

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2024 / 25**

Part I Course Overview

Course Title:	Case Management and Practice
Course Code:	SS5430
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

Case management is one of the fastest growing segments in the healthcare, eldercare and rehabilitation industries, with today's professional case managers working in a range of healthcare settings including hospitals, private practice, mental health, insurance, workers compensation, and managed care organizations. This course will provide a comprehensive learning experience designed to develop planning, critical thinking, and decision-making skills necessary for the day-to-day challenges in the role as a case manager. It also will support critical skill development and increase knowledge through relevant and action-oriented contents and activities that all Case Managers should know in a complex managed care system. It teaches students to allocate budget dollars to get the most out of available resources. The course also covers how to work collaboratively with clients, their families and their care providers, when they are confronted with life challenges situations and in need of community support.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the core values, principles, and the common base of case management practice	20%	X	X	
2.	Apply the eco-systems perspectives in analyzing and assessing the needs and problems and resources of individuals, families, groups and communities	30%	X	X	
3.	Describe the process model and cultural dimensions of social work helping in case management practice	20%	X	X	
4.	Offer solutions to ethical dilemmas, using problem-solving and collaborative skills, and to monitor service performance and effectiveness take account of personal and professional values;	30%	X	X	X
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1	Lectures	X	X	X	X	3 hours
2	Interactive learning activities		X	X	X	6 for the entire course
3	Case study	X	X	X	X	4 cases
4	Group project presentation on Case		X	X	X	20 hours

	Management (Cases illustration)					
5	Guest presentation	X	X	X	X	3 hours
6	Student Consultation: scheduled student group consultation is arranged to facilitate interactions and exchanges among students and respective teacher for depth learning.	X	X	X	X	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
AT1: Group Project Presentation on Case Management	X	X	X	X	30%	
AT2: Case Study	X	X	X	X	25%	
AT3: Individual Paper	X	X	X	X	35%	
AT4: Discussion	X	X	X	X	10%	
					100%	

AT1: Group Project Presentation on Case Management (30%)

Four students are encouraged to form into a team. The objective of the group project is to provide an opportunity for the students to apply their learning in the course into Case Management issues when applied in Hong Kong context. The group project will also promote their critical and innovative thinking abilities through the application of the Strength Based or Coordination Model on Case Management. Each group should continue to prepare your group proposal on the chosen issues of case management by conducting library search, consulting experts and discussion with your group members. Each group will present your proposal creatively and interactively to fellow students, possible service users, and a panel of multi-disciplinary experts.

AT2: Case Management Case Study (25%)

Two students will be arranged to take up an internship of 4 cases in 20 hours in an agency to integrate the skills and knowledge they learnt from the course to test their competence, as well as the application of integrative case management practice. An agency supervisor will be invited from the agency to supervise the case management practice to ensure the service quality. During the internship period, the agency is expected to invite the students to take part at the case conference for them to meet and work with cross disciplines for their cases.

AT3: Individual Paper (35%)

To write up an academic paper analyzing critically a case management issue with special focus on its implication and suggestions for adopting case management service in Hong Kong. Application of interdisciplinary knowledge is expected. The case management issue can be the topic presented in his/her group project, or an issue the student identified through his/her learning.

AT4: Discussion (10%)

Students are expected to have active participation in raising questions, and contributing to reflective discussion during the course and after the presentations of their classmates, preparing themselves well by reading the prescribed readings, sharing their reflections/opinions and/or participating in the on-line discussion board of the CANVAS. Participation will be assessed on students' (i) willingness to express views; (ii) application of knowledge; (iii) logical thinking; and (iv) clarity in communication.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
AT1: Group Project Presentation (30%)	1. The application of inter-disciplinary knowledge and concepts;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. The ability to explain why it is significant;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3. The feasibility of the proposal	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. The plan/idea/design is innovative and creative	High	Significant	Moderate	Basic	Not even reaching marginal levels
	5. The ability to demonstrate clearly, attractively and interactively	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT2: Case Study (25%)	1. Appropriate recording of case management process, demonstrating the actual implementation and also the enhancement process	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Obtain positive feedback from the clients of the 4 cases, showing the effectiveness of service selected for the clients, and proper monitoring on the delivery of service	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT3: Individual Paper (30%)	1. Depth of analysis on the chosen case management issue, such as its causes, its impacts on elders and on society	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. The application of inter-disciplinary knowledge and concepts	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3. Depth of reflection on your own learning in the chosen ageing issue.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. Systematic and clear presentation, and proper use of English.	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT4:	1. Active participation in responding to	High	Significant	Moderate	Basic	Not even reaching

Discussion (10%)	lecturers and student presentations					marginal levels
	2. The number of reflection completed and the depth of reflection	High	Significant	Moderate	Basic	Not even reaching marginal levels

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
AT1: Group Project Presentation (30%)	1. The application of inter-disciplinary knowledge and concepts;	Strong evidence	Good evidence	fair evidence	Limited evidence
	2. The ability to explain why it is significant;	Strong evidence	Good evidence	fair evidence	Limited evidence
	3. The feasibility of the proposal	Strong evidence	Good evidence	fair evidence	Limited evidence
	4. The plan/idea/design is innovative and creative	Strong evidence	Good evidence	fair evidence	Limited evidence
	5. The ability to demonstrate clearly, attractively and interactively	Strong evidence	Good evidence	fair evidence	Limited evidence
AT2: Case Study (25%)	1. Appropriate recording of case management process, demonstrating the actual implementation and also the enhancement process	Strong evidence	Good evidence	fair evidence	Limited evidence
	2. Obtain positive feedback from the clients of the 4 cases, showing the effectiveness of service selected for the clients, and proper monitoring on the delivery of service	Strong evidence	Good evidence	fair evidence	Limited evidence
AT3: Individual Paper (30%)	1. Depth of analysis on the chosen case management issue, such as its causes, its impacts on elders and on society	Strong evidence	Good evidence	fair evidence	Limited evidence

	2. The application of inter-disciplinary knowledge and concepts	Strong evidence	Good evidence	fair evidence	Limited evidence
	3. Depth of reflection on your own learning in the chosen ageing issue.	Strong evidence	Good evidence	fair evidence	Limited evidence
	4. Systematic and clear presentation, and proper use of English.	Strong evidence	Good evidence	fair evidence	Limited evidence
AT4: Discussion (10%)	1. Active participation in responding to lecturers and student presentations	Strong evidence	Good evidence	fair evidence	Limited evidence
	2. The number of reflection completed and the depth of reflection	Strong evidence	Good evidence	fair evidence	Limited evidence

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Definition of Case Management, its scope and area of service; the current international models of case management; case management process and principles; the life-course of case management in relation to the lifespan of individuals, families, groups, and community; the entrance point and its sustainability; particular knowledge and skills of a case manager; utilization management; need assessment; communication and collaboration; quality and outcomes measurements; best practice and code of ethics for a case manager; financial issue and fee-charging practice for the case management service; risk in Case Management; diversify model on case management; strength based, coordination model; legal obligations and in partial of case manager; the development of HK model of Case Management practice.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Aliotta, S. (2002). Direct outcomes of case management: Involvement/participation, empowerment, and knowledge. <i>The Case Manager</i> , 13(4), 67–71. doi: 10.1067/mcm.2002.126807
2.	Hjelm et al. <i>BMC Geriatrics</i> (2015). The work of case managers as experienced by older persons (75+) with multi-morbidity – a focused ethnography at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4682280/pdf/12877_2015_Article_172.pdf
3.	Shilpa Ross, Natasha Curry, Nick Goodwin (November 2011). Case management What it is and how it can best be implemented https://www.kingsfund.org.uk/sites/default/files/Case-Management-paper-The-Kings-Fund-Paper-November-2011_0.pdf
4.	Shilpa Ross., Natasha Curry, Nick Goodwin (2011). Case management What it is and how it can best be implemented https://www.kingsfund.org.uk/sites/default/files/Case-Management-paper-The-Kings-Fund-Paper-November-2011_0
5.	Yaman, H., & Ünal, Z. (2018). The validation of the PRISMA-7 questionnaire in community-dwelling elderly people living in Antalya, Turkey. <i>Electronic Physician</i> , 10(9), 7266–7272. doi: 10.19082/7266

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1	Sea change or quick fix? Policy on long-term conditions in England https://onlinelibrary-wiley-com.eproxy.lib.hku.hk/doi/pdfdirect/10.1111/j.1365-2524.2005.00579.x
2	Facilitated Care Plans: Patient-Driven Treatment http://ovidsp.dc2.ovid.com.eproxy.lib.hku.hk/sp-4.04.0a/ovidweb.cgi?&S=NGHDFPJFNCEBEKMAIPBKJFOGAFGKAA00&Link+Set=S.sh.22.23.25%7c4%7csl_10&Counter5=TOC_article%7c00063148-200005000-00004%7covft%7covftdb%7covftd
3	Case- Managing Long- Term Conditions https://www.kingsfund.org.uk/sites/default/files/casemanagement.pdf
4	Case management model or case manager type? That is the question.
5	Rapid assessment community service and the prevention of emergency admissions for older people https://emahsn.org.uk/images/Section%208%20-%20Resource%20hub/Sparks%20and%20Sparklers/Sparkler_2_v6__SP2V1_FINAL_10-08-14.pdf

6	Impact of case management (Evercare) on frail elderly patients: controlled before and after analysis of quantitative outcome data
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2.3 Online Resources

1. *Matrix research and consultancy (2004). Learning Distillation of Chronic Disease Management Programmes in the UK. Modernisation Agency.* Available at:
<http://www.natpact.nhs.uk/uploads/Matrix%20CDM%20Evaluation%20Report.doc>
2. Self-care and Case Management in Long-term Conditions: The Effective Management of Critical Interfaces <https://www.pssru.ac.uk/pub/MCpdfs/SCCMfr.pdf>
3. Long-term conditions: how to manage them?
<https://www.gmjournals.co.uk/media/20134/jan06p17.pdf>
4. Hébert, R., Durand, P. J., Dubuc, N., & Tourigny, A. (2003). PRISMA: a new model of integrated service delivery for the frail older people in Canada. *International Journal of Integrated Care*, 3(1). doi: 10.5334/ijic.73
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1483944/>
5. CMSA Core Curriculum for Case Management
https://books.google.com.hk/books?id=G UW3s7hz_rYC&pg=PA566&lpg=PA566&dq=%22Council+for+Case+Management+Accountability%22&source=bl&ots=XEo_AmixO&sig=ACfU3U3fauLdaNjNFM05hNGg0CqgSrGxnw&hl=en&sa=X&ved=2ahUKEwjx7Z_X7cnnAhUhL6YKHSktByQQ6AEwB3oEAcQAQ#v=onepage&q=%22Council%20for%20Case%20Management%20Accountability%22&f=false
6. *The Case Manager's Handbook*
https://books.google.com.hk/books?id=qsc_DAAAQBAJ&pg=PA288&lpg=PA288&dq=%22Professional+Liability+Insurance%22%2B%22case+manager%22&source=bl&ots=g0tLhWj500&sig=ACfU3U2UmQUsoFmqe-EnaealTqFFIdFL6g&hl=en&sa=X&ved=2ahUKEwj_d_8H35svnAhWHBKYKHRWbCSkQ6AEwBXoECAoQAQ#v=onepage&q=%22Professional%20Liability%20Insurance%22%2B%22case%20manager%22&f=false
7. *Generalist Case Management*
<https://books.google.com.hk/books?id=3REXAAAAQBAJ&pg=PA5&lpg=PA5&dq=finding+the+right+case+manager+united+states&source=bl&ots=LrCMkHbBod&sig=ACfU3U0yyylSeW51NgxguT3E00Q9n2fVVQ&hl=en&sa=X&ved=2ahUKEwiVxqnl4MvnAhXjFqYKHUv0AMcQ6AEwEnoECA0QAQ#v=onepage&q=state&f=false>