

## Course Information

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Case Mgmt and Mental Health

SW 2720-001

Fall 2025

## Course Section Information

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Days:

Time:

Campus:

Classroom:

## Course Description

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This introductory course will discuss modalities and variables contributing to mental health issues and disorders. Several theoretical models of intervention will be discussed and used to provide the student a simulated clinical experience in the controlled environment of the class room. DSM-V will be introduced as it is the primary diagnostic tool used in the United States. It is recommended students complete an introductory course in the behavioral sciences, such as FHS 1500, EDU 1010, PSY 1010, or SOC 1010 prior to taking this course.

Pre-Requisite: SW 1010 and SW 2100

Semester: Fall & Spring

## Course Prerequisites/Co-requisites

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It is recommended students complete an introductory course in the behavioral sciences, such as FHS 1500, EDU 1010, PSY 1010, or SOC 1010 prior to taking this course.

Pre-Requisite: SW 1010 and SW 2100

## Textbooks, Readings, and Course Materials

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Authors: Woodside, M. R., & McClam, T.

Publication Date: 2018

Title: Generalist Case Management:

Subtitle: A method of human service delivery.

Edition: 5th

Publisher: Cengage

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

# Case Mgmt and Mental Health

SW - 2720 001

## Course Student Learning Outcomes

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- Evaluate the theoretical frameworks and ethical considerations of case management, including confidentiality principles, cultural diversity implications, and professional best practices in service delivery in behavioral health settings.
- Analyze the interconnected relationships between community resources, cultural contexts, and client needs to develop culturally responsive case management

strategies.

- Synthesize interpersonal, interviewing, and assessment skills to engage effectively with diverse individuals, families, and groups in complex situations.
- Design and implement client-centered case management processes that integrate professional boundaries, resource utilization, and measurable outcome evaluation in behavioral health settings.
- Create treatment plans that incorporate effective case formulation, clear action strategies, and accurate documentation through all stages of case management in behavioral health settings.

## How to Succeed in the Course

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Success in this Case Management & Mental Health course mirrors the qualities needed in the behavioral health field - professionalism, reliability, empathy, and ethical conduct. Your classroom experience serves as a foundation for your future career in mental health services. To excel in this course and prepare for your professional journey, I invite you to consider the following:

### Attendance and Engagement

- Attend all classes, as you're allowed only two absences before grade penalties apply.
- Students must be present the majority of class in order to be counted as "present."
- Store away electronic devices and actively participate in discussions and activities
- Take thorough notes and engage meaningfully with the material and in-class discussion
- Approach sensitive topics and discussions with respect and professionalism

### Academic Excellence

- Complete the weekly module quizzes by Sunday at 11:59 PM
- Submit assignments on time to avoid the daily 5% late penalty
- Maintain academic integrity and avoid plagiarism

- Follow proper APA 7th Edition formatting for written assignments
- Utilize the Student Writing and Reading Center for writing support when needed

### Group Work and Collaboration

- Push yourself to dive into application activities and role-play practice during class!
- Be brave - this is a safe (brave) place to try, learn, and grow your skills as a clinician
- Contribute meaningfully to group presentations and projects
- Practice professional communication in group settings
- Prepare thoroughly for your life skills group facilitation assignment
- Approach the case management assessment project with attention to detail

### Professional Development

- Treat the classroom as a professional environment
- Respect diverse opinions and perspectives
- Be mindful of microaggressions and maintain inclusive language
- Communicate professionally with the instructor through Canvas messaging

### Support and Resources

- Reach out to the instructor when facing challenges
- Access campus resources like tutoring and counseling services when needed
- Utilize Canvas support for technical issues
- Plan ahead for assignments and manage time effectively

Remember that this course serves as preparation for working in the mental health field. The habits, knowledge, and professional conduct you develop here will serve as the foundation for your future career in behavioral health services.

## Course Content Advisory

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Content Advisory Notice: This course examines complex aspects of mental health and human experience that may evoke strong emotional responses. As we explore these

topics with academic rigor, we maintain awareness of their sensitive nature. The course content includes:

- Discussions of trauma, abuse, and interpersonal violence, particularly through case studies and the edited film "Precious" (2009)
- Detailed examination of mental health conditions, including mood disorders, anxiety, substance use, and other psychological challenges
- Analysis of complex sociocultural factors affecting mental health, including systemic inequities, discrimination, and marginalization
- Clinical documentation and assessment practices that involve detailed personal histories and traumatic experiences

Your emotional and psychological well-being is paramount to your learning experience. If you anticipate or experience difficulty engaging with specific course materials, please reach out to me through Canvas messaging or during office hours. We can collaboratively develop alternative approaches to achieve the learning objectives while honoring your personal boundaries.

The Center for Health and Counseling (CHC) provides confidential support services and can be reached at 801-957-4268. Additionally, the Disability Resource Center (DRC) is available to discuss potential accommodations, if needed: 801-957-4659. Our goal is to create a learning environment that balances academic rigor with emotional safety, allowing all students to engage meaningfully with the course material while maintaining their well-being.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">ATTENDANCE: Participation &amp; Engagement</a>	Assignment	100
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Roll Call Attendance</a>	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
8/30/25	<a href="#">(Post by 8/28) Recorded Student Intro</a>	Discussion	5
8/30/25	<a href="#">Syllabus Quiz</a>	Quiz	12
9/6/25	<a href="#">Module 1 Reading Quiz</a>	Quiz	10
9/13/25	<a href="#">Module 2 Reading Quiz</a>	Quiz	10
9/14/25	<a href="#">Module 2 Discussion Board - 5 Ps Case Study Practice (WE WILL WORK ON THIS IN CLASS!)</a>	Discussion	10
9/20/25	<a href="#">Module 3 Reading Quiz</a>	Quiz	10
9/20/25	<a href="#">TRAINING: ACEs Stress Busters Training (5-Hour Online Training)_</a>	Assignment	100
9/27/25	<a href="#">Module 4 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
9/27/25	<a href="#">Module 4 Reading Quiz</a>	Quiz	10
10/2/25	<a href="#">EXTRA CREDIT: Reflection Paper (ACEs Stress Buster Training)_</a>	Assignment	50

Due Date	Assignment Name	Assignment Type	Points
10/4/25	<a href="#">Module 5 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
10/4/25	<a href="#">Module 5 Reading Quiz</a>	Quiz	10
10/11/25	<a href="#">Module 6 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
10/11/25	<a href="#">Module 6 Reading Quiz</a>	Quiz	10
10/15/25	<a href="#">Utah BCI Criminal Background History Report</a>	Assignment	100
10/18/25	<a href="#">MIDTERM TRAINING: Cultural Competency (4-hour) Training</a>	Assignment	100
10/18/25	<a href="#">Module 7 Reading Quiz</a>	Quiz	10
10/25/25	<a href="#">Module 8 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
10/25/25	<a href="#">Module 8 Reading Quiz</a>	Quiz	10
11/1/25	<a href="#">Module 9 Presentation &amp; Case Study Discussion Board</a>	Discussion	10

Due Date	Assignment Name	Assignment Type	Points
11/1/25	<a href="#">Module 9 Reading Quiz</a>	Quiz	10
11/8/25	<a href="#">Module 10 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
11/8/25	<a href="#">Module 10 Reading Quiz</a>	Quiz	10
11/15/25	<a href="#">Module 11 Discussion Board: Resource Sharing Toolkit</a>	Discussion	25
11/15/25	<a href="#">Module 11 Reading Quiz</a>	Quiz	10
11/22/25	<a href="#">Module 12 Presentation &amp; Case Study Discussion Board</a>	Discussion	10
11/22/25	<a href="#">(Group Activity) Facilitate In-class Manualized Life Skills Group Submission</a>	Assignment	100
11/22/25	<a href="#">Evaluation of Group Member Participation (Part 1 - Life Skills and Discussion Board Group)</a>	Assignment	50
11/22/25	<a href="#">Module 12 Reading Quiz</a>	Quiz	10
11/29/25	<a href="#">Module 13 Reading Quiz</a>	Quiz	10



Due Date	Assignment Name	Assignment Type	Points
12/11/25	<a href="#">(Group Activity)_ Discussion Board Presentation Submission</a>	Assignment	100
12/11/25	<a href="#">Module 14 Reading_ Quiz</a>	Quiz	10
12/15/25	<a href="#">(Group Activity - FINAL PROJECT): Film Review &amp; Case Management Assessment: Precious (2009)</a>	Assignment	100
12/15/25	<a href="#">Evaluation of Group Member Participation (Part 2 - FINAL Project Group)</a>	Assignment	50
12/18/25	<a href="#">EXTRA CREDIT: Course Evaluation</a>	Assignment	10
12/18/25	<a href="#">EXTRA CREDIT: Cultural Competence Opportunities</a>	Assignment	50

## Coursework & Assignment Descriptions

### Course Assignment Descriptions

Attendance: Because this course meets the practice core requirements for the Behavioral Health Technician Training Certificate, students are expected to attend each class period and actively engage with online course activities and assignments. Attendance will be taken at the beginning of each class.

- *Absences:* Students are permitted three (3) absences throughout the semester without penalty. Upon incurring a fourth absence, the student may make up the absence by attending another upper-division social work class or continuing education unit (CEU) with instructor approval. Beyond 4 absences, if the student is using this to qualify for the BHT Certificate, the student must retake the class to receive credit towards the BHT certification. For all students, any absences beyond the 3 will result in an automatic two percent (2%) decrease to the overall grade.
- *Tardiness/Leaving Early:* Students who are more than 20 minutes late will receive half an absence, as they will miss the in-class group and will not be allowed to enter until group is complete. Students who are more than 30 minutes late will receive a full absence. For early departures, students should discuss extenuating circumstances with the professor; however, please note that leaving more than 20 minutes early will count as half an absence. Half absences count toward your total absence count (e.g., two half absences equal one full absence).

**Background Check Assignment:** As part of the process for preparing for the BHT Internship, students will procure a criminal background history report. The purpose of this assignment is twofold. First, Health and Human Service agencies are required to ensure that any counselor or staff member engaging with clients in any capacity completes a criminal background history. This assignment will provide students with a certified paper copy of their required BCI report prior to scheduling interviews with potential internship placements. Second, procuring a BCI report at this point in your BHT education will provide students and the SLCC BHT program clarity as to whether a Letter of Explanation (LOE) will need to be included with their internship application(s). DOPL BHT application for licensure and all post-graduation BHT employment opportunities will require a background check (and fingerprints.) It is important to ensure that students do not have any surprises on their criminal record, as they prepare for direct client practice and BHT certification. Student BCI reports must have been completed no more than 30 days prior to submitting for this assignment. This assignment is required to pass this course and may not be substituted.

**Module Quizzes:** Students will complete weekly module quizzes which will be completed in Canvas and are due Saturdays by 11:59pm. Quizzes are comprised of five (5) questions and are open-book and open note and will include multiple choice, true-false, and fill-in-the-blank items covering material from the textbook and other assigned readings. The quizzes are designed to promote engagement with the course readings and strengthen

students' understanding of core case management concepts and principles. Each quiz is worth ten (10) points. The two (2) lowest quiz scores will be dropped at the end of the semester. Reference Canvas for details.

**Facilitate In-class Manualized Life Skills Group Session:** The purpose of this assignment is to introduce students to evidence-based life skills curricula used in youth case management and social work settings, while providing hands-on experience facilitating psychoeducational groups for young people. Students will have the opportunity to facilitate one brief 15-20 minute interactive life skills activity at the beginning of a class period during the semester. The goal is to help students develop practical skills in preparing and leading youth-focused groups in social service settings. Each group will present 3-5-minute overview of a life skills topic (such as communication, decision-making, emotional regulation, healthy relationships, educational/career planning, etc.) Each group will then facilitate a 12–15-minute interactive activity using ageappropriate materials and guide classmates through completing one selected worksheet or exercise from the assigned session. This experience will help students practice youth engagement strategies, develop group facilitation skills, learn to adapt materials for different age groups, apply case management principles in group settings, and build confidence in leading psychoeducational activities. Reference Canvas for details.

**Discussion Board Format – Group Module Presentation:** Groups will be assigned one module during the semester to complete an 8-10 minute recorded virtual presentation on an assigned textbook chapter using Microsoft PowerPoint (6-8 slides, not including title and resource pages). Presentations must be uploaded to YouTube with the link posted to the assigned Discussion Board, may include up to 2 minutes of combined media (video, music, etc.), and require all group members to participate for credit. Groups will read, analyze, and present the most important information from their assigned chapter, and additionally complete a case study applying the client intake form and case management plan to a fabricated client (this prepares students for the final exam documentation).

All non-presenting students will view the recorded presentation and provide written constructive feedback from the perspective of a social work case manager, including one current resource (article, evidence-based video, or podcast from the last five years) related to the content. See Canvas for complete details.

**Final Project – Group Case Management Intake and Assessment:** Students will complete a case management intake and assessment using the template provided in

Canvas. Intake assessment will be based on the character Claireece "Precious" Jones from the film Precious (2009). The film is used in this course as a case study to engage and practice the assessment and case planning process. This film has been chosen for use because of the specific content and depiction of the main characters life experiences (emotional, social, physical, mental, and spiritual) as it relates to course content. This film may be activating for some students, as it contains strong themes and depiction The movie deals with incest, rape, abuse, and homosexuality. The edited version removes both overt and implied scenes dealing with the incest, though the incestuous acts are still alluded to in therapy sessions. Assessments will include two psychometric life-stress based screeners which will be completed based on the main characters presentation. Additionally, students will apply a trauma-informed, culturally competent framework to their written client assessment and case management documentation. Students will also formulate three (3) separate community referrals to address the presenting problems. Completion of this assignment is required and requires a minimum score of 85% to pass this course. Reference Canvas for details.

## Grading Scale

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A = 100% - 94%  
A- = 93% - 90%  
B+ = 89% - 87%  
B = 86% - 83%  
B- = 82% - 80%  
C+ = 79% - 77%  
C = 76% - 73%  
C- = 72% - 70%  
D+ = 69% - 67%  
D = 66% - 63%  
D- = 62% - 60%  
E = 59% or less

## Engagement Plan

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## Staying Connected

I regularly post interactive announcements that include opportunities for class discussion, relevant mental health resources, and occasional extra credit. These announcements often highlight current developments in social work practice and behavioral health. Enable your Canvas announcement notifications to ensure you don't miss these valuable opportunities!

## Availability & Response Times

I welcome the opportunity to meet with you to discuss course content, assignments, or your professional development!

- Canvas Messages: As your primary method to contact me, I prioritize Canvas Inbox messages and aim to respond within two business days (48 hours).
- Assignment Feedback: You can expect detailed feedback on major assignments within 7 days of the submission deadline, including constructive suggestions for professional development.
- Office Hours: Wednesdays 10:30-11:20am and Thursdays before class by appointment in AAB 237-F. Also available by request at other times- we will find a time that works for your schedule. (Zoom is a great option!)

## Professional Communication Practice

1. Use Canvas Inbox as your primary method of contact - this mirrors professional documentation practices you'll use in the field.
2. Check announcements bi-weekly for class updates, field-relevant opportunities, and community resource sharing.
3. Ensure your Canvas notifications are enabled for announcements.
4. Practice professional email etiquette as preparation for agency communication.
5. Reach out early if you need clarification on assignments or content - this models the consultation process in social work practice.

I am committed to maintaining open lines of communication and supporting your development as emerging behavioral health professionals. While you may reach me

through other channels, messages through Canvas Inbox will receive priority attention, allowing me to provide the most timely and thorough support for your learning journey.

Remember: Building strong communication skills now will serve you well in your future role as a behavioral health professional where clear, timely, and professional communication is essential.

## How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)