

**City College of San Francisco – Spring 2011**  
**Health 73: Case Management**  
**MU330 /Wednesdays 5:00-8pm**  
**January 19 - May 25, 2011**

Instructor: Dee-Dee Stout, MA, CADC II; member of MINT; Associate/Trainer, ICCE  
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Website: [www.responsiblerecovery.org](http://www.responsiblerecovery.org)

Course Description:

This course will focus on the development of case management skills and strategies needed to be successful in the fields of HIV/AIDS and alcohol and other drugs (AOD) treatment. If you are successful in completing this course, you will develop the skills needed to work in the world of behavioral health care including community settings, for-profit agencies, to prison settings, hospitals, and more. You will also develop the appropriate strategies in a holistic process of managing cases for diverse populations such as the development of basic competencies in intervention and referral skills for substance use disorders & other chronic and/or disabling health disorders (HIV, HCV, trauma, chronic pain, etc). Skill development will include: communication skills, strategies used in health advising, intake interviewing; screening and assessment; data collection; documentation and charting; referrals, and more. This course work will culminate in case file presentations in order to learn how to conduct a professional case presentation necessary in the health fields.

**Learning Objectives/Outcomes:**

After completing this course, students will be able to:

1. Identify and apply the Stages of Change theory
2. Discuss and demonstrate the referral process for coordinating services
3. Explain the use of motivational strategies in health behavior change
4. Examine & demonstrate different methods of documenting and record-keeping
5. Demonstrate basic knowledge, skills, and strategies of effective communication
6. Show how to work with clients to establish realistic, achievable goals
7. Explain how to present a case in a work place Case Presentation format
8. Demonstrate how to build a typical, CARF/JCAHO (Commission on Accreditation of Rehabilitation Facilities; Joint Commission on Accreditation of Healthcare Organizations) level client case file through correct completion of written forms/materials

### **Required readings:**

1. Summers, N. Fundamentals of Case Management Practice: 3<sup>rd</sup> Edition. 2009. Brooks/Cole Publishing. See Schedule for specifics.
2. Handouts: will be provided throughout the semester; electronically when possible
3. Treatment Improvement Protocols (TIP's) these are all free: TIP 27 – Comprehensive Case Management for Substance Abuse Treatment. <http://store.samhsa.gov/product/SMA08-4215>; TIP 37 - Substance Abuse Treatment for Persons With HIV/AIDS. <http://store.samhsa.gov/product/SMA08-4137>; TIP 42 – Substance Abuse Treatment for Persons With Co-Occurring Disorders. <http://store.samhsa.gov/shin/content/PGKIT-07/PGKIT-07-03.pdf>.
4. Any medical abbreviation book i.e., *Pocket Reference for the EMT-B & First Responder* (2nd Ed) by Bob Elling.
5. Diagnostic and Statistical Manual-IV-TR (small paperback edition OK). APA publication.

### **Suggested reading** (may also be used for extra credit):

1. Motivational Interviewing in Health Care: Helping Patients Change Behavior. Rollnick, Miller, & Butler; Guilford Publishing, 2007.

### **Assignments:**

1. **Final Case Files & Presentations:** (total 400 points)

At the end of the semester, each Group will be responsible for turning in a completed file on their chosen “faux typical client” (from now on, simply called the client) using the forms and materials provided in class (a checklist will also be provided along with a file consisting of all paperwork used for this project). This client will be designed by group consensus with each group member providing information about their client (a client photo will also be chosen from materials provided in the class and placed in the client file; this represents a typical scenario especially in hospital and other residential settings with numerous clients). Although the group has much autonomy in choosing a “client,” I ask that you choose a client typical to an area of our fields to best learn how to case manage the broadest array of clients. I will also be checking in often and will provide added collateral information (such as “your client discovers she is HIV+”) as would likely happen in a real-life case management situation.

All completed case materials must be easily read although they may be handwritten though typed is acceptable (we will look at computer-based forms and programs to help you become more comfortable with these in case you are not now). *This portion of the case, known as the Case File, is worth 200 points.*

After the files are completed, the client cases are presented - at the end of the semester - in a typical workplace format of a Case Presentations (see syllabus schedule). This may include inviting the client to attend, an Employee Assistance Professional (EAP), the family, employer, therapist, and more. This style of Case

Conference is becoming more common but is still not typical. In client-centered work, we find having all parties affected by the client's case to be valuable to these conferences, especially the client themselves. This is also part of conducting our work in sunshine, ie, without secrets. Rapport and trust for the treatment/care systems are increased in these types of open settings, and for the client and their concerned significant others (CSO). The Case Presentations are also worth 200 points. We will continue to discuss both of these assignments throughout the semester. **\*Note: Remember, missing class during any finals nights means you are subject to failing the class!**

Each week we will work on a section of the case file, mostly paperwork (there is a plethora). We will go through each item in class, carefully and slowly, while you work in your groups. Reading the chapters assigned will help you to make sense of the forms and the class discussions. Keep up with your reading in this class as completing the forms is time-consuming. Whatever you do, do not complete forms on your own or as a group outside of class. Just keep up with the weekly work to be sure you are completing the information in the format that I am requesting. Also remember we have the Link Center which you may use until about 4pm each day and the main CCSF Library is available to continue your group work as well.

**Groups:** You will be in working groups all semester, beginning the second week. Please come into class each evening ready to work in those groups (I will select groups for you). Please select a Group Captain who will be responsible for updating me weekly (I have a form that will be used) via email regarding your groups progress and need for assistance from me, or other items. One of the reasons to work in groups is to learn (or continue to learn) how to learn from each other and because these team-building skills are invaluable to your success in your field. There are many students here who have much experience and from whom we all can learn. Working in groups is also the main way in which we work in the health fields as clients' needs are typically quite complex requiring much team work and synergy to find their own success in their health goals. Also, your Group Captain will be vetting questions for me. Please inform your Group Captain of any questions/concerns before contacting me directly, unless you have a difficulty for which you need personal attention.

2. **Mid-Term Paper: Due Mar 2:** Choose 1 of the following: (150 points)

1) Visit an agency (with instructor approval) that deals with a chronic health problem and write a 5-page research/reaction paper. The paper must be typed, double-spaced, use 12-point font and discuss the implications of this agency in case management. Grammar and spelling count. See the rubric for this assignment for a complete explanation.

**OR**

2) Read the book "Hooked" by Lonny Shavelson. Write a 5-page discussion paper on it with examples of case management: what

worked, what did not, what could improve treatment, etc. Use proper format and citations and bring in personal experience, if appropriate. See rubric for more specifics.

**OR**

- 3) Choose another book or article related to an area of health to which case management is already applied or to which you think it would be useful. Please check with me for approval before beginning. See rubric for more specifics.

**Note: Rubrics for this paper will be available on my website within 2 weeks. I will also have a sample in class the first night to help you understand exactly what is required to help you better prepare for this important exercise.**

***Extra Credit*** (worth up to 50 points & due by Apr 27): **Choose 1 of the following:** forms will be provided to assist you in writing these brief papers.

- 1) Volunteer at least 6 hours at an agency, facility, or other organization that deals with any chronic health problem. Please choose a place with which you have no current or previous connection!! Be sure to get approval first. You will need to provide a letter from your volunteer supervisor, dated and on agency letterhead, with verification of your hours and work. Also, you will write a 1-2 page paper about what you experienced while there as it relates to Case Management. A form for this paper will be available if you choose this option.

**OR**

- 2) Attend a conference, etc. with prior instructor approval. Provide proof of attendance and include a page of your thoughts/experiences.

**OR**

***Other possibilities to be announced: Please suggest events or other ideas!***

All assignments are due **ON TIME!** Please do not ask for extensions as they punish students who are timely. If you have extenuating circumstances, please discuss this with me prior to the due date & ASAP!

**Grading Policies:**

Attendance: Although attendance is not a criterion for your grade, it can and will be used to reduce your grade below a "C" if you miss the equivalent of more than 2 classes. As this is a training course which includes group work, you will not be able to make up work completed by your group while in class. Plan your absences carefully.

- Participation (150 points): Your conduct in class will be monitored for professionalism. I expect you to conduct yourself in a manner that mirrors professional conduct guidelines and ethics. For example, I will be observing for your ability to respect others' opinions, to accept feedback,

your ability to communicate disagreements, and to generally communicate respectfully. There are participation points for each evening for which I will be using a written rubric (this will be available on my website within 2 weeks and in class the first night to see). If you cannot be on time to class regularly or stay for the entire class, we need to talk immediately. Excessive tardiness will equal an absence(s) at the rate of 3 tardies = 1 absence. You may not miss more than 2 classes per department guidelines without extreme emergency. Also, leaving earlier or not returning from scheduled breaks on time may count as a tardy. I appreciate your calling to let me know you'll be out though please contact your group as well (they are most important)!

• Case File	200 points
• Midterm	200 points
Final Case Presentation	200 points
• Extra Credit (EC)	<u>up to 50 points</u>
	Total of 600 points without EC

**Corresponding Letter Grades:**

- 540-600+ = A
- 480-535 = B
- 420-475 = C
- 360-415 = D

**Additional room policies and other “stuff”:**

- Please be courteous to your fellow students and do not bring children to class.
- WARNING: there may be offensive language or materials used during class. This is a field where such language is common and we must not react negatively to it. This can be a challenge indeed!
- You are also responsible for any work missed due to your absence(s). To help you with anything you may have missed, please contact your group, not me, for this information.
- I can't give an incomplete without your asking. Please remember to stay in contact with me regarding your grade.
- Lastly, please turn your cell phones and pagers OFF or silence them. Use vibrate mode only in emergency situations that you have discussed first with me, please! If your phone/pager does go off, please leave the class. If it happens a second time it will be treated as an absence for that day. After that, you will need to see the Dean of Students for a possible withdrawal from the class.

*I cannot stress enough how important behavior is in this class. I promise to treat you like adults and therefore will expect that you will behave as adults - taking responsibility for your actions and acting professionally. I will be most pleased to discuss this further in office hours if you'd like!*

### **Special Needs:**

If you have a special need or legally-defined disability that you believe might interfere with your learning ability in the classroom, contact the Disabled Students Programs and Services (DSPS). DSPS provides numerous services for students with physical, psychological, communication and learning disabilities. I cannot contact them for you nor may I provide services for you without a specific letter regarding your needs from DSPS. They are located at Rosenberg Library, Room R323 and can be reached by calling 452-5481 (voice) or 452-5451 (TDD).

### **Writing Help:**

Also, I urge students to take advantage of the Learning Assistance Center at Rosenberg Library, Room R207. Here you will find free tutors, the Writing Lab and the Writing Success Project. All are free services to enhance and assist you in your studies here at CCSF. Call 452-5505 for more information.

**Plagiarism:** To plagiarize, as defined on the 1/13/11 [www.Merriam-Webster.com](http://www.Merriam-Webster.com) website *Random House Compact Unabridged Dictionary*, is “to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source.” Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure, up to and including expulsion. Also, here’s a helpful website to help you avoid this pitfall: <http://owl.english.purdue.edu/owl>

### **Expectations:**

Lastly, please remember that this is not a workshop; this is a college-level, semester-long class. That means that you will need to spend a minimum of **3 hours per week outside of the classroom working on just this class**. Also, there will be many times when your group must meet outside of class. Please carefully consider your current circumstances to determine if this is an appropriate time in your life to be taking this class. This is a wonderfully informative, interactive, and difficult class with quite a workload and high expectations. I promise that you will have an valuable learning experience but that can happen only if you are able to focus, work hard, consistently come to class, and do most of your work. If you think you are unable to consistently be here (either physically or emotionally), please withdraw from the class. **I would be pleased to see you the next class**. It is better to withdraw now than later as your classmates will be depending on you in large part for their grade and projects. Tandy Iles, AOD Studies Program Director ([tiles@ccsf.edu](mailto:tiles@ccsf.edu); 415-452-5160), Craig Wenzl ([cwenzl@ccsf.edu](mailto:cwenzl@ccsf.edu); 415-452-5159) or I would be most happy to assist you in making that decision. \_

### **Important Dates to Remember:**

- Last Day to Add: Feb 2 in person/Feb 5 online
- Last Day to ask for Pass/No Pass: Feb 12

- Last Day to Withdraw: April 21
- Last Day to Submit Late Add: May 6

If you need any further assistance not listed here, please let me know immediately. I promise that we all are committed to doing our best to provide you with a comfortable, stimulating, and secure learning environment but please be aware that we may not be able to meet all of your needs in this class.

***Challenging your grade:*** Here is the format; please follow it carefully and feel free to ask for more information: I need for you to show me clearly, based on the grading rubric and course syllabus, that you have earned more points than I have seen. To do this, I need you to write a simple paper of your notes showing where I have made an error(s) (highlighting the areas directly on your paper is really helpful and makes the “errors” easier for us all to find). Then attach this paper to your original paper and turn it in to me. This way I can look at your paper again and give your request the serious consideration it deserves before making a decision (this is also helpful as I have very limited time on campus. I am always happy to see you in office hours and certainly want these kinds of conversations to happen during those hours, never in open class for your privacy). I do occasionally miss things and I am quite capable of admitting when I make mistakes. Do not, however, mistake that openness and kindness for weakness. And please remember that you may not challenge a grade, or anything else, when you are angry. We all need to cool off on occasion and the purpose of office hours is to handle important issues like grades privately and calmly. Thank you for honoring this request.

***A final word on grading.*** Please remember that “A” means exceptional not just ‘you did everything asked.’ This is an important distinction. And this means that when you receive an “A” in this class, you have truly earned it!! Furthermore, sometimes you’re going to work hard and yet you still will not receive a high grade, possibly due to not following instructions carefully, or some other reason. This happens in life. And grades are not based on how hard you work but rather how instructions are followed and understood. I am here to help you though, not to trick you. Let’s make this a fantastic semester!! *Here are some mantras for us to get us started on the right foot:*

“We should be humbled in the presence of our clients for they are the heroes of their lives.”  
--Scott

D. Miller

“Treat people as if they are who they can be and you help them to become whom they are capable of being.” --Goethe

“To ‘listen’ another’s soul into a condition of disclosure and discovery may be almost the greatest service that any human being ever performs for another.”

--Douglas Steere, from *Gleanings: A Random Harvest*

**SCHEDULE**  
**(Subject to change)**

- Jan 19 Overview of syllabus/Introductions  
Classroom Etiquette Guidelines  
NY Times Magazine: The Ethicist
- Jan 26 Ethics
  - Scope of Practice v Competency
  - Defining Ethics
  - Client-centered skills v traditional skills**Group Selection**
- Feb 2 Trauma & Substance Use Disorders (SUD's)  
Chap 1-2: Ethics; Case Management  
Chap 15: Documenting Initial Inquiries  
Building the Case File: Client Selection  
Complete Initial Inquiry
  - Verification of Appointment
  - Face Sheet
- Feb 9 The Assessment Process
  - The Assessment Forms
  - ReleasesChapter 5: Examining Attitudes...  
Chapters 8-10: Responding & Listening  
Chapters 16-17: The First Interview  
Chapter 20: Releases
- Feb 16 The Assessment Process  
Chapters 18-19: Mental Status Exam (MSE);  
Releases & HIPAA  
DSM-IV-TR & MSE:
  - Assessment decisions & discussion
  - **\*Guest Speaker:** Perri Franskoviak, PhD, the Harm Reduction Therapy Center, or Mena Zaminsky, LMFT; Private Practice, SF
- Feb 23 Charting & Case Notes
  - SOAP, DAP (these are types of notes)
    - Subjective, objective, assessment, plan
    - Descriptive, assessment, plan
    - Writing an assessment note
- Mar 2 **Guest Speaker:** Chris Sullivan, former worker, Men's Trauma Program @ SAGE

• **MIDTERMS DUE**

- Mar 9            The Treatment Plans  
 Chapter 21: Developing a Service Plan  
 Chapter 26: Developing Goals
- Client Treatment (Tx) Form
  - Goals of Counseling Form
  - Agency Tx Plan Form
  - Interventions/Assignments & HIV/AIDS/Chronic illness implications
  - The Master “Problem” List
- Mar 16            Treatment Plans (con’t)  
Referrals  
 Chapter 23: Referrals  
 Chapter 24-25: Monitoring Treatment; Documentation
- Mar 23            Case Management & Youth - AOD/Queer  
**Guest Speaker:** Lochlan McHale, Consultant;  
 Graduate Student
- Mar 30            **OFF – Spring Break!**
- April 6            Case Management: **Discussion with Jenn Awa**
- Implications for other chronic health conditions: HCV, chronic homelessness, criminal justice clients, etc.
  - Surprise Bag!
- Apr 13            Termination & Continued Care  
 Chapter 27: Termination/Closing the Case  
 Recovery Planning  
 Discharge Summary
- Apr 20            Presentations & Case Conferences  
 Chapter 22: Preparing for the Planning Meeting  
 Handouts
- Apr 27            Open Group Work - **EXTRA CREDIT DUE**
- May 5             Case Presentations (1, 3) **NO ABSENCES!!\***
- May 12            Case Presentations (2, 4) **NO ABSENCES!!\***
- May 19            **DD Gone**

May 26

Case Presentations (5, 6,) **NO ABSENCES!!\***