**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: HMNS 5310 VC 01 – Case Management

**Campus**

: WBUonline

**Term/Session**

**:** Summer 2022

**Instructor**

**:** Dr. Beth Durbin

**Office Phone Number**

**:** Cell: 907-460-3226 (text is best)

**WBU Email Address**

**:**: durbinb@wbu.edu

**Office Hours, Building, and Location**

**:** Monday – Friday 9:00 – 10:00 am & 4:00 – 5:00 pm AST, North Pole, AK

**Class Meeting Time and Location**

**:** Online, Blackboard

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Generalist Case Management -Woodside/McClam – Cengage - 5th – 201 - 9781305947214

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:** None

**Course Information**

**Catalog Description**

**:**  Examines the practical, professional, and ethical practices for Human Services case management. Emphasis is given to interview techniques, client assessment, record keeping, referrals, and client advocacy as a means of connecting clients with community and government resources. Students will also examine the impact of socio-economic, ethnic, and, regional variances in approaches and responses to professional services.

**There is no prerequisite for this course.**

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Conduct and document interviews with clients and formulate an appropriate action plan
* Develop enhanced writing skills to document assessments, treatments, and, discharge plans
* Identify and discuss the legal and ethical issues and dilemmas relevant to human services professions
* Identify community and government resources, how to access them, and how to refer clients
* Develop the skills and techniques to articulate needs and advocate for clients
* Recognize and reflect the diversity of clients in the implementation of professional services

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](http://catalog.wbu.edu/)

**Course Requirements and Grading Criteria**

**Meet and Greet Discussion Board**: So everyone can get to know each other post information about yourself by Friday, June 3, 2022 and respond to two classmates by Sunday. 20 points

**Email Assignment:** In an effort to ensure that you are capable of communicating with me, you will be required to review the syllabus and email me from your Wayland email address on or before June 3, 2022 by 11:59 PM. The email should simply state that the you are fulfilling the email assignment and that you have read the syllabus. You should also address whether or not you have any questions regarding the syllabus. 25 points possible.

**Reading Assignments:** Reading assignments are to be completed on time (i.e., before the corresponding assignments are due). It will be to your benefit to take notes as you read. Additionally, you should be prepared to participate in online discussions about the assigned reading.

**Discussion Boards:** There will be discussion board for each week of class. Each week a prompt will be posted. You will need to formulate an initial response to that prompt by Wednesday @ 11:59 p.m. of each week. By Sunday at 11:59 p.m. CST each week, you will need to have read your classmates initial responses and reply to at least two of your classmates’ initial responses.

**Note**: You may view your peers work and postings to learn from one another, but you can’t copy their work. While there is no specific word limit, your initial post should be long enough to adequately address the prompt and all issues that are presented. Your initial post must be insightful, thorough, and show an appreciation and understanding of the issues. Your responses to your classmates’ initial posts should identify portions of the post you agree/disagree with and explain why. Additionally, your responses should supplement, contradict, question, or further discussion on the pertinent subject area. All posts should be substantiated by examples from the textbook and/or appropriate websites. **Do not forget to cite your sources**! It is also expected that all posts reflect critical thinking and good grammar.

**Assignments:** You will have 5 assignments. The assignments should be completed in APA.

Assignment 1: Chapter 2 brings up issues of diversity and describes the contributions of Mary Richmond. Research a program in your town or city (current or previous) and identify the population it serves. Imagine implementing this program in another area with a different population (for example, make a program that services inner-city youth work for rural youth or vice versa). Identify changes you would need to make in order to serve the new population adequately.

Assignment 2: In order to help others with end-of-life issues, consider your own experience with this topic. Do an Internet search on these terms: *advance directive*, *living will*, *medical power of attorney*, and *end-of-life care*. Write a reflection on doing the research. Include what you learn and also your personal thoughts and reaction.

Assignment 3: In order to understand and be sensitive to cultural differences among clients, one must be able to identify and dwell upon his or her own cultural identities and viewpoints. Have students compose a personal reflection essay discussing their own race/ethnicity, cultural history, family background, religious affiliation, gender/sexual identity, and how each of these factors influence their understanding of social work practice. Have students identify ways in which they can harness their own identities to better understand and serve diverse constituents in generalist social work case management practice. Pick 2 of the identities out of the 5.

Assignment 4: 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 using Saleebey’s Survival, Support, Exception, Possibility, and Esteem questions. Choose 2 questions from each of the sections to answer.

Assignment 5: Profile three community resources in your hometown. Each profile should include name of resource, Web site (if available), target population, referral method, type of services offered, cost, and payment options

Assignment 6: Have a class discussion on social media in the workplace. How might Facebook and Twitter be useful in a workplace environment? What are some possible drawbacks? Would you “friend” a co-worker? supervisor? client? Are you comfortable with co-workers, supervisors, or clients following your tweets, viewing who or what you follow on Twitter, reading your Facebook posts, or looking at your pictures on Facebook? What are some possible safeguards for maintaining appropriate boundaries?

**Course Grading Method:**

* Meet & Greet Introduction: 20 points
* Email Assignment: 25 points
* Assignment 1: 100 points
* Assignment 2: 100 points
* Assignment 3: 100 points
* Assignment 4: 100 points
* Assignment 5: 100 points
* Assignment 6: 100 points
* Discussion Board: 220 Points Possible 11 discussion boards/ each DB worth 20 points

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**= 865 Points Possible**

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

**Week 1 May 30: Chapter 1**

**Meet & Greet Discussion Board: Due Friday @ 11:59 PM**

**Initial Discussion Board Response: Due Wednesday @ 11:59 PM**

**Classmate DB Response: Due Sunday @ 11:59 PM**

**Email Assignment: Due Sunday @ 11:59 PM**

**Week 2 June 6: Chapter 2**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 1: Due Sunday @ 11:59 PM**

**Week 3 June 13: Chapter 3 & 4**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 2: Due Sunday @ 11:59 pm**

**Week 4 June 20 Chapter 5**

**Initial Discussion Board Response: Wednesday @ 11:59**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 3- Due Sunday @ 11:59 PM**

**Week 5 June 27: Chapter 6 & 7**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 4 – Due Sunday @ 11:59 PM**

**Week 6 July 4: Chapter 8 & 9**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 5 –Due Sunday @ 11:59 pm**

**Week 7 July 11: Chapter 10 & 11**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Sunday @ 11:59 PM**

**Assignment 6 - Due Sunday @ 11:59 PM**

**Week 8 July 18: Chapter 12**

**Discussion Board Response: Wednesday @ 11:59 PM**

**Classmate DB Response: Due: Saturday @ 11:59 PM**

**Additional Information**

**Census Date, last day to drop without record: June 6, 2022**

**Last day to drop with a W: July 1, 2022**

**Last day to drop with WP/WF: July 15, 2022**

<http://catalog.wbu.edu>