I. Course Description

Introduction to the case management process and procedures used in counseling and human service settings

Course Goals: Develop a conceptual understanding of case and caseload management and ability to apply this knowledge to different populations and settings.

Practical Course Description

Case management in rehabilitation is a collaborative process of assessment planning, facilitation and advocacy for options and services to meet the needs of the client (CMSA, 1995). It is the process of linking, managing and/or organizing services in a wide variety of settings to meet client needs (Huber, 1996). Effective case and caseload management results in positive outcomes.

II. Learning Objectives

The course will focus on documentation, planning, problem-solving processes, and management techniques associated with the vocational issues for individuals with disabilities. An emphasis is placed on overall goal of quality of life of individuals served. The following are learning objectives will be addressed in this class:

- increase understanding of the importance of multicultural and diversity issues in ethical case management
- increase understanding of the range, type, availability of and criteria for accessing community resources;
- increase understanding of the various models / settings of rehabilitation case management;
✓ develop skills in documentation, case recording and report writing; and
✓ increase understanding of case and caseload management components, including, interviewing, assessment, plan development, plan implementation strategies/interventions, conflict resolution, monitoring and closure.

III. Texts

Required

Recommended

IV. Evaluation/Grading Scale
✓ Quizzes (10@10 points each)
  o Each quiz will be worth 10 points and will cover the assigned reading for that class. The quizzes will include multiple choice, true/false, matching, fill in the blank, and short answer questions. No make-up quizzes will be given. Being in class is important to obtain quiz points. (100 possible points)
  o **Note: Lectures are supplementary to readings. Not all materials covered in the readings may be repeated in class. Likewise, not all course material presented in class may be included in the text. You are responsible for having a general understanding of all terms and concepts in the readings and will be responsible for those terms and concepts on the quizzes.
✓ Midterm Exam (1@40 points)
  o Student will have in-class midterm exam where they will prepare responses to questions asked. (40 possible points).
✓ Case Studies (3@10 points each)
  o Student will prepare responses to case studies offered related to situations/scenarios faced by case managers/counselors (30 possible points).
✓ Final Exam (1@40 points)
  o Student will have in-class final exam where they will prepare responses to questions asked. (40 possible points).
✓ Class Participation (15@5 points)
  o Students are encourage to participate in-class and online discussions. (75 possible points, 5 points per week).
V. NOTES

- This is a required class in the RCT program. As such, attendance/participation is encouraged. In the opinion of faculty for this course, attendance does not equate to participation; rather participation requires reading/reviewing assigned readings prior to class and contributing to class discussions.

- Students in this class are expected to produce high quality work. Faculty (Dr. Koch and TA) are available to assist (or to direct you to the appropriate resources on campus). However, you must allow enough time for such assistance. If you have questions or need assistance, make sure to contact faculty well in advance of deadlines. In other words...don’t wait until the last minute!

- There will be no cell phone use or texting during class. Laptops/tablets may be used during class but may not be used during in class quizzes or exams.

Attendance Policy:

- There is no specified attendance policy for this class. However, research has shown that students who attend class typically get higher grades than students who don’t. Moreover, because part of your grade is contingent on participating in the class discussions, coming to class will help you achieve a better grade than if you miss class. I hope you attend every day, but it is ultimately your decision to attend class. Additionally, classroom discussion is strongly encouraged! We can ALL learn from each other’s experiences, questions, or information. If you cannot attend class due to illness or emergency, it is YOUR responsibility to get any notes or other materials from missed classes and make-up any class work. In addition, it is your responsibility to communicate your circumstances to the instructor. In these cases, please notify the instructor in person, via email or phone immediately or ask another student to pick-up handouts and notes for you.

- With the exception of rare or extenuating circumstances, missed quizzes may not be made up.

- In efforts to be more eco-friendly, electronic transmission of some work will be accepted. Faculty will advise when, and on which assignments, electronic submissions will be accepted.

- Information for this course is located on the website (Online.siu.edu) otherwise called Desire 2 Learn (D2L). Course information (including grades, attendance / participation points will be posted to D2L.

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As part of attendance/participation in this class, students are expected to respect the collective learning process (i.e., arrive on time for class, return from breaks on time, etc.)
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Grading Scale

A = 264-285 points       B = 263-242 points
C = 241-220 points       D = 219-198 points
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>January 17</td>
<td>Introductions, review of Syllabus, course overview and requirements</td>
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<tr>
<td>2</td>
<td>January 24</td>
<td>Strengths/Challenges of Rehabilitation Counseling Professionals, Vocational Skills of Counselors in Case Management; Mission, Role &amp; Competencies of Rehabilitation Counselors; Roessler &amp; Rubin Chapters 1 and 2</td>
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<td>3</td>
<td>January 31</td>
<td>Definitions / elements of caseload and case management Report Writing and Case Noting, Quiz #1</td>
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<td>4</td>
<td>February 7</td>
<td>Diversity and Multicultural Considerations in Case Management and Counseling Process, Roessler &amp; Rubin, Chapter 13, Quiz #2</td>
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<td>5</td>
<td>February 14</td>
<td>Intake/Evaluation Interview; Using Community Resources in Rehabilitation Roessler &amp; Rubin, Chapter 3, Quiz #3</td>
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<td>6</td>
<td>February 21</td>
<td>Report Writing – Initial Interview: Public and private sectors Case Simulation, Quiz #4</td>
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<td>7</td>
<td>February 28</td>
<td>Medical Evaluation/Information in the Evaluation Process; Psychological Evaluations; Roessler &amp; Rubin, Chapter 4, 5 &amp; 7, Quiz #5</td>
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<td>8</td>
<td>March 7</td>
<td>Midterm, Vocational Evaluation Alternatives for Clients not referred for Vocational Evaluation, Roessler &amp; Rubin; Chapter 6</td>
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<td>9</td>
<td>March 14</td>
<td>Spring Break ------ (No Class)</td>
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<td>10</td>
<td>March 21</td>
<td>Vocational Information in Rehabilitation Case Management; Roessler &amp; Rubin, Chapter 6</td>
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<td>11</td>
<td>March 28</td>
<td>Medical and Psychological reports; Roessler &amp; Rubin, Chapter 8 &amp; 9 Planning/preparing for Job Placement Case Simulation, Quiz #6</td>
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<td>12</td>
<td>April 4</td>
<td>Using Reasonable Accommodations and Assistive Technology in Rehabilitation, Quiz #7</td>
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<td>13</td>
<td>April 11</td>
<td>Forensic Rehabilitation Reporting, Quiz #8</td>
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<td>14</td>
<td>April 18</td>
<td>Ethical and Legal Issues in Case Management Roessler &amp; Rubin, Chapter 12, Resolving Conflicts, Quiz #9</td>
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<td>15</td>
<td>April 25</td>
<td>Family Centered Caseload Management, Case simulation Roessler &amp; Rubin, Chapter 14, Quiz #10</td>
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<td>16</td>
<td>May 2</td>
<td>Caseload Management Models; Roessler &amp; Rubin, Chapter 11</td>
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<td>17</td>
<td>May 5-9</td>
<td>Finals Week</td>
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VII. Reasonable Accommodation

Any student with a documented disability that may interfere with learning in this course should contact faculty during the first week of class to ensure that needed accommodations are available. Please be forthright in requesting needed accommodations. Additionally, the Office of Disability Support Services (DSS) should be consulted regarding reasonable accommodations and further assistance as needed during the class.

VIII. Academic Dishonesty

Each student is responsible for making himself/herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code.

With regard to plagiarism, there will be zero-tolerance in this class. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables, graphics or previously submitted work. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition.

Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file.

IX. Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. Know how to respond to each type of emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.