### Instructor Information:

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Ebony T. Williams, MSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Number:</td>
<td>Office 531</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>219-525-1704 (cell)</td>
</tr>
<tr>
<td></td>
<td>(Text messages are welcome make sure you add your name on the text).</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ewilliams2@ccsj.edu">ewilliams2@ccsj.edu</a></td>
</tr>
<tr>
<td>Hours Available:</td>
<td>Office Hours Wednesday 30 minutes before and after class. By phone 9am-5pm Monday through Friday</td>
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</tbody>
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**Instructor Background:**

* LCSW (License Pending)*  
* MSW Indiana University Northwest*  
* Non for Profit Organization Certification*  
* B.S. Calumet College of St. Joseph*

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### Course Information:

<table>
<thead>
<tr>
<th>Course Time:</th>
<th>5:30pm-7:30pm (Thursdays)</th>
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<tbody>
<tr>
<td>Classroom:</td>
<td>264</td>
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<tr>
<td>Prerequisites:</td>
<td>Introduction to Human Services HSV100, Models and Methods HSV 220</td>
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|                        | ISBN-10: 130509476X  
Learning Outcomes/ Competencies:
Students in this course students will

- Explore detailed, step-by-step information on how to record impressions and recommendations effectively
- Learn how to write brief social histories to produce clear, professional written communication.
- Apply knowledge to forms and letter writing to practice compiling information and sending information throughout the management of a case.
- Become familiar with the examples of contact notes as well as examples of cases and corresponding service plans in the appendix provided as important reference materials for students to examine in-depth.
- Gain knowledge in current practice trends and considerations, current legal issues, ethics and ethical issues.
- Examine the wide range of case management applications and information on the importance of the ecological model in assessment and planning.
- Gain a strong introduction to professional basics.
- Understand the basic information a person needs to handle case management tasks.
- Engage in exercises that create realistic situations and expose students to an extremely broad range of possible circumstances and difficulties in the field.
- Become familiar with the Recovery Model, including the use of self-determination methods and good peer support.

This course meets the following General Education objectives:

- Students will read simulated case analytically, to formulate a response and case plan for the clients.
- Students will use valid logic, and correct grammar, and punctuation for all written assignments.
- Students will be able to orally deliver a presentation of a simulated case and care plan with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs in the practice of case management responsibilities.

This course will explore the following program objectives:

1. Origins and Theoretical Orientations of the Helping Professions: All students will be able to explain the origins of the human service profession, the value base of the profession and discuss issues that will affect its growth.
2. Theories, Techniques of Human Service Social, and Clinical Interventions: All students will be able to identify and critically evaluate the major theories and techniques of social and clinical intervention and their relevance to the helping profession.
3. Basic Communication and Technology Literacy: All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.
4. Knowledge of and Respect for Cultural Diversity: All students will demonstrate cultural sensitivity and multi-cultural awareness.
5. Treatment Planning: All students will demonstrate proficiency in the strategies for planning and implementing social and clinical interventions.
6. Personal Growth and Commitment to Good Mental Health: All students will demonstrate a high level of personal self-awareness, an enhanced understanding of the mechanisms of social
communication, increased awareness of inevitable sources of interpersonal conflict, and become more goal-oriented and strategic in their interactive behavior.

7. **Working with Special Populations:** Through completion of the various concentrations and specialties offered in the program students will demonstrate effective intervention skills with special populations: the bereaved, the chemically dependent, children, etc.

8. **Critical Thinking and Analytical Skills:** All students will demonstrate the full range of competencies in critical thinking and higher order analysis necessary for the Human Services profession.

9. **Professional Identity and Commitment to Life-Long Learning:** Students will be able to articulate their identity as human service professionals and formulate a plan for on-going professional development.

10. **Ethical Competence:** Students will be familiar with the Codes of Ethics of the major professional organizations that regulate the helping professions and demonstrate consistent growth in their ability to comply with these standards.

**Course Description:** This course will assist students in developing the skills associated with effective case management in a social service setting. Students will be required to complete a simulated case management project from initial screening to evaluation. Prerequisites: Introduction to Human Service (HSV 100); Models and Methods (HSV 220). Delivered as an online course.

**Learning Strategies:** A variety of Learning strategies are used throughout this course (Blackboard, Technology, Service Learning, Group Discussions, Team Projects, Collaborative Learning, Lecturing...etc.).

**Experiential Learning Opportunities:**
Education in the helping professions of necessity involves learning through experience. Extensive use is made of simulation exercises and role-play as a means of helping students expand their understanding of the human condition, as they will encounter it in this profession.

**Assessments:**

<table>
<thead>
<tr>
<th>Major Assignments:</th>
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<tbody>
<tr>
<td>Mid-term &amp; Final Exam</td>
<td>50%</td>
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<tr>
<td>Case Management Assessments /Reading</td>
<td>35%</td>
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<tr>
<td>Quizzes &amp; Assignments</td>
<td>15</td>
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<tr>
<th>Class Participation:</th>
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<tbody>
<tr>
<td>Class Participation is a 100%</td>
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<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>100 – 92: A</td>
<td>91 – 90: A-</td>
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<tr>
<td>89 – 88: B+</td>
<td>87 – 82: B</td>
</tr>
<tr>
<td>79 – 78: C+</td>
<td>77 – 72: C</td>
</tr>
<tr>
<td>69 – 68: D+</td>
<td>67 – 62: D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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**Course Schedule:**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Assignments</th>
<th>Class Discussion/Activities</th>
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<tbody>
<tr>
<td>9/7/17</td>
<td>Chapter 1: Definition &amp; Responsibilities</td>
<td>Expectations of Course</td>
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Responsibilities

**Attending Class**

You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.

**Students who “miss three or more classes” in a semester will be asked to withdraw or receive an (F/W).**
Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is provided by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence.

<table>
<thead>
<tr>
<th>Turning In Your Work</th>
<th>You cannot succeed in this class if you do not turn in all your work on the day it is due.</th>
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<tbody>
<tr>
<td>CCSJ Student Honor Code</td>
<td>This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.</td>
</tr>
<tr>
<td>Using Electronic Devices</td>
<td>Electronic devices can only be used for work (on-call) purposes. If you are using your electronic device, that does not pertain to course related work, please reframe from using the device. NO TEXTING DURING CLASS SESSION If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</td>
</tr>
<tr>
<td>Participating in Class</td>
<td>Participation is a must. Please come to class prepared to be an active learner. Know what you need from me and one another to achieve our desired outcomes; understanding the profession better and your potential role.</td>
</tr>
<tr>
<td>Doing Your Own Work</td>
<td>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner. PLEASE NOTE: All papers may be electronically checked for plagiarism.</td>
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Tracking Your Progress

Your assignments will be available on MyCCSJ, weekly. Be sure to see how you are doing and follow up with your instructor. Please follow up with your assignments on a weekly basis or contact the instructor for any reason via email.

Sharing Your Class Experience

At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!

Withdrawing from Class

After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources

Student Success Center:
The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219-473-4287 or stop by the Library.

Disability Services:
Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.

Student Assistance Program
This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219-473-4362 (on campus) or 219-736-4067.

CCSJ Alerts:
Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION
1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
   - Location of the fire within the building.
   - A description of the fire and how it started (if known)

**BUILDING EVACUATION**

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

**IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are or where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells.
   Inform professors, and/or classmates of best methods of assistance during an emergency.

**HAZARDOUS MATERIAL SPILL/RELEASE**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

**TORNADO**

**EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

**SHELTER IN PLACE**

**EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
   • Don’t touch it!
   • Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. Prepare – frequent training drills to prepare the most effectively.
2. Run and take others with you – learn to stay in groups if possible.
3. Leave the cellphone.
4. Can’t run? Hide – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. Silence your cellphone – use landline phone line.
6. Why the landline? It allows emergency responders to know your physical location.
7. Fight – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. Forget about getting shot – fight! You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. Aim high – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. Fight as a group – the more people come together, the better the chance to take down the shooter.
11. Whatever you do, do something – “react immediately” is the better option to reduce traumatic incidents.