the video in the Chapter 10 Helper Studio in Mind Tap and then, for your assignment submission, develop a set of notes you would use to present this case to a case management supervisor. Your notes may follow the format of a structured paper of one to two pages, or they may be a list of bullet points with one to two short paragraphs to address each key question. Ensure that your case notes address the following two key questions:

1. What are some of the issues that must or should be considered in responding to the client's request?
2. What would you tell the client and how would you explain your decision in a way that preserved or even enhanced your therapeutic alliance?

In your responses, cite one to two scholarly sources. The CSU-Global Library is a great place to find sources. Format your paper per the guidelines in the CSU-Global Guide to Writing and APA. The title and reference pages are not part of the total page count.

After you have submitted your responses, record and upload a video of yourself responding to this client's request about premarital counseling.

Module 7

Readings

- Chapters 11 & 12 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Chapter 13 in *Generalist Case Management: A Method of Human Service Delivery*

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (350 points)

Choose one of the following two projects to complete this week. Do not do both. Identify your project choice in the title of your submission.

Option #1: Developing Service Plan Goals for a Member of a Special Population

The Portfolio Project demonstrates your ability to apply knowledge of the case management experience in human services by synthesizing the information from the readings, class work, scholarly sources, and students' work and life experiences. The purpose of this project is to integrate human service needs with evidence-based interventions, and to apply both to a fictitious human service setting and population.

In this assignment, you are asked to complete a service plan, using the service plan template provided, for a client with multiple needs.

Directions:

Select one of the following clients:

Client A: Jerry, a 29-year-old African American male. Jerry presents with difficulty finding a job. Jerry has some developmental delays and a learning disorder. He is dyslexic. He recently lost his best friend, Roger, in a car accident. Jerry has been using alcohol daily to cope with his feelings of grief and loss. Jerry does not have a car and lives with his mom who often provides transportation to his doctor visits and job interviews. Jerry's mother believes he is being discriminated against by prospective employers because of his race, disability, and past legal involvement.

Client B: Kim is a 17-year-old Hispanic female who identifies as lesbian. She was recently kicked out of her house after her mom found a love letter she had written to a female schoolmate. Kim's mom is a devout Southern Baptist who believes that homosexuality is a sin. Kim's father's whereabouts are unknown. He left Kim's mom when Kim was an infant. She never knew him. She has been anxious, can't sleep, and stays with friends or sleeps in an alley near her high school. She has been taking showers at a local truck stop and walking to school. She loves school and wants to get a graduate degree in veterinary medicine, but she has no place to call home, no job, and is running out of spending money.

1. Thoroughly identify at least four case management needs of the selected client in your service plan.
2. Develop a list of strategies and interventions based in research to treat the case management needs of this client. Include a summary of at least three different interventions. Incorporate at least one scholarly journal article to provide support for your descriptions. (Hint: The CSU-Global Library is a great place to find your resource!)
3. Distinguish between direct interventions and care coordination/advocacy that will be used in the treatment of this case management client.
4. Identify and distinguish among the distinct roles of the case manager and client in your service plan.
5. Address cultural considerations in treating the population in need.

6. Describe and address ethical considerations applied in the case management treatment of this population.

Additional Requirements:

Discuss and cite a total of at least three scholarly sources (including the citation requirement noticed above in #3), other than assigned readings for this course, to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. For any references used, include a list at the end of your service plan, as a separate reference page. Cite your sources in APA format, following the guidance provided in the CSU-Global Guide to Writing and APA.

Option #2: Documenting a Case Management Scenario

The Portfolio Project demonstrates your ability to apply knowledge of the case management experience in human services by synthesizing the information from the readings, class work, scholarly sources, and students' work and life experiences. The purpose of this project is to integrate human service needs with evidence-based interventions, and to apply both to a fictitious human service setting and population.

In this assignment, you are asked to track the client's progress and document the services you provided using the progress note template provided.

Select one of the following clients:

Client A: Jerry, a 29-year-old African American male. Jerry presents with difficulty finding a job. Jerry has some developmental delays and a learning disorder. He is dyslexic. He recently lost his best friend, Roger, in a car accident. Jerry has been using alcohol daily to cope with his feelings of grief and loss. Jerry does not have a car and lives with his mom who often provides transportation to his doctor visits and job interviews. Jerry's mother believes he is being discriminated against by prospective employers because of his race, disability, and past legal involvement. One of Jerry's service plan goals is to work through his grief, and he recently started attending a grief support group you linked him to one month ago.

Client B: Kim is a 17-year-old Hispanic female who identifies as lesbian. She was recently kicked out of her house after her mom found a love letter she had written to a female schoolmate. Kim's mom is a devout Southern Baptist who believes that homosexuality is a sin. Kim's father's whereabouts are unknown. He left Kim's mom when Kim was an infant. She never knew him. She has been depressed and anxious, has trouble sleeping, and stays with friends or sleeps in an alley near her high school. She has been taking showers at a local truck stop and walking to school. She loves school and wants to get a graduate degree in veterinary medicine, but she has no place to call home, no job, and is running out of spending money. One of Kim's service plan goals is to reduce her feelings of anxiety. She has been seeing a counselor for two weeks and began taking Prozac to treat her anxiety and depression. She is also working to find part-time employment at a convenience store.

1. You have just met for a one-hour, face-to-face visit with your selected client and now you must document; use the Case Management Progress Note Template to track the client's progress and document the services you provided.
2. Thoroughly document the service encounter you have with your client and the interventions you provide. Incorporate at least one scholarly journal article to provide support your interventions. (Hint: The CSU-Global Library is a great place to find your resource!)
3. Include additional interventions in the "Next Steps" section of the progress note. Cite the research to support additional interventions.

4. Distinguish between direct interventions and care coordination/advocacy that will be used in the treatment of this case management client.
5. Identify and distinguish among the model(s) of case management applied to this case, as well as the distinct roles of the case manager.
6. Describe and address cultural considerations in treating the client.
7. Describe and address ethical considerations applied in the case management treatment of the client.

Additional Requirements:

- Discuss and cite a total of at least three scholarly sources (including the required citation noted above in #2), other than assigned readings for this course, to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. For any references used, include a list at the end of your progress note, as a separate reference page. Cite your sources in APA format, following the guidance provided in the CSU-Global Guide to Writing and APA.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation

8% Mastery Exercises

37% Critical Thinking Assignments

35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.