

REH 6150 Syllabus
Rehabilitation Resources and Services (2 credits)

Course Overview

Professor

Dr. Jewel L. Jones
Adjunct Professor
a02405934@usu.edu
virtual
By appointment

Class Information

Course Location: Online Through Zoom

- <https://usu-edu.zoom.us/j/82401374017?pwd=bjVUTHh1d2dMTGZhZGU5M2Rlc3lvdz09> Links to an external site.
- Meeting Passcode: 755526

Course Meeting (Days & Time): Thursday, 5:15 PM to 7:00 PM*

*All times noted in this syllabus are Mountain Daylight/Standard Time. Please adjust accordingly.

Credits

This is a two-credit course. Students will meet for 1 hour and 45 minutes per week. Beyond regular classroom meetings, students should plan to spend a minimum of two hours per week on out-of-class activities for each credit, for just under four additional hours per week on homework, reading, writing, and research.

Course Description

This course provides an examination of case management and its critical role in rehabilitation counseling. We will consider issues relating to case and caseload management associated with each stage of the rehabilitation counseling process. Focus

will also be given to the identification and use of community resources important to successful rehabilitation counseling outcomes.

Readings

Readings will consist of book chapters from the required text and other materials (material from sources other than the required text will be posted in Canvas). Students are encouraged to complete all readings prior to the assigned class period and come prepared to discuss them in class.

Required Textbook

- Roessler, R. T., Rubin, S. E., Rumrill Jr., P. D. (Eds.). (2018). *Case management and rehabilitation counseling* (5th). pro-ed.
 - ISBN: 978-1-416-41088-1

Optional Text

- Frankel, A. J., Gelman, S. R., & Pastor, D. K. (2018). *Case management: An introduction to concepts and skills*. Oxford University Press.
 - ISBN: 978-0190858889

Student Learning Outcomes

A primary aim of this course is to gain knowledge and collect resources relating to rehabilitation case and caseload management. Students are expected to achieve the following learning objectives:

Students will:

1. Develop an understanding of the role of the rehabilitation counselor as case and caseload manager and the importance of effective case management on service delivery and the attainment of successful rehabilitation goals.
2. Develop effective case management skills that can be applied to all stages of the rehabilitation process, including Intake, Assessment, Rehabilitation Plan Development, Job Placement and Follow-up.
3. Develop skills in caseload analysis, goal setting, time management, scheduling and case documentation.

4. Develop skills in ethical case management decision-making.
5. Identify community resources in your local practice area that can aid you in your rehabilitation counseling practice.
6. Identify ways to collaborate with different service providers in their professional organizations.

CACREP Standards Met by Course

CACREP Standards

Standard	CACREP	Evaluation
1. The multiple roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b	Resource Portfolio
2. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	Resource Portfolio
3. Technology's impact on the counseling profession	2.F.1.j	Personal Case Management Statement
4. the role of counseling supervision in the profession	2.F.1.m	Personal Case Management Statement
5. ethical and culturally relevant strategies for addressing career development	2.F.4.j	Personal Case Management Statement

6. strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k	Resource Portfolio
7. principles and processes of vocational rehabilitation, career development, and job development and placement	5.H.1.c	Personal Case Management Statement
8. knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels	5.H.2.j	Resource Portfolio
9. administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping	5.H.2.r	Personal Case Management Statement
10. strategies to facilitate successful rehabilitation goals across the lifespan	5.H.3.g.	Personal Case Management Statement Case Management Info Sheet
11. assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources	5.H.3.k	Resource Portfolio

Note. Professional Identity and Professional Responsibilities Paper = PIPR Paper; Text Activities = TA.

Learning Objective 1: Learning to apply course materials (to improve rational thinking, problem solving and decisions).

Outcomes for Learning Objective 1:

- Learn and demonstrate critical thinking skills.
- Apply critical thinking skills in the analysis of professional literature.

- Apply critical thinking skills to address current issues in the field of rehabilitation counseling.

Learning Objective 2: Develop skills in expressing oneself orally or in writing.

Outcomes for Learning Objective 2:

- Demonstrate the ability to write effectively for multiple purposes and audiences.
- Demonstrate the ability to engage in critical dialogue regarding professional issues.

Learning Objective 3: Learning to analyze and critically evaluate ideas, arguments, and points of view.

Outcomes for Learning Objective 3:

- Demonstrate proficiency in the use of critical thinking skills.
- Demonstrate the ability to critically evaluate professional literature.
- Demonstrate the ability to identify alternative points of view, and the assumptions upon which they are based.

Course Requirements

Grading Guidelines and Policies

Assignments and Points

Point Scale:	Points/ each	Total points
Resource Portfolio Project	80	80
Personal Case Management Statement	10	10
Case Management Info Sheet	10	10
Total		100

Grading Scale:

You are responsible for your own grade. I recommend that you check the Gradebook in Canvas regularly throughout the semester. This will tell you where you stand in the class.

Grade	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

* Students performing at or below a C should contact the instructor to determine a plan for improvement.

Note: I do not round decimal points at the end of the semester. Thus, a score of 93.9 receives an A- while a score of 94.00 receives an A.

Description of Coursework

Resource Portfolio (80 points)

Students will complete a resource portfolio that is applicable to their local area (permission can be sought to apply it to an area that you are interesting or planning on moving to as well). This assignment is broken down into 10 parts over the course of the semester.

More details will be provided on the Canvas course site in the Assignments Tab.

Personal Case Management Statement (10 points)

Each student will complete a 1-2 page (double-spaced) statement about her or his case management practices. Students must describe what they consider to be the most essential case management practices and how those practices will facilitate effective and ethical rehabilitation. It is hoped that students will use this reflection as an opportunity to reinforce current or future professional practices and to inform group efforts on the case management info sheet assignment.

Case Management Info Sheet (10 points)

Each student will be required to participate in a group project to create a single page information sheet that would be directed to the target audience of newly graduated rehabilitation counselors. Assignments will be graded on content, readability, and format. The goal of the info sheet would be to inform these newly minted rehabilitation counselors about the importance of case management and to provide guidance of how it might be accomplished across rehabilitation counseling settings.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#)[Links to an external site.](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: *"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."* A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;

- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)[Links to an external site.](#)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discriminationLinks to an external site.](#) and [sexual misconductLinks to an external site.](#) If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/reportLinks to an external site. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.eduLinks to an external site. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resourcesLinks to an external site.

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented [reporting policies and practicesLinks to an external site.](#) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "[reporting employeeLinks to an external site.](#)" This means that if you share information with me about incidents of [sexual misconductLinks to an external site.](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I will report that information to the [USU Title IX CoordinatorLinks to an external site.](#) I will also share with you information about [designated confidential resourcesLinks to an external site.](#), [supportive measuresLinks to an external site.](#), and [how you can file a reportLinks to an external site.](#) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the [mental health and wellness resourcesLinks to an external site.](#) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework

because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) Links to an external site.](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu>Links to an external site., (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://www.usu.edu/involvement/student-association/student-advocacy/legal-services>Links to an external site., (435) 797-2912, TSC 326,
- Access and Diversity: <https://www.usu.edu/inclusion/>Links to an external site., (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <https://www.usu.edu/inclusion/programs/multicultural/>Links to an external site., (435) 797-1728, TSC 315
- LGBTQA Programs: <https://www.usu.edu/inclusion/programs/lgbtplus-and-allies/>Links to an external site., (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity>Links to an external site., (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State
University: <https://studentconduct.usu.edu/studentcode>[Links to an external site.](#)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VIII](#)[Links to an external site.](#)

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)[Links to an external site.](#)
- [Student Code](#)[Links to an external site.](#)
- [Academic Integrity](#)[Links to an external site.](#)
- [USU Academic Policies and Procedures](#)[Links to an external site.](#)
- [Academic Freedom and Professional Responsibility Policy](#)[Links to an external site.](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#)[Links to an external site.](#).

Students are also encouraged to download the "[SafeUT App](#)"[Links to an external site.](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Artificial Intelligence (AI) Usage Statement

Students are permitted to use ChatGPT and other AI tools to assist in gathering information, writing drafts, and revising your writing. The expectation is for students to balance original content if using AI tools. Assignments will not be accepted if they are entirely generated by AI tools.

Students are expected to include a disclosure statement at the end of your assignment describing which AI tool(s) used and how you used it. For example, "*ChatGPT was used to draft about 50 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style.*"

Course Schedule and Due Dates

Week/ Date	Assigned Readings	Topics & Discussion	Assignments & Exams
		CACREP Standards	

1: 1.11.24	No Assigned Readings	Course Introduction and Overview	
2: 1.18.24	Roessler et al. (Chs. 1 & 2)	Introduction to case management and the role of the rehabilitation counselor; Vocational and Career Counseling Skills	RP 1: My Agency & Food
3: 1.25.24	Roessler et al. (Ch. 3)	The Intake Interview	RP 2: Housing and Shelter
4: 2.01.24	Roessler et al. (Chs. 4 & 5)	Medical & Psychological Evaluation	RP 3: Physical and Dental Health Care
5: 2.08.24	Roessler et al. (Chs. 6 & 7)	Vocational Evaluation	RP 4: Mental Health Care and Addictions
6: 2.15.24	Roessler et al. (Ch. 8)	Preparing and Planning for the Rehabilitation Program Considerations of entrance to services 5.H.1.c., 5.H.3.g.	RP 5: Self Harm and Abuse & Emergency Response

7: 2.22.24	Roessler et al. (Ch. 9)	Job Placement Considerations of role of RC in Placement	RP 6: Independent living and Self-Care & Benefits Counseling
8: 2.29.24	Roessler et al. (Ch. 10)	Overcoming Employment Barriers Considerations of the RCs role in barriers that are indirectly related to work	RP 7: Transportation & Education
9: 3.07.24	Roessler et al. (Ch. 11) Kierpiec et al. (2010)	Systematic Caseload Management Considerations of optimal caseload size 2.F.1.m., 5.H.2.r.	Personal Case Management Statement
10: 3.14.24	Spring Break!	Spring Break!	Spring Break!
11: 3.21.24	Grubbs et al. (Ch. 4)	Elements of Decision Making & Technology in Case Management, and Record Keeping Consideration of effective organization practices 2.F.1.j., 5.H.2.r.	RP 8: Assistive technology and Accommodations

<p>12: 3.28.24</p>	<p>Roessler et al. (Ch. 12) Multicultural and Family Considerations</p> <p>Roessler et al. (Ch. 13) Considerations of how and when to involve family members</p> <p>2.F.4.j.</p>	<p>RP 9: Budget and Finance & Legal Advocacy</p>
<p>13: 4.04.24</p>	<p>Behm & Gray (2012) Interagency and interorganizational collaboration; interdisciplinary outreach</p> <p>Considerations of how to form key relationships</p> <p>Discussion of Resources</p> <p>2.F.1.b., 2.F.1.c., 2.F.5.k., 5.H.2.j., 5.H.3.k.</p>	<p>RP 10: Your Choice Category</p>
<p>14: 4.11.24</p>	<p>Group Work Day</p> <p>Group Work Day</p>	<p>Final Resource Portfolio Project</p>

15. 4.18.24	No Readings	Discussion of Group Projects and Class Summary	Case Management Info Sheet Peer Review due by 4.22.23
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Note: RP = Resource Portfolio

Course Summary:

Date	Details	Due
Fri Jan 26, 2024	Assignment RP 1: My Agency and Food	due by 11:59pm
	Assignment RP 2: Housing and Shelter	due by 11:59pm
Fri Feb 2, 2024	Assignment RP 3: Physical and Dental Health Care	due by 11:59pm
Fri Feb 9, 2024	Assignment RP 4: Mental Health Care and Addictions	due by 11:59pm
Fri Feb 16, 2024	Assignment RP 5: Self-Harm and Abuse & Emergency Response	due by 11:59pm
Fri Feb 23, 2024	Assignment RP 6: Independent Living and Self-Care & Benefits Counseling	due by 11:59pm

Date	Details	Due
Fri Mar 1, 2024	Assignment RP 7: Transportation and Education	due by 11:59pm
Thu Mar 7, 2024	Assignment Personal Case Management Statement	due by 4:59pm
Fri Mar 22, 2024	Assignment RP 8: Assistive Technology and Accommodations	due by 11:59pm
Fri Mar 29, 2024	Assignment RP 9: Budget and Finance & Legal Advocacy	due by 11:59pm
Fri Apr 5, 2024	Assignment RP 10: Choose Your Own Category	due by 11:59pm
Thu Apr 11, 2024	Assignment Resource Portfolio	due by 11:59pm
Thu Apr 18, 2024	Assignment Case Management Info Sheet	due by 11:59pm
Mon Apr 22, 2024	Assignment Case Management Info Sheet	due by 11:59pm
	Assignment Peer Reviews	due by 11:59pm
	Assignment Peer Reviews	due by 11:59pm

Date	Details	Due
Tue Apr 30, 2024	Assignment DO NOT UPLOAD ASSIGNMENT HERE - I AM UNABLE TO DELETE	due by 11:59pm
	Assignment EXTRA CREDIT ON VIDEO 4/4/23	
	Assignment Final Resource Portfolio	
	Assignment Idea Center Course Evaluation	
	Assignment Roll Call Attendance	
	Assignment Voluntary and Anonymous Course Evaluation	