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

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.

Course 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.
Course Requirement and Expectations

Textbook (Required)

Course materials
Required readings are available on Desire 2 Learn (D2L) which can be accessed by going to online.siu.edu. Students are responsible for all assigned readings. PowerPoint slides will be posted no later than 12:00AM the night before class.

Attendance
Class attendance will not be taken and students will not receive any credit for attending class. However, research has shown that students who attend class typically get higher grades than students who don’t. 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.)

Class Participation
As 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. We 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 instructors in person, via email or phone immediately or ask another student to pick-up handouts and notes for you.

NOTE: Attendance does not equate to participation; rather participation requires reading/reviewing assigned readings prior to class and contributing to class discussions. Students will be contacted between February 24th and March 31st if your participation grade is in jeopardy. If you are contacted about your lack of class participation, this will mean that you cannot earn the full participation percentage.

E-mail:
All students should have an active SIU e-mail account no later than the second week of the course (January 27, 2017). We will only use your SIU email address to correspond by email. It is also the responsibility of the student to check their SIU e-mail account at least four days a week (Monday thru Sunday) and follow directions posted on D2L and e-mails sent by the instructors. Please notify the instructors as soon as possible if you are not receiving class emails.

Grades and Expectations:
Grades will be assigned based on your performance on written assignments, oral presentations, participation and examinations. Please keep an electronic copy of your class paper(s). Although these instructor(s) has never lost a paper, this will protect against papers that are misplaced.
Late Assignments
Unless otherwise indicated, ALL assignment will be accepted ONLY through the Desire to Learn (D2L) course website. Please see the instructor(s) before assignment due date for extension on possible late assignments. ALL assignments turned in late (i.e., after the deadline date and time) without prior approval from the Instructors, will receive no credit for that particular assignment. More specifically, unless otherwise indicated, assignments are late if not posted on D2L by 9:00am of the due date. Please contact us via office phone (618-453-8237), email address (kbwilson@siu.edu or siyichao7185@siu.edu), or before or after class for a possible extension on assignments expected to be late. If you select to contact us before the start of class, please make sure that you do so before 9am of the due date of the assignment you would like to request the extension for. Because of possible technology problems, please do not wait until the last minute to upload or complete your assignments for the class.

Cell Phones:
Cell phones and other electronic devices not used for note taking must be turned off during all class periods. Students caught texting during class will be asked to leave. No exceptions!

Course Materials and Assignments: VITAL Information
Course materials can be found under REHB 575-001 on D2L (online.siu.edu). All assignments will be posted in the "Assignments" folder in the Content Browser. To submit your assignments, you must upload your document to the appropriate drop box. You can access the list of drop boxes on D2L by clicking on "Activities" (which is located on the maroon banner at the top of the class page) and then selecting "Dropbox". If you submitted your assignment on time and it was determined that you uploaded your assignment in the wrong dropbox on D2L, you will NOT receive any credit for that assignment. It is essential that you double check that your assignments are uploaded to the correct location.

D2L Problems
To make sure that your assignments are uploaded correctly on D2L, please double check D2L immediately after you upload your assignments. If you have ANY problems with D2L, please visit the following web address: http://cte.siu.edu/siuonline-helpdesk/index.html and or contact the following phone number (618-453-1024).

All of your assignments MUST be uploaded as a Word document, a Rich text format (RTF) or a Portable document format (PDF). They MUST have one of the following file extensions: .doc, .docx or .rtf and your name(s) needs to be within the document itself. We will NOT accept the file extension with .page and .zip. No exceptions. This is to ensure that your entire document can be opened and graded.

Course Policies
Accommodation/Students with Disabilities
If you have a documented disability and need reasonable accommodations, please contact the instructors during the first week of class so that we can ensure that your needs are met in a timely manner. Students with disabilities must contact the University’s Disability Support Services (DSS) at the beginning of the semester to inform them of the disability and obtain
information about services that can facilitate learning. Please stop by their office in Woody Hall, or refer to the DSS website for further information: http://disabilityservices.siuc.edu/.

Cheating: Although I do not expect that this will be a problem, any student caught cheating can expect, at minimum, serious penalties. Such penalties may include failure of the assignment and/or the course. Further disciplinary action may result per university policy.

Academic Dishonesty
You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Students will receive an F on all assignments found to be plagiarized. While we will cover plagiarism during the first, and second class period, please check with the instructors and or the APA 6th manual if you have any questions about what might be considered plagiarism. We will also give students APA handouts to facilitate the use of correct documentation to decrease possible plagiarism. If a student plagiarizes two class assignments during the semester, he/she will fail the class.

If there is a reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with us if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If I have evidence of any form of academic dishonesty, we will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade in the course. Cheating consists of, but is not limited to, looking at another student’s exam, using external aids (such as books, notes, conversation with others) when taking the exam, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student’s view during exams.

Emergency Class Cancellation
In the event that classes are officially canceled (due to an inland hurricane, for example), the following schedule changes will automatically be in effect:

- If the day canceled is a day on which an exam has been scheduled, then the exam will be given on the first day that classes resume. For example, if an exam is scheduled on Friday, and classes are canceled on Friday, the exam will be given on the following Friday.

- If the lecture day that immediately precedes the exam is cancelled, the exam will be given on the next regularly scheduled day that classes resume.
Building Emergency Response Protocols

University’s Emergency Procedure Clause:
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. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

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.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students with a Disability:
Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:
During the spring semester, we have a **Storm Drill**.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be **quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

During the fall semester, we have a **Fire Drill**.
Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class. **These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.**

Bomb Threat:
If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.
**Shooter in the Building:**
If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe. Put in your cell phone the SIU Dept. of Public Safety 618-453-3771. If there is a shooter on campus you can call this number to report it. There will be a lot of calls going to 911 and the **SIU Police will get your call using 618-453-3771.** It is good to have this number listed in your cell phone for all emergencies here on campus.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

**Earthquake:**
In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

**Radiation Emergency:**
A radiation emergency could come about due to a complete meltdown of a nuclear reactor core to our west, a catastrophic leak of material from nuclear weapons manufacturing facilities to our south, or as a result of a nuclear weapon being detonated in or around St. Louis, MO, or along the Ohio River valley between Paducah KY and Evansville IN.

Regardless of the source of the radiation, what you need to do in response is the same:

- **Get inside, Stay inside and Stay tuned** - Close and lock all windows and doors. Go to the basement or the middle of the building. Radioactive material settles on the outside of buildings; stay as far away from the walls and roof of the building as you can. If possible, turn off fans, air conditioners, and forced-air heating units that bring air in from the outside. Close fireplace dampers.

- **Bring pets inside with you, if you can.** Bring in any supplies from outside that your pets might need **for at least 24 hours.**
• If you were outside when it started, carefully remove your outer layer of clothing before entering the building, if you can. Radioactive material can settle on your clothing and your body, like dust or mud. Once inside, wash the parts of your body that were uncovered when you were outside. Then put on clean clothing, if you can. This will help limit your radiation exposure and keep radioactive material from spreading.

• Cover your mouth and nose with a mask, cloth, or towel if you must be outside and cannot get inside immediately.

• Vehicles do not provide good protection from radioactive material.

• Schools, daycares, hospitals, nursing homes, and other places have emergency plans in place to keep people safe at the facility.

• Providing shelter to someone who was outside during a radiation emergency can save their life without endangering your own. They will have to remove outer layer of clothes before they enter the building and wash the parts of their body that were uncovered. Give them clean clothing or coverings that you have. This will help limit their radiation exposure and keep radioactive material from spreading.

**Hazardous Materials:**
While there are many possible scenarios where hazardous materials spill, explode, are released into the air, and/or burn, a train derailment is the most likely cause of a serious incident. Regardless of how the incident begins, the following guidance should be followed.

Listen to local radio or television stations for detailed information and instructions. Follow the instructions carefully. You should stay away from the area to minimize the risk of contamination. Remember that some toxic chemicals are odorless.

• **If you are asked to evacuate**
  o Do so immediately.
  o Take pre-assembled disaster supplies.
  o Help your neighbors who may require special assistance--infants, elderly people and people with access and functional needs.
  o Follow evacuation routes, temporary shelters, and procedures.
  o Don’t leave your pets. If you evacuate take them with you.

• **If you are caught outside**
  o Stay upstream, uphill, and upwind!
  o Try to go at least one-half mile from the danger area.
  o Move away from the accident scene and help keep others away.
  o Do not walk into or touch any spilled liquids, airborne mists, or condensed solid chemical deposits.
  o Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
  o Stay away from accident victims until the hazardous material has been identified.

• **If you are in a motor vehicle**
  o Stop and seek shelter in a permanent building.
  o If you must remain in your car
- Keep car windows and vents closed
- Shut off the air conditioner and heater.

- **If you are requested to stay indoors**
  - Bring pets inside.
  - Close and lock all exterior doors and windows.
  - Close vents, fireplace dampers, and as many interior doors as possible.
  - Turn off air conditioners and ventilation systems.
  - Seal gaps under doorways and windows with wet towels or plastic sheeting and duct tape.
  - Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper or aluminum wrap.
  - Use material to fill cracks and holes in the room, such as those around pipes.
  - If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Avoid eating or drinking any food or water that may be contaminated.

**Rave Mobile Safety Alert System:**
We recommend that you sign up for the Rave Mobile Safety Alert System. It is a system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

**CPR/Defibrillator and First Aid Class:**
If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

**Other Relevant Information**

1. If you need help improving your writing skills, SIUC offers free tutoring services to all students. Contact the Writing Center at 618-453-6863 for more information.

2. If you wish to drop this course for any reason, SIUC designates a final date by which you can do this. It is your responsibility to ensure that the drop process is officially completed. Please visit the Registrar's page at http://registrar.siu.edu/ for important dates regarding dropping the course. The absolute last day that you can withdrawal from a class (which will result in a "W" grade) is **Sunday, April 2nd, 2017**.

3. A grade of incomplete will be given only under the conditions specified in the Undergraduate Catalog. That is, a grade of incomplete (INC) can only be given if a student has completed more than HALF of the semester and is PASSING the course. An incomplete exists to help those
students who would have passed the course had they been able to continue, but EXTREME circumstances exist such that the student cannot continue. To receive a grade for an INC, all coursework must be completed no later than the last month of the next semester. For example, if you received an INC for this course for the fall, you would have no later than May to complete the coursework. If you do not make up the coursework, your INC will become an F.

Class Assignments and Exams

Difficult/Challenging Consumer (Imagined or Real) (Due February 10th): 15% of final grade

Students will be required to submit/upload the following information about the most difficult/challenging consumer they have worked with in the past or imagined that might be difficult to work with…You must include at least four traits/characteristics that made this consumer(s) difficult and or challenging for you to work with (see the below example of traits). Please provide as much context (reasons why) to give a clear understanding of what made this consumer difficult/challenging for you. Because of confidentiality reasons, please omit names of consumers, agencies and other information that could identify people and places. Please be as honest as possible with this assignment. The following list of ten characteristics will facilitate some of the details you need for the paper. You must list at least five of the below characteristics. Please note you can add additional characteristics that are not listed below to your paper:

1. Disability population (e.g., hearing impaired or hard of hearing)
2. Age
3. Race and or ethnicity
4. Gender
5. Sexual orientation
6. Geography area (e.g., rural, urban,)
7. Socioeconomic status (SES)
8. Height
9. Weight
10. Skin color

Criteria for Evaluating Difficult/Challenging Consumer Paper

1. Paper must be at least two pages double spaced.
2. You must list at least five traits/characteristics of the consumer. Again, the consumer can be real or imagined.
3. The level of clarity and organization of your paper.
4. The perceived honesty of your paper.

Consumer Pamphlet (Due March 24th): 15% of final grade

Select a particular disability (e.g., head injury, epilepsy, learning disability) and create an electronic pamphlet that you could give either to a person who has this disability or a family member or friend. To construct the electronic pamphlet, you need to know the current literature on this particular disability and then condense the information into a format that is appropriate
for a wide variety of people to understand. You must use at least four professional references (that are dated from 2010 to the present), but you do not need to include the references in the pamphlet itself. Instead, turn in a typed list of references used for the pamphlet as the second attachment you will be uploading to D2L. Be as creative as you like in designing your pamphlet. you can choose to use Microsoft Publisher, Microsoft Word or any other software for this class assignment. However, the instructors must be able to open and read your consumer pamphlet in order for you to receive a grade.

**Intake Interview (Due April 14th): 20% of final grade**

Students will work in pairs in which each person will serve as both rehabilitation counselor and consumer. This exercise will require each student to conduct an intake interview (approximately 30-45 minutes) which will be videotaped. This video tape should be used to review intake information and to prepare a written intake case note. Please review the video tape and type a 3-4-page intake summary of your session that will include an assessment and plan. Both the video and summary of the intake interview will be due at the same time.

**Criteria for Evaluating the Intake Interview**

1. Interview must be at least 30 minutes.
2. Upload your interview and summary of intake interview to the assignment folder.
3. The level of clarity and organization of your intake interview.
4. Ability to ask and answer questions in a professional manner.
5. Communication skills (e.g., verbal and nonverbal, greetings before and after the interview)
6. Asking appropriate questions and follow-up questions.
7. Quality of the recording.

**Exams: Midterm 15% and Final exam 15% of final grade**

The dates and times of the midterm and final exams:

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Exam I: Midterm Exam</td>
<td>Friday March 3rd</td>
<td>9:00am - 12:50pm</td>
</tr>
<tr>
<td>Exam II: Final Exam</td>
<td>Friday May 12th</td>
<td>9:00am – 12:50pm</td>
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**Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Difficult/Challenging Consumer Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Consumer Pamphlet</td>
<td>15%</td>
</tr>
<tr>
<td>Intake Interview (Summary &amp; Assessment Plan Included)</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Exam I (Midterm)</td>
<td>15%</td>
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<tr>
<td>Exam II (Final Exam)</td>
<td>15%</td>
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### Grading Scale
- **A**: 90-100
- **B**: 80-89
- **C**: 70-79
- **D**: 60-69
- **F**: 59 and below

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**Schedule of Topics and Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 1    | 1/20/17    | Mission and Overview: Role and Function of Rehabilitation Counselors | Syllabus  
Roessler and Rubin (R&R) Chapter 1  
Scope of Practice Statement from CRCC Website |
| 2    | 1/27/17    | Intake Interview and Communication Skills                             | R&R Chapter 2,3                                                                       |
| 3    | 2/3/17     | Medical, psychological, and Vocational Evaluation. Suicide, Assessment tools (biopsychosocial) | R&R Chapters 4-6                                                                       |
| 4    | 2/10/17    | Preparing and Planning: Behavioral Statements and goals               | R&R Chapter 8  
**Due: Difficult/Challenging Consumer** |
| 5    | 2/17/17    | Job Placement                                                        | R&R Chapter 9  
Reardon & Lenz (1999)                                                                 |
| 6    | 2/24/17    | Vocational Alternatives and Referrals                                | R&R Chapter 7                                                                 |
| 7    | 3/3/17     | **Mid-Term Exam**  
9:00am –12:50pm                                                      | **Mid-Term Exam**                                                                     |
| 8    | 3/10/17    | Environmental Barriers to Employment                                  | R&R Chapter 10                                                                         |
| 9    | 3/17/17    | **Spring Break: No Class**                                           | **Spring Break: No Class**                                                             |
| 10   | 3/24/17    | Family Centered Case Management (Strengths Based) Mandated Reporters  | R&R Chapter 14  
**Due: Consumer Pamphlet**  
BART Storm Drill Today |

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>3/31/17</td>
<td>Ethics</td>
<td>R&amp;R Chapters 12</td>
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<tr>
<td>12</td>
<td>4/7/17</td>
<td>Ethics and Case Studies</td>
<td>Class Handout</td>
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<td>13</td>
<td>4/14/17</td>
<td>Diversity Issues in Case Management</td>
<td>R&amp;R Chapter 13, Sue, Arredondo &amp; McDavis (1992)</td>
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<td>AMCD Multicultural Counseling Competencies</td>
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<td>Sexuality and Disability: A Guide for Parents</td>
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<td></td>
<td>Due: Intake Interview, Summary and Assessment Plan</td>
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<td>14</td>
<td>4/21/17</td>
<td>Systematic Caseload Management/ Burnout</td>
<td>R&amp;R Chapter 11, Time Management Handout</td>
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<td></td>
<td>and Stress management</td>
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<td>15</td>
<td>4/28/17</td>
<td>Intake Interview Peer Evaluations</td>
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<tr>
<td>16</td>
<td>5/5/17</td>
<td>Intake Interview Peer Evaluations</td>
<td></td>
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<td>Wrap up/Final Exam Review</td>
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<tr>
<td>17</td>
<td>5/12/17</td>
<td><strong>Final Exam</strong> 9:00am – 12:50pm</td>
<td><strong>Final Exam</strong></td>
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