



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Steve Howell		
(b)	Office Hours:	Monday and Wednesday, 10:30 – 11:00		
(c)	Location:	Young 205		
(d)	Phone:	370-3333	Alternative Phone:	
(e)	Email:	howells@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)*

Upon completion of this course the student will be able to:

1. Describe the elements of case management and evaluate the effectiveness of interventions within criminal justice practice.
2. Apply the three phases of case management to criminal justice clients, including client assessment, planning, and implementation.
3. Write professional reports consistent with legal and organizational requirements.
4. Outline a variety of ethical and legal issues pertinent to the case management process.

### 3. Required Materials

(a) Woodside, M. and McClam T. (2006) Generalist Case Management (Fourth Edition) Belmont, CA: Brooks/Cole

(b) Other

### 4. Course Content and Schedule

#### COURSE CONTENT & SCHEDULE:

The primary purpose of this course is to introduce students to general case management as it is practiced within criminal justice and human services related professions. Each Wednesday, students will be introduced to the concepts associated with that week’s material. Lab sessions (Fridays) will be more skills based, and time will be used to practice interview skills and other case management skills related to assessment, intervention and implementation strategies. Seminars will also be used to critique report writing and complete in class exercises.

The text will play a significant role in helping you to master the subject matter of this course. It is important that each chapter be read prior to the scheduled class as this is the assumption under which I will be instructing. Furthermore, there are classes during which you will be required to bring the textbook for use in group work.

# CLASS SCHEDULE OF TOPICS AND READINGS

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(subject to revision)

## **Week #1 September 2<sup>nd</sup> & 4<sup>th</sup>**

- Introduction to the course
  - Website for course (D2L)
  - Introduction to textbook
  - Overview of assignments
  - Course expectations
  - Strengths and weaknesses questionnaire

## **Week #2 September 9<sup>th</sup> & 11<sup>th</sup>**

- Introduction to Case Management
- Defining case management
- The process of case management
- Principles & Goals of case management
- Assign lab groups
- Team building exercise
- **Assignment #1 due in lab**
  
- Read Chapter 1

## **Week #3 September 16<sup>th</sup> & 18<sup>th</sup>**

- Understanding the context of Case Management
- Models of case management
- Roles in case management
- Client profiles exercise
  
- Read Chapter 3

## **Week #4 September 23<sup>rd</sup> & 25<sup>th</sup>**

- The assessment phase of case management
- Application of services
- Case Assignment
- Documentation & report writing
- Addiction Severity Index-lite & Intake Assessment Form exercise
  
- Read Chapter 4

## **Week #5 September 30<sup>th</sup> & October 2<sup>nd</sup>**

- Effective intake interviewing skills
- Attitudes & characteristics of interviewer
- Essential communication skills
- Interviewing pitfalls
  
- Read Chapter 5

## **Week #6 October 7<sup>th</sup> & 9<sup>th</sup>**

- Effective Interviewing Skills
- **Assignment #2 due in lab**

- No reading this week

**Week #7 October 14<sup>th</sup> & 16<sup>th</sup>**

- **Midterm Quiz**
- Cycle of Behavioural change
- Motivational Interviewing video
  
- No reading this week

**Week #8 October 21<sup>st</sup> & 23<sup>rd</sup>**

- Service delivery planning
- Revisiting the assessment phase
- Developing a plan for services
- Identifying services
- Institutional case management
- CJ practitioner research
  
- Read Chapter 6

**Week #9 October 28<sup>th</sup> & 30<sup>th</sup>**

- Building a case file
- Medical evaluations
- Psychological Evaluations
- Social Histories
- **Assignment #3 due in lab**
  
- Read Chapter 7

**Week #10 November 4<sup>th</sup> & 6<sup>th</sup>**

- Service coordination
- Making referrals
- Monitoring services
- Working with other professionals
- Advocacy
- Teamwork
- **Social History Assignment due in lab**
  
- Read Chapter 8

**Week #11 November 13<sup>th</sup>**

- Working within the organizational context
- Understanding the organizational structure
- Managing resources
- Improving services
- Ethical and legal issues
  
- Read Chapter 9

### **Week #12 November 18<sup>th</sup> & 20<sup>th</sup>**

- Surviving as a case manager
- Survival skills
- Prevent burnout
- Time management
- Community Resources
- Assertiveness
- Personal safety
- Boundaries
- Case management in community vs institutional settings
  - Guest Speaker (Parole Officer-Victoria Parole)
- **Assignment #4 due in lab**
  
- Read Chapter 11

### **Week #13 November 25<sup>th</sup> & 27<sup>th</sup>**

- Case management Report Work
- Wrap-up
- **Case Management Reports due in lab**
  
- No reading this week

### **Week #14 December 2<sup>nd</sup> & 4<sup>th</sup>**

- Final Quiz

## **5. Basis of Student Assessment (Weighting)**

### **METHODS OF EVALUATING YOUR LEARNING**

#### **1. Seminar assignments/Exercises (4) 10%**

Guidelines for assignments will be distributed and explained during labs as well as some of the work to be completed for assignments will be done during labs. Attendance at labs is critical to receiving the information required to properly complete each assignment. Some of the assignments will assist you in developing your final Case Management Report.

#### **2. Interview/Social History 20%**

**Social History:** Using the information on your assigned client, write up the social history based on the form found on the D2L and using the headings as provided. This document should be approximately 4 pages in length and should use a professional tone, appropriate language, and be concise. It should be written using the third person voice and should report on what the pertinent details of your client based on your assigned role with her/him. The final heading ***Impressions and Recommendations*** should be the only section in which you are drawing your own conclusions. Please type up the client's history by using the form on line and expanding the areas as necessary. This will be evaluated out of a total of **20 marks** for quality, clarity, comprehensiveness, insight into the client's social history vis-a-vis the presenting problem and for using proper report writing language and tone. This should be written using Times New Roman 12 point font with double spacing. This will form as a report in your final Case Management Report.

Quality of information:	4 points
Relevance of information:	4 points
Identifying the Presenting Problem:	2 points
Client Strengths, Resources & Success	2 points

Impressions/Recommendations 4 points  
Report writing skills 4 points

**Due: November 4<sup>th</sup>, 2014**

### **3. Case Management Report 40%**

#### **Guidelines - Case Management Report**

The case management report assignment requires that you apply the knowledge and skills learned in the context of Crim 205 to your assigned client for the purposes of creating a case file. The report requires that you apply the three phases of case management to a criminal justice client: assessment, planning and the consideration of an implementation strategy. The report will take the form of a number of documents introduced in class. Your assignment is to create a case management plan for your client based on your assigned role with him or her. Your case file will include the following documents:

- 1. Social History (5 marks)**
- 2. Community Risks/Needs Assessment (5 marks)**
- 3. Referral Form (2 marks)**
- 4. Case Management Plan (Intervention plan) (10 marks)**
- 5. Intake Summary (10 marks)**

A detailed breakdown of the grading criteria and expectations for this report will be available on the D2L.

**Due November 27<sup>th</sup>, 2014**

**Value: 40%**

### **4. Quizzes 30% (15% each)**

**Dates: October 14<sup>th</sup> and December 2<sup>nd</sup>**

### **6. Grading System**

*(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)*

#### **Standard Grading System (GPA)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

#### **Temporary Grades**

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>d</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

**ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED**