

HREL 445, Case Management, Syllabus (3 credits)

COURSE DESCRIPTION

This study focuses on how service providers assess the needs of a client and the client's family, as well as arrange, coordinate, advocate for, monitor, and evaluate the package of multiple services designed to meet the client's needs. Prerequisites: HREL 312 Counseling Diverse Populations, HREL 396 Counseling Theory & Procedures.

REQUIRED TEXTS & RESOURCES

Woodside, M. R. & McClam, T. (2018). Generalist case management: A method of human service delivery (5th ed.). Belmont, CA: Brooks/Cole Cengage Learning. ISBN-13: 978-1-305-94721-4.

Woodside, M. R. & McClam, T. Generalist case management: A workbook for skill development (4th ed.). Belmont, CA: Brooks/Cole Cengage Learning. ISBN-13: 978-1-285-17323-8

Scales, T.L. & Kelly, M.S. (Eds.). (2012). Christianity and social work: Readings on the integration of Christian faith and social work practice (4th ed.). Botsford, CT: North American Association of Christians in Social Work. ISBN: 978-0-9715318-7-1

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can be found at www.pointuniversityshop.com.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1	Unit 1: Why We Serve	
	Review: Introduction to Topic/PowerPoints	
	Reading (Woodside & McClam): Chapters 1, 2	
	Reading (Scales & Kelly): Chapter 1	
	Threaded Discussion: Why We Serve	Due Week 1, Day 5
	Assignment: PowerPoint/Workbook	Due Week 1, Day 6
	Assignment: Case File (including interview)	Due Week 1, Day 7
	Group: Final Project Projection	
Week 2	Unit 2: How We Serve	
	Review: Introduction to Topic/PowerPoints	

	Reading (Woodside & McClam): Chapters 3, 4	
	Reading (Scales & Kelly): Chapter 7	
	Threaded Discussion: How We Serve	Due Week 2, Day 5
	Assignment: Workbook	Due Week 2, Day 6
	Assignment: Case File (complete forms)	Due Week 2, Day 7
	Group: Final Project Preparation	
Week 3	Unit 3: Who We Serve	
	Review: Introduction to Topic/PowerPoints	
	Reading (Woodside & McClam): Chapters 5, 6	
	Reading (Scales & Kelly): Chapter 13	
	Threaded Discussion: Who We Serve	Due Week 3, Day 5
	Assignment: Workbook	Due Week 3, Day 6
	Assignment: Case File (complete forms)	Due Week 3, Day 7
	Group: Final Project Preparation	
Week 4	Unit 4: Getting Outside Your Office	
	Review: Introduction to Topic/PowerPoints	
	Reading (Woodside & McClam): Chapters 7, 8	
	Reading (Scales & Kelly): Chapter 18	
	Threaded Discussion: Moving Outside Your Office	Due Week 4, Day 5
	Assignment: Workbook	Due Week 4, Day 6
	Assignment: Case File (complete forms)	Due Week 4, Day 7
	Group: Final Project Preparation	
Week 5	Unit 5: Expanding Your Services	
	Review: Introduction to Topic/PowerPoints	
	Reading (Woodside & McClam): Chapters 9, 10	
	Reading (Scales & Kelly): Chapter 19	
	Threaded Discussion: Thinking Outside the Box	Due Week 5, Day 5
	Assignment: Workbook	Due Week 5, Day 6
	Assignment: Case File (complete forms)	Due Week 5, Day 7
	Group: Final Project Preparation	
Week 6	Unit 6: Caring for The Caretaker	
	Review: Introduction to Topic/PowerPoints	
	Reading (Woodside & McClam): Chapters 11	
	Reading (Scales & Kelly): Chapter 7	
	Threaded Discussion: Self-Care	Due Week 6, Day 5
	Assignment: Workbook	Due Week 6, Day 6
	Assignment: Case File (complete forms)	Due Week 6, Day 7
	Group: Final Project (Submit Narrated PowerPoint)	Due Week 6, Day 7
Week 7	Unit 7: Being of Service	
	Review: Introduction to Topic/PowerPoints	
	Threaded Discussion: Christian Values	Due Week 7, Day 5
	Threaded Discussion: In the Church	Due Week 7, Day 5
	Assignment: Case File (Complete)	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (8@25)	200
Assignment: Complete Workbook/Respond (6@25)	150
Case Files [WE]: Weekly Submissions (6@25)	150
Case File [WE]: Final Submission	300
Group: Final Project (100/PowerPoint; 100/Narration)	200
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Upon completion of this course, the students will compare and contrast case management and therapy models and methods.	Program Objective(s)
Objective 1.1: Discuss and demonstrate case management theory and models.	1.1, 1.2, 1.3, 1.4, 1.5, 2.4
Objective 1.2: Differentiate case management from therapy	1.1, 1.2, 1.3, 1.4, 1.5, 2.4
Objective 1.3: Analyze case studies of good and poor examples of case management practice.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4

Goal 2: Upon completion of this course, the students will examine the case manager's role according to a Christian worldview.		
	Objective 2.1: The student will discuss the roles and responsibility of a case manager.	1.1, 1.5, 2.1, 2.4
	Objective 2.2: The student will describe the ethical, professional, and biblical responsibilities for the case manager	1.1, 1.4, 1.5, 2.1, 2.4
Goal 3: Upon completion of this course, the students will practice case management and employ the skills to prepare case files.		
	Objective 3.1: The student will explain and demonstrate the process of case management.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4
	Objective 3.2: The student will identify and complete all components of a case file.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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