

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2012

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: RH 400

Course Title: Case Management

Reason for initiating, revising, or canceling:

This modification is to change the Math Placement Level from MA 161 to MA 132.


Jose Herrera

Proposer


Date


Jose Herrera, Acting Director, School of Education

Department Chair


Date


Barbara Meralen

Dean of Academic Programs and Services


Date

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Course Guide

Course: RH 400 Case Management

1. Department

School of Education

2. Purpose

This course provides students with the knowledge and skills needed to perform each step of the case management process, from intake through termination. The target population is all students pursuing a degree in Education-Rehabilitation and Human Services, and teachers, administrators, and anyone else with an interest in building case management skills.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Summers, Nancy. *Fundamentals of Case Management Practice: Skills for the Human Services*. 3rd ed. Belmont, CA: Thomson Brooks/Cole, 2009.

Readability level: Grade 12

Handouts on specific topics will also be distributed.

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester

2. **Lab:** None

3. **Other:** None

C. Credits

1. **Number:** 3

2. **Type:** Regular degree credits

D. Catalogue Course Description

This course provides students with the knowledge and skills needed to perform each step of the case management process, from intake through termination. This course emphasizes case management techniques, ethical decision-making, consultation strategies, and the expansion of counseling skills. Prerequisite(s): RH 310, RH 320, and RH 330 with a C grade or higher. Additionally, program students must be at Advanced Candidacy Status before taking this course. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring)

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E. Degree or Certificate Requirement Met by Course

This is a course required for the B.S. degree in Education-Rehabilitation and Human Services.

F. Course Activities and Design

Class activities, design and specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques may include, but are not limited to, the following:

Lecture and interactive discussion, facilitated group discussions, problem-based learning/case studies, audio-visual and professional article reviews and reactions/reflections, group/individual presentations and scenario/role-playing, quizzes and exams.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): RH 310, RH 320, and RH 330 with a C grade or higher. Additionally, program students must be at Advanced Candidacy Status before taking this course.

English Placement Level: EN 202

Math Placement Level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3-credit course and the cost of the textbook.

Cost to the College: Instructor's salary.

Instructional resources for the course include books (to be identified by the instructor), films, overhead projector, TV, VCR/DVD player, blank videocassettes, laptop computer, LCD projector, extension cords, duplicating supplies and materials (for copies of handouts).

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Foundations of Case Management
 - 1.1 Case management definition and responsibilities
 - 1.2 The ecological model
 - 1.3 Ethics and other professional responsibilities

- 2.0 Useful Clarifications and Attitudes
 - 2.1 Cultural competence
 - 2.2 Examining attitudes and perceptions
 - 2.3 Clarifying who owns the problem

- 3.0 Effective Communication
 - 3.1 Identifying good responses and poor responses
 - 3.2 Listening and responding
 - 3.3 Asking questions
 - 3.4 Bringing up difficult issues
 - 3.5 Addressing and disarming anger
 - 3.6 Putting it all together

- 4.0 Meeting Clients and Addressing Their Strengths and Needs
 - 4.1 Documenting initial inquiries
 - 4.2 The first interview
 - 4.3 Social histories and assessment forms
 - 4.4 Using the Diagnostical and Statistical Manual (DSM-IV-TR)
 - 4.5 The Mental Status Exam
 - 4.6 Receiving and releasing information

- 5.0 Developing a Plan with the Client (Consumer)
 - 5.1 Developing a service plan
 - 5.2 Preparing for service planning
 - 5.3 Informed choice and consumer's options
 - 5.4 Confidentiality of information and records
 - 5.5 Consumer's rights and responsibilities
 - 5.6 Counselor's responsibilities
 - 5.7 Community resources and collaboration
 - 5.8 Making the referral and assembling the record
 - 5.9 Sources and vendors
 - 5.10 Support follow-up (repair/maintenance)
 - 5.11 Evaluation

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- 6.0 Monitoring Services and Following the Client
 - 6.1 Monitoring the services or treatment
 - 6.2 Documentation and recording
 - 6.3 Developing goals and objectives at provider agency
 - 6.4 Terminating and closing cases

8. Instructional Goals

This course will introduce students to:

- 1.0 The foundations of case management;
- 2.0 Competency when working with a diverse population;
- 3.0 Effective communication skills;
- 4.0 Addressing consumer's strengths and needs;
- 5.0 Consumer plan development; and
- 6.0 Skillful consumer tracking and case termination.

9. Student Learning Outcomes

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

- 1.0 Compare and contrast the models of case management;
- 2.0 Explain the case management process and the ethical and professional responsibilities of a human services worker;
- 3.0 Apply effective communication skills and basic helping skills while acknowledging the consumer's culture;
- 4.0 Successfully identify a consumer's strengths and needs;
- 5.0 Conduct an assessment and social history interview and develop an individualized treatment plan; and
- 6.0 Describe how to effectively monitor a consumer and maintain quality documentation.

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10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Class attendance and participation
- 2.0 Written and oral reports
- 3.0 Individual and group presentations
- 4.0 Reflective/reaction essays
- 5.0 Web/library database assignments
- 6.0 Quizzes and exams
- 7.0 Journal entries