



**CMHC 6300
Case Management
Summer**

Course Syllabus

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Office Hours: Tuesdays and Thursdays, 1-4pm, Office hours are also available by appointment.
- Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
- Textbook: 1)** Gehart, D. (2016). *Case documentation in counseling and psychotherapy*. Boston, MA: Cengage. ISBN# 9781305405219.
- Course Description:** The purpose of this course is to develop case management skills utilized within the counseling profession, including case conceptualization, clinical note documentation, treatment planning, and progress note management.
- Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
- Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS (2016)	ASSESSMENTS
2.1.B) Multiple Counselor Roles and Functions of Counselors and Collaboration and Consultation	Quizzes and Final Examination
2.1.J) Technology's Impact on Counseling Profession	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination
2.5.B) Systems Approach to Conceptualizing Clients	Quizzes, Discussion Boards, Case Conceptualizations, and Final Examination
2.5.C) Theories, Models, and Strategies for Understanding and Practicing Consultation	Quizzes, Discussion Boards, and Final Examination
2.5.G) Essential Interviewing, Counseling, and Case Conceptualization Skills	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination
2.5.H) Developmentally Relevant Counseling Treatment and Intervention Plans	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination
2.5.I) Development of Measurable Outcomes for Clients	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination
2.5.J) Evidence-Based Counseling Strategies and Techniques for Prevention/Intervention	Quizzes, Discussion Boards, and Final Examination
2.5.K) Strategies to Promote Client Understanding of and Access to Community-Based Resources	Quizzes, Discussion Boards, and Final Examination
2.5.M) Crisis Intervention, Trauma-Informed, and Community-Based Strategies	Quizzes, Discussion Boards, and Final Examination
2.5.N) Processes of Aiding Students in Developing Personal Model of Counseling	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination
2.7.B) Methods of Effectively Preparing for and Conducting Initial Assessment Meetings	Quizzes, Discussion Boards, and Final Examination
2.7.C) Procedures for Assessing Risk of Aggression or Danger to Others, Self-Inflicted Harm, or Suicide	Quizzes, Discussion Boards, and Final Examination
2.7.D) Procedures for Identifying Trauma and Abuse and for Reporting Abuse	Quizzes, Discussion Boards, and Final Examination
2.7.M) Ethically/Culturally Relevant Strategies for Selecting, Administering, and Interpreting Assessment and Test Results	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination

5.1.C) Principles, Models, and Documentation Formats of Biopsychosocial Case Conceptualization and Treatment Planning	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination
5.2.C) Mental Health Service Delivery Modalities within a Continuum of Care, such as Inpatient, Outpatient, Partial Treatment and Aftercare, and the Mental Health Counseling Services Networks	Quizzes, Discussion Boards, and Final Examination
5.2.M) Record Keeping, Third Party Reimbursement, and Other Practice and Management Issues in Clinical Mental Health Counseling	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination
5.3.A) Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental Health History, and Psychological Assessment for Treatment Planning and Caseload Management	Quizzes, Discussion Boards, Case Conceptualizations, and Final Examination
5.3.D) Strategies for Interfacing with Integrated Behavioral Health Care Professionals	Quizzes, Discussion Boards, Case Conceptualizations, Progress Notes, and Final Examination

- 1) Students will develop knowledge and understanding of case conceptualization within the counseling profession, including theories, models, and strategies for case management.
- 2) Students will acquire knowledge, skills, and competencies for effective case management practices, including case planning, documentation, and case note utilization.
- 3) Students will develop skills and techniques in provider=client collaboration in case planning and implementation.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Twelve quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the material from the previous week's class meeting. The quizzes will be in multiple choice and open-ended question format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.
- B) Fifteen discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the

material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of one substantial post to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.

- C) Two case conceptualizations will be required for this course. The case conceptualizations will allow the opportunity to develop a case management plan, including initial treatment plan, based off a case study while focusing from a specific theoretical orientation. The scheduled due date for this assignment is provided on the syllabus calendar. The report must be submitted via email using MS Word by 11:59 pm of the due date. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the case management plan in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
Case Conceptualization (4 points)	A summarization of the case study provided with pertinent information communicated for effective case management. Goals that are succinct, objective, and measureable are identified and prioritized. The goals are appropriate for the therapeutic need based on the case study.	The summarization of the case study is not complete or incorrect. Vague depiction of the case conceptualization is provided, and goals are not succinct, objective, or measureable. There is question regarding the appropriateness of the therapeutic need within the goals.	No real summarization of the case study is provided beyond simple pieces of information related to the case. No goals are present.
Initial Treatment	A specific treatment	The treatment plan	No treatment plan

Plan (4 points)	plan aligned with a specified theoretical orientation is provided. The elements within the treatment plan are appropriate given the case conceptualization goals. Mechanisms for assessing treatment progression are indicated.	is loosely aligned with the specific theoretical orientation. The treatment plan is not in synch with the goals per the case conceptualization.	is provided. The plan is not aligned with a theoretical orientation. No mechanism for assessing treatment progression is indicated.
Writing Mechanics (2 points)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

- D) Two case progress notes will be required for this course. The case progress notes will allow the opportunity to develop progress note competencies, including appropriate case documentation and treatment plan progression management. The scheduled due date for this assignment is provided on the syllabus calendar. The report must be submitted via email using MS Word by 11:59 pm of the due date. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following grading rubric for the case progress note in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
Case Documentation (2 points)	A comprehensive progress note for effective case management is provided, including all pertinent logistical elements. A reviewer can read and utilize the note based on how well it documents the case context.	The case note is not comprehensive, and pertinent information is not present in the progress note. The note lacks utility due to insufficient documentation of the case context.	The case note does not document any component of the case. The case note completely lack utility. There is no case conceptualization discernible from the progress note.

Treatment Progression (2 points)	Any therapeutic modality utilized for treatment is clearly indicated, including therapeutic outcomes. Direct connection between treatment modalities and goals within case conceptualization is evident. Indication of treatment progression is provided.	The treatment is not clearly documented within the progress note. Therapeutic outcomes are not clearly documented. Goals and treatment are not well related based on progress note.	No treatment is indicated. The treatment plan is not appropriate given the case conceptualization. No connection between goals and treatment is evident. No indication of treatment progression is provided.
Writing Mechanics (1 point)	The report is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice and open-ended question format. The examination date and time is scheduled on the course calendar. Students absent at the time of administration will not be able to complete the examination without valid documentation.

9. Course Evaluation:

Twelve quizzes @ 3 points each =	36 points
Seven discussion board entries @ 2 point each =	14 points
Two case conceptualizations @ 10 points each =	20 points
Two progress notes @ 5 points each =	10 points
One final examination @ 20 points =	20 points

	100 points

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.

11. **Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:

Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:

A) *Each student is personally responsible for regular and punctual class attendance.*

B) *A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.*

C) *The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*

D) *Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*

E) *The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*

F) *The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*

G) *If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No

other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

- 12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.

- 13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.

- 14. Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not

automatic. Action is required on your part, as accommodations are not retroactive.

15. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda & Requirements For Specific Week
Week 1	Discussion 1 , Introduction to Class, Review of Syllabus, Introduction to Case Management and Counseling Case Documentation, <i>Chapter 1</i> , Quiz 1 , Counseling Case Conceptualization, <i>Chapter 2</i>
Week 2	Quiz 2 , Discussion 2 , Introduction to Clinical Assessment and Diagnosis, <i>Chapter 3</i> , Quiz 3 , Completing Clinical Intake and Suicide Assessment, <i>Chapter 4</i>
Week 3	Quiz 4 , Discussion 3 , Counseling Treatment Planning, <i>Chapter 5</i> , Quiz 5 , Counseling Progress Notes and Technology, <i>Chapter 6</i>
Week 4	Quiz 6 , Discussion 4 , Evaluating Progress in Counseling, Crisis and Trauma Considerations, <i>Chapter 7</i>
Week 5	Quiz 7 , Progress Note 1 , Discussion 5 , Psychodynamic Counseling and Psychotherapy Conceptualization, <i>Chapter 8</i> , Individual Psychology and Adlerian Counseling Conceptualization, <i>Chapter 9</i> , Quiz 8 , Humanistic-Existential Counseling Conceptualization, <i>Chapter 10</i>
Week 6	Quiz 9 , Progress Note 2 , Discussion 6 , Cognitive-Behavioral Counseling Conceptualization, <i>Chapter 11</i> , Quiz 10 , Systemic Family Counseling and Therapy Conceptualization, <i>Chapter 12</i> , Solution-Based Counseling Conceptualization, <i>Chapter 13</i>
Week 7	Quiz 11 , Case Conceptualization 1 , Discussion 7 , Postmodern and Feminist Counseling Conceptualization, <i>Chapter 14</i> , The Competent Counseling Supervisee, <i>Chapter 15</i> , Quiz 12
Week 8	Case Conceptualization 2 , Final Examination