

**Indiana University  
School of Social Work  
Certificate in Case Management**

**S281 Case Management Field Experience (3 cr.)**

**Section:** 10695  
**Semester:** Spring 2012  
**Day:** Mondays, as scheduled  
**Time:** 6 to 8 pm  
**Classroom:** NU214

**Instructor name:** Lindsay Lecklider MSW  
**Telephone:** (615) 823-0987  
**Email:** lireleck@iupui.edu  
**Office:** Research Lab  
**Office Hours:** By Appointment

**Course Description and Place in the Curriculum**

Case Management Field Experience is an experiential learning course for students seeking the Case Management Certificate but who are NOT enrolled in the BSW degree program. The educational focus is the preparation of students for generalist case management practice through the opportunity for agency-based learning experiences that allow for demonstration of learning outcomes identified for the Certificate in Case Management. Building upon knowledge and skills provided in previous and concurrent coursework required for the certificate, students complete a minimum of 160 hours of supervised practice in a community agency as well as participate in a bi-weekly seminar with assignments designed to integrate theoretical knowledge with agency experience. This course affords students an opportunity to apply interaction skills and theoretical knowledge within the organizational structure of a human service agency.

Students are expected to demonstrate beginning ability to work with clients, utilize community resources, interact with other professionals, and function effectively within an organization. Students are expected to identify and work to alleviate oppressive conditions in the lives of their clients. Furthermore, students are to apply knowledge and skills in working with diverse clients using a strengths perspective. For examples of learning outcomes addressed in S281, see the S281 Learning Evaluation Tool "LET".

Concurrent with the agency placement, students participate in a bi-weekly seminar that assists students in integrating theoretical content with practice. As the capstone experience for the Case Management certificate, this course must be taken subsequently to or concurrently with all other required courses for the certificate. Pre-requisites include S201 Introduction to Case Management, S221, S251 and S331. Pre- or co-requirements include S300 Crisis Intervention, S371, S332 and S442.

**Course Objectives**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

1. Practice personal reflection and self-correction to assure continual professional development.
2. Demonstrate professional demeanor in behavior, appearance, and communication.
3. Use supervision and consultation to enhance case management practice.
4. Demonstrate practice which embraces values and ethical consideration in the provision of case management.
5. Demonstrate effective oral and written communication in working with individuals and families.
6. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
7. Identify the forms and mechanisms of oppression and discrimination and demonstrate how they impact the practice of case management.
8. Advocate for human rights and social and economic justice in the role of a case manager.
9. Critique and apply knowledge to understand person and environment as a case manager.
10. Substantively and affectively prepare for action with individuals & families.
10. Apply knowledge about case management including current models & perspectives with individuals and families.
11. Demonstrate empathy and other interpersonal skills.
12. Collect, organize, and interpret client data.
13. Assess client strengths and limitations.
14. Identify and utilize case management interventions to address clients' problems.
15. Facilitate transitions and endings.
16. Critically analyze, monitor, and evaluate interventions.

17. Apply knowledge about case management including current models & perspectives with individuals and families.

18. Apply case management research in practice.

### **Principles of Undergraduate Learning**

This course addresses the following Principles:

- #2. Critical Thinking (Major Emphasis)
- #4. Intellectual Breadth, Depth and Adaptiveness (Some Emphasis)
- #6. Values and Ethics (Moderate Emphasis)

PULs are described at <http://www.iport.iupui.edu/selfstudy/tl/puls/>

### **Content Outline and Reading Assignments**

#### Seminar Learning Experiences

#### **Class 1 – Jan 16** Assigned Readings

- Text Chapter 1 – Introduction to Fieldwork in Human Services
- NASW Standards for Social Work Case Management

#### Class Agenda:

- Field Orientation with Erika Galyean
- Introduction to the course
- Creating the LET Learning Plan
- DEAL Structured Critical Reflections

#### Homework:

- Complete the handout *Outline for Educational Assessment* in first week of placement; make 2 copies. Give one to your agency field mentor by the end of the first week in the placement. **Second copy due in Class #2.**
- Begin working on the LET with your field mentor. Bring a draft of your learning plan to Class #2 for Peer Review.
- DEAL Structured Critical Reflection #1 due 1/22.
- DEAL Structured Critical Reflection #2 due 1/29.

#### **Class 2 – Jan 30**

#### Required Readings:

- Text Chapter 2 – Agency Systems and Policies
- Text Chapter 3 – How to Make the Most of Your Agency Experience

#### Class Agenda:

- Hot topics and agency challenges
- Peer Review and Class Discussion of LET

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- Using Supervision Agendas
- Creating Community Resource Files
- Preparing for Agency Presentations

**DUE**

- DRAFT LET Learning Plan
- *Outline for Educational Assessment*

**Homework:**

- Finalize LET learning plan. Due in next class.
- DEAL Structured Critical Reflection #3 due 2/5.
- DEAL Structured Critical Reflection #4 due 2/12.

**Class 3 – Feb13**

**Required Readings:**

- Text Chapter 4 – The Helping Process

**Class Agenda**

- Hot topics and agency challenges
- Effective Helping Approaches
- Discuss LEAD day plans (LEAD Day is February 29)  
[http://naswin.org/associations/2319/files/2011%20What%20is%20LEAD%20PowerPoint\\_Final%20Draft.ppt](http://naswin.org/associations/2319/files/2011%20What%20is%20LEAD%20PowerPoint_Final%20Draft.ppt)

**DUE**

- **LET Learning Plan due**
- January Timesheets

**Homework:**

- DEAL Structured Critical Reflection #5 due 2/19.
- DEAL Structured Critical Reflection #6 due 2/26.

**Class 4 – Feb 27** **Required Readings:**

- Text Chapter 6 – Ethical and Legal Issues
- Code of Ethics including NASW

**Class Agenda:**

- Hot topics and agency challenges
- Informed Consent and Confidentiality
- LEAD day reminder – February 29

**DUE**

**Homework:**

- Attend LEAD Day on 2/29
- DEAL Structured Critical Reflection #7 due 3/4.
- DEAL Structured Critical Reflection #8 due 3/11.

**Spring Break**

March 11 – 17.

*Continue regularly scheduled agency hours unless preapproved otherwise!*

**Class 5 – Mar 19** **Required Readings:**

- Text Chapter 7 – The Challenges of Working in Human Services

**Class Agenda:**

- Hot topics and agency challenges
- Personal/professional boundaries in case management practice

**DUE:**

- **Mid-semester LET Evaluation due – MAKE SURE IT IS SIGNED**
- February time sheets

**Homework:**

- DEAL Structured Critical Reflection #9 due 3/25.

**Class 6 – Mar 26** **Required Reading:**

- Text Chapter 8 – Interpersonal and Professional Relationships

**Class Agenda:**

- Hot topics and agency challenges
- Effective Communication, Collaboration, Working in the Community

**DUE**

**Homework:**

- DEAL Structured Critical Reflection #10 due 4/1.

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**Class 7 – Apr 9**    **Required Readings:**

- Text Chapter 9 – Keeping Alive in Agency Settings

**Class Agenda:**

- Hot topics and agency challenges
- Documentation and Self-care
- Preparing to do your Final Evaluation

**DUE:**

- March Time Sheets

**Homework:**

- DEAL Structured Critical Reflection #11 due 4/15.
- Agency Presentations presented in Class #8 (April 23)

**Class 8 – Apr 23**    **Required Readings:**

- Text Chapter 5 - The Diversity of Human Services

**Class Agenda:**

- Evaluation of S280
- Seminar wrap-up
- Agency Presentations - Agency Field Mentors Invited to Attend

**Homework:**

- DEAL Structured Critical Reflection #12 due 4/29.
- **Final LET Evaluation due by 5/4 – MAKE SURE IT IS SIGNED BY BOTH YOU AND YOUR FIELD MENTOR**
- April Time Sheets due 5/4

**Required and Recommended Texts and Journal Articles**

Alle-Corliss, L. & Alle-Corliss, R. (2006). *Human service agencies: An orientation to fieldwork*. Belmont, CA: Thompson/Brooks-Cole.

National Association of Social Workers, *NASW Standards for Social Work Case Management*. Prepared by the Case Management Standards Work Group Directors, June 1992

[http://www.socialworkers.org/practice/standards/sw\\_case\\_mgmt.asp](http://www.socialworkers.org/practice/standards/sw_case_mgmt.asp)

National Association of Social Workers. *Code of ethics*. Washington, DC: NASW Press. 2008.

<http://www.naswdc.org/pubs/code/code.asp>

Approved by the NASW Board of

## **Assignments**

A variety of teaching-learning methods and experiences will be used throughout the semester in an effort to help students meet course objectives. Students will have agency learning experiences and classroom assignments in order to integrate theory and practice. Classroom activities may include lectures, small group discussions, assignments and role-playing. Disguised case materials, simulations and audio-visual materials may be utilized, as appropriate, to clarify particular subject areas. Agency experiences of the students will be relied on for illustrative purposes.

Each student is responsible for orienting themselves to ONCOURSE in order to submit and receive assignments, course mail the class and instructor, and utilize online resources. Course assignments which must be submitted by ONCOURSE include: Journals, Social & Economic Justice Assignment, and other assignments as requested by the instructor. Journal Entries, Workbook Assignments, Process Recordings, Timesheets, and Supervision Records may either be scanned and submitted through ONCOURSE or submitted in class in paper format, with all necessary signatures where relevant. The Learning Evaluation Tool (LET) and corresponding Mid-semester and Final Evaluations **MUST** be submitted in class in paper format with all signatures when indicated.

### Agency Learning Experiences

Specific learning activities for each student are to be negotiated and specified on the LET learning plan. For additional information about the range of learning activities, please see the.

### Agency Assignments (40% of grade)

1. Complete the LET Learning Evaluation Tool. Draft due Jan. 30. Final revisions **due Feb. 13**.
2. Maintain monthly time sheets, obtain field facilitator/mentor's signature and turn in to faculty field instructor. Each month's time sheet is **due in the first class of the next month** (ex. January time sheet is due on Feb. 13).
3. Complete agency-based LET mid-semester progress report with the field facilitator/mentor. **Due March 19**.
4. Complete agency-based LET final evaluation with the field facilitator/mentor. **Due May 4**.

As the semester progresses, some modification of content may occur. Issues on confidentiality, oppression and case management values/ethics will be discussed all through the semester.

### Seminar assignments (60% of grade)

1. For each assigned DEAL Structured Critical Reflection, use the DEAL Model structure to Describe, Examine and Articulate your Learning regarding your week's learning activities and field experiences, connecting them specifically to that week's assigned

readings. These reflections are to be submitted via Oncourse by midnight. **The due dates are as follows: #1 on 1/22, #2 on 1/29, #3 on 2/5, #4 on 2/12, #5 on 2/19, #6 on 2/26, #7 on 3/4, #8 on 3/11, #9 on 3/25, #10 on 4/1, #11 on 4/15 and #12 on 4/29.** Please save each DEAL document in the following manner: "Last Name, Date, Assignment Number" (ex. Johnson, 1/22, #1). Reflections *must* follow the DEAL Model provided and include a self-assigned grade using the grading rubric, including comments for your assessment. Field Facilitators/ Mentors have been advised that the journal is shared only with your seminar instructor; therefore, you are free to openly discuss your feelings, whether they reflect apprehension, satisfaction, disappointment, pleasure or other emotions. Throughout the seminar in discussion and in written work, we shall honor confidentiality. Therefore, please change names and any identifying information of clients to ensure confidentiality. Be prepared to talk about these reflections in class.

2. Community Resource File and Agency Presentation. Students will create a Community Resource File and share a Powerpoint presentation about their agency, with special attention to the Community Resource file created over the course of the semester, to the class **on May 4.**

**NOTE: All written material should demonstrate the student's use of the literature. Points will be deducted for poor grammar, spelling and punctuation. APA citations should be utilized where appropriate.**

### Evaluation and Grading

Students should be ready to participate knowledgeably and constructively in seminar activities. They are expected to be present when the seminar begins and to hand in all assignments on time. Failure to observe these requirements will be considered in assigning the final grade. The weighing for seminar assignments and participation is as follows:

Agency Performance	40%
Seminar Participation & Attendance	10%
Agency Presentation & Community Resource File	20%
DEAL Reflections	30%
<b>Totals</b>	<b>100%</b>
**Total points may vary should assignments be added or deleted at the instructor's discretion.	

**The seminar assignments are worth 60% of the overall grade for the course.**

The Faculty Field Instructor will use these assignments, as well as the Learning Plan, Agency-Based Mid-Semester Progress Report and Agency-Based Final Evaluation to determine the grade. The final grade is weighed as follows:



Agency Performance = 40%  
Seminar Performance = 60%  
Total = 100%

### Grading Scale

A+	100-97	B+	89-87	C-	72-70
A	96-93	B	86-83	D+	69-67
A-	92-90	B-	82-80	D	66-63
		C+	79-77	D-	62-60
		C	76-73	F	59-below

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a future BSW-level professional. In accordance with the Indiana University School of Social Work grading policy, students must earn at least a C to pass this course.

### University and School Policies

Students should be familiar with the Indiana University Code of Student Rights, Responsibilities, and Conduct (<http://www.iu.edu/~code/>), from which many of the policies below are derived. In addition, students should refer to the BSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

#### Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university.

Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

### Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

### Right to Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

### Campus support offices:

Bloomington: Disability Services for Students [www.indiana.edu/~iubdss](http://www.indiana.edu/~iubdss)  
East: Student Support Services [www.iue.edu/stuserv](http://www.iue.edu/stuserv)  
Indianapolis: Adaptive Educational Services [life.iupui.edu/aes/index.asp](http://life.iupui.edu/aes/index.asp)  
Kokomo: Affirmative Action [www.iuk.edu/ADMINFIN/affirmative-action](http://www.iuk.edu/ADMINFIN/affirmative-action)  
Northwest: Student Support Services [www.iun.edu/~supportn](http://www.iun.edu/~supportn)  
Southeast: Disability Services [www.ius.edu/UD/DisabilityServices](http://www.ius.edu/UD/DisabilityServices)  
South Bend: Office of Disabled Student Services [www.iusb.edu/~sbdss](http://www.iusb.edu/~sbdss)

### Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is

intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the [end of the 2nd week of the semester](#), or equivalent for non-semester length courses, to the course instructor and must use the [Request for Course Accommodation Due to Religious Observance](#). In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

#### Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to <http://veterans.iupui.edu/resources/withdrawal/>

#### Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a Record of Incomplete and Contract for Completion of Course Requirements form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

### Professional Conduct Policy

Students are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or inappropriate class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

### Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

### Inclement Weather or Other University Emergency

Please watch the university website for important information about closings or class cancellations. The instructor will post an announcement on Oncourse or send an email to all class members if she/he is cancelling class.

### Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

### Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available written handouts.

#### Additional Course Policies

1. Students are expected to conform to the standards and practices established by the agency and the School for this field experience including adherence to the NASW Code of Ethics.
2. Students are expected to interact respectfully and professionally at all times. Professional interaction and conduct are absolutely expected.
3. Late assignments are not accepted without prior notification (specific circumstances may be negotiated).
4. All assignments/presentations must be of professional quality and references properly cited.
5. Regular attendance is expected in both agency and seminar. Missed days at the agency must be made up. The students abide by the holiday schedule of the agency. If you must miss a seminar session, inform the instructor in advance. You may miss no more than 1 of the 8 seminar classes required for this course. Each class missed beyond 1 will result in the drop of a full letter grade.
6. Students are expected to respect the opinions and feelings of other students, instructor, and guest speakers, even though they differ from their own.
7. Students are required to remain in the agency until the end of the semester.

#### **Counseling and Psychological Services (CAPS)**

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services. All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located in UN418 and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at:

<http://life.iupui.edu/caps/>

Field Code Changed