



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Assessment and Case Management

SCWK 2301.01

Catie Capp-Hays, LCSW

NOTE: This is a 16-week, face to face course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

Course Description:

Exploration of procedures to identify and evaluate an individual's and/or family's strengths, weaknesses, problems, and needs in order to develop an effective plan of action. Topics include oral and written communications essential for screening, assessment, and case management to determine the need for prevention, intervention, and/or referral.

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

This is a face to face course. To do well in this class, you must come to class, read the entire chapter, review the power points, study, and complete assignments and exams timely. ZOOMing into class is not longer allowed unless under special circumstances. If you need help, please reach out to me earlier- not later!

It is expected that the papers you submit for this class is one that was written solely for this class and not for another class. To write a paper and submit it for a grade in two different classes is highly unethical. Students caught doing this will receive a zero (0) for this assignment.

Grammar/punctuation/sentence structure: The use of proper grammar, punctuation, and sentence structure is extremely important in college and when one enters the workforce. Good grammar keeps your readers or listeners focused on what you have to say, not on how you are saying it or why you are making mistakes. Using proper grammar, spelling, punctuation, and sentence structure is extremely important to this professor. **I will take up to 25 points off on any paper that has numerous grammatical, spelling, punctuation, etc errors.** If you need help with using correct grammar, punctuation, etc, please contact Academic Support and Tutoring @ ast@mcclennan.edu or 254-299-8500.

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If you are retaking this course, you must submit a NEW documentary review and NEW response papers. Do not resubmit the papers that you submitted the first time that you took this course. If you resubmit an old paper, you will earn ZERO points for the paper.

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If you are retaking this course, you must submit NEW Out of Class Assignments. Do not resubmit the papers/vision board that you submitted the first time that you took this course. If you resubmit an old paper/vision board, you will earn ZERO points for the paper/vision board.

Instructor Information:

Instructor Name:	Catie Capp-Hays, LCSW
MCC Email:	ccapp-hays@mclennan.edu
Office Phone Number:	254-299-8772
Office Location:	CSC, E-129 E
Office/Teacher Conference Hours:	See schedule in Brightspace
Other Instruction Information:	ZOOM Meeting ID: 356 478 0936

Required Text & Materials:

Title: *Generalist Case Management: A Method of Human Service Delivery*
Author: Marianne Woodside & Tricia McClam
Edition: 5th edition
Publisher: Cengage Learning
ISBN: 978-1-305-94721-4

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

To do well in this class, you must come to class, read the entire chapter, review the power points, study, and complete assignments and exams timely. ZOOMing into class is not longer allowed unless under special circumstances. If you need help, please reach out to me earlier- not later!

It is expected that the papers you submit for this class is one that was written solely for this class and not for another class. To write a paper and submit it for a grade in two different classes is highly unethical. Students caught doing this will receive a zero (0) for this assignment.

All Exams will be completed in Brightspace outside of class. Please see the course schedule for the dates and times the Exams open and closed. Since the Exams are open for a total of 4 days, I will not reopen the Exams unless there is a legitimate reason. I determine what a legitimate reason is.

Out of Class Assignments 1 and 2 will be submitted via Brightspace on the date due. No late assignments accepted unless there is a legitimate reason. I determine what a legitimate reason is.

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Out of Class Assignment 3 will be presented to the class face to face. It will not be submitted via Brightspace.

If you are retaking this course, you must submit NEW Out of Class Assignments. Do not resubmit the papers/vision board that you submitted the first time that you took this course. If you resubmit an old paper/vision board, you will earn ZERO points for the paper/vision board.

Course Objectives and/or Competencies:

Describe the steps in screening, assessment, and case management; gather relevant information from client and secondary sources; and determine need for prevention, intervention, and/or referral.

Course Outline or Schedule:

Course schedule is subject to change based on student needs. Students will be notified by the professor of changes via Brightspace. It is important that you read the assigned chapter PRIOR to class. This includes reading My Story: Sharon Bello. It is important that you follow Sharon Bello's story throughout the course.

Please note... Out of Class Assignments 1 & 2 to be submitted via Brightspace. All Exams will be completed in Brightspace.

Week/Date of Class Meetings	Topic	Assignments (Readings prior to class meetings)
Week 1 1/10 & 1/12	1. Ice Breaker 2. Introduction to the course and syllabus review 3. Chapter 1: Introduction to Case Management	Read Chapter 1 prior to class. This includes reading My Story: Sharon Bello. It is important that you follow Sharon Bello's story throughout the course.
Week 2 1/17 & 1/19	1. Finish Chapter 1 2. Chapter 2: Historical Perspectives on Case Management	Read Chapter 2 prior to class + Sharon Bello
Week 3 1/24 & 1/26	1. Finish Chapter 2 on 9/9	Read Chapter 3 prior to class on 2/2 + Sharon Bello
Week 4	1. Chapter 3: Methods of	Read Chapter 4 prior to class

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1/31 & 2/2	Delivering Case Management Services	+ Sharon Bello
<p>Week 5 2/7</p> <p>2/9- NO CLASS</p>	1. Chapter 4: Ethical and Legal Perspectives	<p>Out of Class Assignment #1 DUE: 2/7 by 8p via Brightspace.</p> <p>Exam I: Covers Chapters 1-4. The test will open in Brightspace on 2/10 at 8 am and will close on 2/13 at 8 pm</p> <p>Read Chapter 5 prior to class + Sharon Bello</p>
<p>Week 6 2/14 & 2/16</p>	1. Chapter 5: Working with Diverse Populations	Read Chapter 6 prior to class + Sharon Bello
<p>Week 7 2/21 & 2/23</p>	1. Chapter 6: Assessment Phase of Case Management	Read Chapter 7 prior to class + Sharon Bello
<p>Week 8 2/28 & 3/2</p>	1. Chapter 7: Effective intake Interviewing Skills	Read Chapter 8 prior to class + Sharon Bello
<p>Week 9 3/7 & 3/9</p> <p>SPRING BREAK</p>		
<p>Week 10 3/14 & 3/16</p>	1. Chapter 8: Service Delivery Planning	<p>Out of Class Assignment #2 DUE on 3/16 at 8p via Brightspace.</p> <p>Exam 2: Covers Chapters 5-8. The test will open in Brightspace on 3/17 at 8 am and will close on 3/20 at 8 pm</p> <p>Read Chapter 9 prior to class + Sharon Bello</p>
<p>Week 11 3/21 & 3/23</p>	1. Chapter 9: Building a Case File	Read Chapter 10 prior to class + Sharon Bello

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Week 12 3/28 & 3/30	1. Chapter 10: Service Coordination	
Week 13 4/4 & 4/6	1. Finish Chapter 10 2. Start Chapter 11: Working withing the Organization Context	Read Chapter 11 prior to class + Sharon Bello
Week 14 4/11 & 4/13	1. Finish Chapter 11	Read Chapter 12 prior to class + Sharon Bello
Week 15 4/18 & 4/01	1. Chapter 12: The Case Manager's Professional Growth and Development	
Week 16 4/25 & 4/27	1. Finish Chapter 12 2. Case Management Vision Board Presentations on 4/25 and 4/27 face to face	
FINAL EXAM	The final exam will open on 4/28 at 8 am and will close on 5/2 at 8p.	Final Exam Covers Chapters 9-12

Course Assignments:

Exams

There are a total of 3 exams in this course. Each exam will cover 4 chapters. The final exam is NOT cumulative/comprehensive- it will cover the last 4 chapters in the course. All Exams will be taken via Brightspace (not during class time). The exam dates and when they will be opened in Brightspace are notated in the course outline and schedule above. Each exam will be 50 questions (multiple choice and true/false). Bonus questions will be included as well. All Exams will be timed (80 minutes). Professor will provide a study guide prior to each test. The study guides are posted in Brightspace.

Out of Class Assignments

There are a total of 3 out of class assignments to be completed throughout the course. A full description of each out of class assignment can be located at the end of this syllabus and in Brightspace.

It is expected that the papers you submit for this class is one that was written solely for this class and not for another class. To write a paper and submit it for a grade in two different classes is highly unethical. Students caught doing this will receive a zero (0) for this assignment.

If you are retaking this course, you must submit NEW out of class assignments and a NEW vision board. Do not resubmit the papers/vision board that you submitted the first time that you took this course. If you resubmit an old paper/vision board, you will earn ZERO points for the assignments.

Pre/Post Tests- FALL SEMESTER ONLY

As a part of our Student Learning Outcomes (SLO), we are asking students to take a test at the start of the course (pre-test) and another test at the end of the course (post-test). These are all generalized questions from the overall content of the course. All questions are Multiple Choice. Your scores on these 2 tests do not factor into your final grade for the course. They will be used for statistical purposes only.

Course Grading Information:

Assessment	Total Percentage
Exams (3 @ 20 % each)	60%
Out of Class Assignments (3) #1= 10% #2= 10% #3= 20% (vision board- 10% and presentation- 10%)	40%

Course grades are firm and will not be “curved” or “bumped.” **Grades are based on actual performance, not amount of effort exerted, potential, hardships encountered during the semester, etc.** There is no extra credit in this course. In order to earn a C or above, students must stay current with readings and assignments and exhibit strong class performance.

A minimum final grade of C is required in all Mental Health/Social Work classes for graduation.

W WITHDREW - this grade is given for an instructor- or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work).

I INCOMPLETE - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the "I" will be changed to and "F" and the course must be repeated if credit is to be given.

Late Work, Attendance, and Make Up Work Policies:

Regular attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. For on-line classes, the instructor will evaluate attendance by participation in the weekly assignments. This means if a student completes the discussion board and quiz for the week, the student will be counted present for the class for the week.

Students who are absent from 25% of scheduled class meetings (8 classes) may be withdrawn with a grade of W unless the professor has reason to believe the student will complete the course. However, if a student reaches the 25% point after the official drop date, the student will receive an F.

As stated in [the Highlander Guide](#) , “students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official college functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day.” All other reasons for late work will be considered at my discretion and will likely require documentation. It is your responsibility to inform me of any absences and their reasons in a timely manner. For this course, that means **you will be dropped on the 8th absence.**

Assignment/Exam submission folders close as noted on Brightspace and/or in the syllabus and will not be reopened for any reason. Make sure you set aside enough time to complete your submissions on a timely basis while they're open if the professor asks that you submit an assignment in Brightspace.

Attendance/Participation: In this course, the student will not receive a grade for attendance and participation. However, attendance and participation are rewarded when it comes to calculating the student's final grade.

Student Behavioral Expectations or Conduct Policy:

Students are expected to maintain decorum that includes respect for other students and the professor, prompt and regular participation, and an attitude that seeks to take full advantage of the educational opportunity.

Students who willfully disrupt the learning environment or whose presence constitutes a substantial and material threat to the orderly operation of the premises may be involuntarily withdrawn. Students whose behavior is overtly disruptive to the learning environment will be asked to leave class at the professor's discretion and counted absent for the day. This may include, but is not limited to, eating in class, talking out of turn to classmates, and cell phone use during class. [See the Highlander Guide](#) for more information on this policy. For on-line classes, students who willfully disrupt the learning environment may be withdrawn from class.

[Click Here for the MCC Attendance/Absences Policy](#)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

[Click Here for the MCC Academic Integrity Statement](#)

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignments, reported to the conduct department, and/or dismissed from the course. Examples of cheating include but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardies under false pretenses
- Plagiarism (claiming as your own work the work of another)

** You will need to access each link separately through your Web browser (for example: Mozilla Firefox, Chrome, Microsoft Edge or Safari) to print each link's information.*

Out of Class Assignments

Out of Class Assignment #1

This is a reflection paper that does not have to include research. If you use research, you must cite it in APA format. The reflection paper must be written in APA format. This includes a cover page and reference page (if you are using research), write in Times New Roman, 12 pt.. It is very important that you respond to all of the prompts below. Failure to do so will result in a major point deduction. The reflection paper must be at least 2 pages but no more than 4 pages (remember, the cover page and reference page do not count in the page total).

One of the key terms from chapter one is *client empowerment*. Why is empowering clients such an important concept in case management? Think of a time in your life when someone empowered you. Describe the situation and list the empowering person's behaviors that helped you most. What can you take from your own experience that can help you in the role of a case manager?

Out of Class Assignment #2

This is a reflection paper that does not have to include research. If you use research, you must cite it in APA format. The reflection paper must be written in APA format. This includes a cover page and reference page (if you are using research), write in Times New Roman, 12 pt.. It is very important that you respond to all of the topics. Failure to do so will result in a major point deduction. The reflection paper must be at least 4 pages but no more than 6 pages (remember, the cover page and reference page do not count in the page total).

In order to subscribe to the strengths perspective and focus on applicant/clients' strengths, one must be able to identify and dwell upon his or her own strengths. Write a Strengths Perspective Reflection paper using Saleebey's Survival, Support, Exception, Possibility, and Esteem questions on page 189 of the textbook. Saleebey's 5 Types of Questions to Assess Strengths will also be posted in Brightspace. You will see under each topic (example: Survival Questions is a topic), there are several questions to answer. You only need to answer 2 questions (your choice) under each topic. It is important that you are writing the topic and questions and your responses in the paper. Professor will give additional instruction in class.

Grammar/punctuation/sentence structure: The use of proper grammar, punctuation, and sentence structure is extremely important in college and when one enters the workforce. Good grammar keeps your readers or listeners focused on what you have to say, not on how you are saying it or why you are making mistakes. Using proper grammar, spelling, punctuation, and sentence structure is extremely important to this professor. **I will take up to 25 points off on any paper**

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Out of Class Assignment #3

Create a vision board (a tri-fold, poster board) with case management as the theme. Start by doing an Internet search on “vision board” or “career vision board” to learn more about what it is. Examine the major sections of Chapter 12 (look on pages 395-396 for a snapshot view):

- Self-development survival skills
- Professional growth
- Advocacy
- Leadership

Incorporate the themes and topics discussed in each chapter section (such as burnout, leadership skills, levels of advocacy, etc.) into your vision board by finding visuals or statements which represent each theme. You must include all topics and at least 3 sub-topics (under each topic). You must also incorporate your personal mission statement into the board. You may do a poster or electronic version for your vision board.

Your case management vision board will be presented to the class. You will have 10 minutes to present (no longer than 15 minutes- so every person in the class as a chance to present). In the presentation, you must review every aspect of your case management vision board. In addition, please incorporate the following questions and your answers into your presentation:

1. What did you enjoy most about the activity?
2. How do you feel when you look at your Vision Board?
3. Why is a vision board important or not important in your opinion?

Professor will assess your grade on this assignment by using the following rubric:

- Was the presentation at least 10 minutes but no longer than 15 minutes?
- Was the vision board visually appealing?
- Did the student include the following **topics** on her/his vision board:
 1. Professional Development: Self-directed survival skills
 2. A focus on professional growth

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3. Professional Development: Others-Directed Advocacy

4. Leadership

- Did the student include at least 3 **subtopics** on her/his vision board (under each topic)?
- Did the student clearly identify and explain every topic and subtopic?
- Did the student clearly incorporate their personal mission statement to the board?
- Did the student include the 3 presentation questions?
 1. What did you enjoy most about the activity?
 2. How do you feel when you look at your Vision Board?
 3. Why is a vision board important or not important in your opinion?
- Was the presentation clear and concise?

Updated 11/04/2022

McLennan
C O M M U N I T Y
COLLEGE

ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu 254-299-
8122
Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the

crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's Pantry are located on the second floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-andStaffCommons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.