

USU-REH 6150 Syllabus

Rehabilitation Resources and Services (3 credits)

Course Overview

Professor



- 👤 **Brian Phillips**
- 👤 Instructor
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- 📞 435.797.2381
- 🏠 Emma Eccles Jones Education Building, Room #318
- 🕒 By appointment

Class Information

Course Location: Face-to-Face in EDUC 313c Conference Room & Online at <https://connect.usu.edu/reh6150spr2020> [.\(https://connect.usu.edu/reh6150spr2020\)](https://connect.usu.edu/reh6150spr2020)

Course Meeting (Days & Time): Thursday, 5:00 PM to 7:30 PM*

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

Credits

This is a three-credit course. Students will meet two-and-a-half hours 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 six 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 also 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

- Grubbs, L. A. R., Cassell, J. L., & Mulkey, S. W. (2006). *Rehabilitation caseload management: Concepts and practices*. Springer Publishing Company.
 - ISBN: 978-0826151650
- 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%
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Grade	Range
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. This assignment is broken down into 10 parts over the course of the semester.

Once completed, you are required to share and receive feedback on your portfolio as part of the assignment.

More details will be provided on the Canvas course site.

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 counselor about the importance of case management and to provide guidance of how it might be accomplished across rehabilitation counseling settings.

More details will be provided on the Canvas course site.

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](#)

<http://www.usu.edu/hr/files/uploads/Policies/403.pdf> 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](https://studentconduct.usu.edu/studentcode/article6) [.\(https://studentconduct.usu.edu/studentcode/article6\)](https://studentconduct.usu.edu/studentcode/article6)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](http://www.usu.edu/policies/339) (<http://www.usu.edu/policies/339>) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity](https://equity.usu.edu/) (<https://equity.usu.edu/>) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](http://www.usu.edu/policies/305/) (<http://www.usu.edu/policies/305/>)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

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 \(DRC\)](http://www.usu.edu/drc/) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Diversity Statement

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> [\(https://studentaffairs.usu.edu/\)](https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu <mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> [\(https://ususa.usu.edu/student-association/student-advocacy/legal-services\)](https://ususa.usu.edu/student-association/student-advocacy/legal-services/), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> [\(http://accesscenter.usu.edu/\)](http://accesscenter.usu.edu/), (435) 797-1728, access@usu.edu <mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> [\(http://accesscenter.usu.edu/multiculture\)](http://accesscenter.usu.edu/multiculture/), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> [\(http://accesscenter.usu.edu/lgbtqa/\)](http://accesscenter.usu.edu/lgbtqa/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> [\(https://www.usu.edu/provost/diversity/\)](https://www.usu.edu/provost/diversity/), (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>

[\(https://studentconduct.usu.edu/studentcode/\)](https://studentconduct.usu.edu/studentcode/)

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 VII](#)

[\(https://studentconduct.usu.edu/studentcode/article7/\)](https://studentconduct.usu.edu/studentcode/article7/).

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

- [Student Conduct](http://www.usu.edu/studentconduct) [\(http://www.usu.edu/studentconduct\)](http://www.usu.edu/studentconduct/)
- [Student Code](https://studentconduct.usu.edu/studentcode/) [\(https://studentconduct.usu.edu/studentcode/\)](https://studentconduct.usu.edu/studentcode/)
- [Academic Integrity](https://studentconduct.usu.edu/studentcode/article6) [\(https://studentconduct.usu.edu/studentcode/article6\)](https://studentconduct.usu.edu/studentcode/article6/)
- [USU Selected Academic Policies and Procedures](http://www.usu.edu/provost/faculty-life/syllabus.cfm) [\(http://www.usu.edu/provost/faculty-life/syllabus.cfm\)](http://www.usu.edu/provost/faculty-life/syllabus.cfm/)
- [USU Academic Policies and Procedures](http://catalog.usu.edu/content.php?catoid=4&navoid=546) [\(http://catalog.usu.edu/content.php?catoid=4&navoid=546\)](http://catalog.usu.edu/content.php?catoid=4&navoid=546/)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) <http://www.usu.edu/hr/files/uploads/Policies/403.pdf>

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.

Course Schedule and Due Dates

Week/ Date	Assigned Readings	Topics & Discussion CACREP Standards	Assignments & Exams
1: 1.09.20	No Assigned Readings	Course Introduction and Overview	
2: 1.16.20	Roessler et al. (Chs. 1 & 2)	Introduction to case management and the role of the rehabilitation counselor; Vocational and Career Counseling Skills	
3: 1.23.20	Roessler et al. (Ch. 3)	The Intake Interview	RP 1: My Agency & Food
4: 1.30.20	Roessler et al. (Chs. 4 & 5)	Medical Evaluation & Psychological Evaluation	RP 2: Housing and Shelter
5: 2.06.20	Roessler et al. (Chs. 6 & 7)	Vocational Evaluation	RP 3: Physical and Dental Health Care
6: 2.13.20	Roessler et al. (Ch. 8)	Preparing and Planning for the Rehabilitation Program 5.H.1.c., 5.H.3.g.	RP 4: Mental Health Care and Addictions
7: 2.20.20	Roessler et al. (Ch. 9)	Job Placement	RP 5: Self Harm and Abuse & Emergency Response
8: 2.27.20			



















	Roessler et al. (Ch. 10)	Overcoming Employment Barriers	RP 6: Independent living and self-care & Benefits Counseling Personal Case Management Statement
9: 3.5.20	No Readings	Spring Break!	
10: 3.12.20	Roessler et al. (Ch. 11) Kierpiec et al. (2010)	Systematic Caseload Management 2.F.1.m., 5.H.2.r.	RP 7: Transportation & Education
11: 3.19.20	Grubbs et al. (Ch. 4)	Elements of Decision Making & Technology in Case Management, and Record Keeping 2.F.1.j., 5.H.2.r.	RP 8: Assistive technology and Accommodations
12: 3.26.20	Roessler et al. (Ch. 12)	Multicultural Considerations 2.F.4.j.	RP 9: Budget and Finance & Legal Advocacy
13: 4.02.20	Roessler et al. (Ch. 13)	Family Considerations	RP 10: Your Choice Category
14: 4.09.20	TBA	Interagency and interorganizational collaboration; interdisciplinary outreach 2.F.1.b., 2.F.1.c., 2.F.5.k., 5.H.2.j., 5.H.3.k.	Final Resource Portfolio Project
15: 4.16.20	TBA	Class Summary and Presentations	Case Management Info Sheet

















Note: RP = Resource Portfolio










Course Summary:

Date

Details

Date	Details	
Thu Jan 9, 2020	 Introduction to the course. What are we doing?	to do: 11:59am
Mon Jan 13, 2020	 Introduction to Case Management	to do: 11:59am
	 The Intake Interview	to do: 11:59am
Thu Jan 16, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858091&include_contexts=course_579104)	4:30pm to 8pm
	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858093&include_contexts=course_579104)	4:30pm to 8pm
Mon Jan 20, 2020	 Medical Evaluation and Psychological Evaluation	to do: 11:59am
	 Vocational Evaluation	to do: 11:59am
Wed Jan 22, 2020	 RP 1: My Agency and Food (https://usu.instructure.com/courses/579104/assignments/2896230)	due by 11:59pm
Thu Jan 23, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858088&include_contexts=course_579104)	4:30pm to 8pm
	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858089&include_contexts=course_579104)	4:30pm to 8pm
Mon Jan 27, 2020	 Job Placement	to do: 11:59am
	 Preparing and Planning	to do: 11:59am
Wed Jan 29, 2020	 RP 2: Housing and Shelter (https://usu.instructure.com/courses/579104/assignments/2896764)	due by 11:59pm
Thu Jan 30, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858086&include_contexts=course_579104)	4:30pm to 8pm
	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858087&include_contexts=course_579104)	4:30pm to 8pm
Mon Feb 3, 2020	 Overcoming Employment Barriers	to do: 11:59am
	 Spring Break!	to do: 11:59am
Wed Feb 5, 2020	 RP 3: Physical and Dental Health Care (https://usu.instructure.com/courses/579104/assignments/2896765)	due by 11:59pm

Date	Details	
Thu Feb 6, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858085&include_contexts=course_579104)	4:30pm to 8pm
Mon Feb 10, 2020	 Elements of Decision Making, Technology, and Record Keeping	to do: 11:59am
	 Systematic Caseload Management	to do: 11:59am
Wed Feb 12, 2020	 RP 4: Mental Health Care and Addictions (https://usu.instructure.com/courses/579104/assignments/2910041)	due by 11:59pm
Thu Feb 13, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858083&include_contexts=course_579104)	4:30pm to 8pm
	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858084&include_contexts=course_579104)	4:30pm to 8pm
Mon Feb 17, 2020	 Family Considerations in Case Management	to do: 11:59am
	 Multicultural Considerations in Case Management	to do: 11:59pm
Wed Feb 19, 2020	 RP 5: Self-Harm and Abuse & Emergency Response (https://usu.instructure.com/courses/579104/assignments/2910043)	due by 11:59pm
Thu Feb 20, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858081&include_contexts=course_579104)	4:30pm to 8pm
	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858082&include_contexts=course_579104)	4:30pm to 8pm
Mon Feb 24, 2020	 Interagency and Interorganizational Collaboration	to do: 11:59am
	 Summary	to do: 11:59am
Wed Feb 26, 2020	 RP 6: Independent Living and Self-Care & Benefits Counseling (https://usu.instructure.com/courses/579104/assignments/2910044)	due by 11:59pm
Thu Feb 27, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858079&include_contexts=course_579104)	4:30pm to 8pm
	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858080&include_contexts=course_579104)	4:30pm to 8pm
Mon Mar 2, 2020	 Personal Case Management Statement (https://usu.instructure.com/courses/579104/assignments/2896228)	due by 11:59pm

Date	Details	
Thu Mar 5, 2020	 Brian Phillips (https://usu.instructure.com/calendar?event_id=858078&include_contexts=course_579104)	4:30pm to 8pm
Wed Mar 11, 2020	 RP 7: Transportation and Education (https://usu.instructure.com/courses/579104/assignments/2910045)	due by 11:59pm
Wed Mar 18, 2020	 RP 8: Assistive Technology and Accommodations (https://usu.instructure.com/courses/579104/assignments/2910047)	due by 11:59pm
Mon Mar 23, 2020	 Week 11 - Decision Making	to do: 11:59pm
Wed Mar 25, 2020	 RP 9: Budget and Finance & Legal Advocacy (https://usu.instructure.com/courses/579104/assignments/2910048)	due by 11:59pm
Wed Apr 1, 2020	 RP 10: Choose Your Own Category (https://usu.instructure.com/courses/579104/assignments/2910049)	due by 11:59pm
Wed Apr 8, 2020	 Resource Portfolio (https://usu.instructure.com/courses/579104/assignments/2896634)	due by 11:59pm
Wed Apr 15, 2020	 Case Management Info Sheet (https://usu.instructure.com/courses/579104/assignments/2896762)	due by 11:59pm
	 Voluntary and Anonymous Course Evaluation (https://usu.instructure.com/courses/579104/assignments/2896238)	