**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** RSED 7410

**Course Title:** Program Implementation in Specialization - Principles and Practices of Case Management in Rehabilitation Counseling

**Credit Hours:** 3 credit hours

**Time:** Thursdays 9:00-11:30

**Location:** 2011 Haley Center

**2. Instructor:** Holly Brigman, M.Ed., CRC, NIC

130 Dawson Building

 334-844-8701

 heb0002@auburn.edu

 Office Hours: by appointment

1. **Date Syllabus Prepared:** updated March, 2010
2. **Texts or Major Resources:**

**Required:**

Andrew, J. (2008). *The disability handbook*. Linn Creed, MO: Aspen Professional Services

Martin, Jr., E. D. (2007). *Principles and practices of case management in rehabilitation counseling*. Springfield, IL: Charles C. Thomas.

**Recommended:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: DSM-IV-TR* (4th ed.). Washington, DC: Author.

Commission on Rehabilitation Counselor Certification. (1997). *Rehabilitation counseling: The profession and standards of practice*. Rolling Meadows, IL: The Foundation for Rehabilitation Education and Research.

Berkow, R. (Ed.). (2000). *The Merck manual of medical information*: *Home edition* (3rd ed.). New York: Pocket Books.

Also available online at http://www.merck.com/mmpe/index.html

Bissonnette, D. (1994). *Beyond traditional job development: The art of creating opportunity*. Chatsworth, CA: Milt Wright and Associates.

Crimando, W., & Riggar, T. F. (2003). *Utilizing community resources: An overview of human resources*. Prospect Heights, IL: Waveland Press, Inc.

Farr, J. M. & ludden, L. L. (2004). *The O\*NET dictionary of occupational titles* (3rd ed.). Indianapolis, IN: JIST Publishing.

Gandy, G. L., Martin, E. D., & Hardy, R. E. (Eds.). (1999). *Counseling in the rehabilitation process: Community services for mental and physical disabilities* (2nd ed.). Springfield, IL: Charles C. Thomas.

United States Department of Labor. (1991). *Dictionary of occupational titles* (4th ed.). Washington, DC: Government Printing Office.

1. **Course Description (Goal/Commitment):**

This course provides students with a comprehensive view of the rehabilitation process within the public sector. Students will apply knowledge gained from prerequisite course work (i.e. medical aspects of disability, assessment, vocational evaluation, psychosocial aspects of disability, and job placement) as they assess and develop rehabilitation plans for sample cases. This course will also review benefit systems, ethics, coordination of services, community resources, documentation and the client appeals process as it applies to rehabilitation case management. The counselor/client relationship will be emphasized in all stages of the rehabilitation process. Students should leave this course with the foundational knowledge necessary to begin their internship.

1. **Student Learning Outcomes:**
* Students will understand the legislative and historical background that directs the public rehabilitation process.
* Students will understand the importance of establishing, maintaining, and documenting the counselor/client relationship throughout the rehabilitation process.
* Students will learn the components involved in conducting and documenting a comprehensive initial interview.
* Students will learn how to request diagnostic and functional capacity information from physicians and other professionals.
* Students will learn how to apply various assessment results and diagnostic information to the eligibility decision and rehabilitation planning process.
* Students will learn how to integrate clients’ interests, skills, abilities, and goals with assessment results to develop an appropriate vocational goal.
* Students will learn how to use all available information to develop an Individualized Plan for Employment (IPE).
* Students will identify actual community resources and providers appropriate for each service on the IPE.
* Students will learn how to compose all case documentation (i.e. eligibility decision, case notes, IPE, progress reviews, annual reviews, IPE amendments, and closure statements).
* Students will understand the federally mandated Client Assistance Program (CAP); the services it offers, the appeals process, and its role in advocacy.
* Students will develop a completed case presentation to demonstrate case management competency.
1. **Course Content Outline:**

Students in the distance education section of this course will access class lectures through the use of streaming media. Links to the lectures will be posted in Blackboard. Assignments will be submitted electronically via email allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via email and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **TOPIC** | **READING** | **ASSIGNMENT DUE** |
| **August 19** | Course overview, review syllabus |  |  |
| **August 26** | Legislative and historical background  | Martin (Chapter 1) |  |
| **September 2** | Adaptation to disability, client/counselor relationship  | Martin (Chapter 3) |  |
| **September 9** | Rehabilitation counselor function and purpose, ethics (Dr. Martin) | Martin (Chapters 4 & 7) |  |
| **September 16** | Initial interview, initial assessments, physician letters/requests, vocational assessment, & client job goals – Case Presentation Assignments | Martin (Chapters 5 & 6)Andrew (Appendix – p. 161-163) |  |
| **September 23** | Eligibility decision, Individualized Plan for Employment (IPE), transition services, community resources | Martin (Chapter 2)Andrew (Appendix p. 155-160) | **Initial Interview** |
| **September 30** | Documentation (case notes, progress reviews, annual reviews, closure documents) | See samples & handouts in Blackboard | **Letter to Physician & Eligibility Decision** |
| **October 7** | **AT Conference – students attend** |  |  |
| **October 14** | **Midterm Exam** |  |  |
| **October 21** | Client Assistance Program (CAP), Case Presentation Instructions | Martin (p. 105-111 & p. 215-233) | **Individualized Plan for Employment (IPE)** |
| **October 28** | Job Placement | Materials in Blackboard |  |
| **November 4** | Cases: James & Barbara. Discuss ARA conference sessions from 11/2 and 11/3 | Martin (Chapters 11, 13, & 220-252)Andrew (Chapters 2, 11, 19, 40) |  |
| **November 11** | Cases: Linda & Eric | Martin (Chapters 14 & 16)Andrew (Chapters 14, 22, 29, 31) |  |
| **November 18** | Networking with other service providers  | Materials in Blackboard |  |
| **Thanksgiving Break** | Enjoy! |
| **December 2** | Case Presentations  | None | **Case Presentations** |

1. **Assignments/Projects:**

All assignments will relate to the student’s assigned case from *Principles and Practices of Case Management in Rehabilitation Counseling*. Case assignments will be made on September 14. Cases are fictional and students are given considerable freedom to create the information for each assignment. However, students cannot create information that is contrary to the basic case information given in the text. Assignments A, B, C, D, and E will be included in Assignment F (Case Presentation). Assignments A through E are designed to guide the student through important milestones in the rehabilitation process they will use in their Case Presentation. The final Case Presentation will include much more than Assignments A through E.

All assignments have a rubric for grading. These rubrics are attached to the syllabus.

Note: On-campus students must turn hard copies of assignments in class on the due date or post assignments to Blackboard prior to the start of class.

1. **Initial Interview (20 points)**

The initial interview is the foundation of the entire rehabilitation process. This is the first meeting between a client and his or her rehabilitation counselor. This interview should establish rapport between the counselor and client and thoroughly explore the following areas:

* Presenting information
* Medical disabilities and limitations
* Psychological disabilities and limitations
* Impediments to employment
* Legal considerations
* Vocational history and interests
* Education and training
* Family and living situation
* Economic considerations
* Independent living
* Other involved agencies and persons
* Impressions
* Next steps for both client and counselor

Students must follow the format of the Initial Interview Dictation Guide found in the Appendix of *The Disability Handbook* for this assignment.

1. **Letter to Physician (10 points)**

A client’s medical records may not provide sufficient information. Physicians can provide vital information about a client regarding their disability, functional limitations, and potential physical or mental impediments to employment if counselors know how to elicit this specific information. Letters provide a written record of the information requested and serve as a guide to the physician. Your case presentation should contain more than one of these letters.

Your letter should:

* State your role and relationship to the client
* State any existing diagnosis
* Ask specific questions to clarify impediments to employment
* Use professional language
* Follow a formal letter template
1. **Eligibility Decision (10 points)**

The eligibility decision must follow federal guidelines and it is the document that allows persons to officially become clients of vocational rehabilitation. This decision is individualized and depends on factors outlined in the Rehabilitation Act. You must provide a rationale for the eligibility decision and address the following questions:

* Does the person have a documented disability? What is it?
* Does the disability present a substantial impediment to employment? Explain.
* Can the person benefit in terms of an employment outcome? Explain.
* Does the person require the services of a vocational rehabilitation counselor in order to reach their job goal? Explain.
1. **Individualized Plan for Employment (IPE) (20 points)**

The IPE is the most important document in the rehabilitation process. It serves as a contract between the client and the counselor. It explains in detail the services the client needs in order to reach his or her job goal. The IPE guides the entire rehabilitation plan and can be amended when necessary. The Rehabilitation Services Administration (RSA) reviews the IPE closely during case reviews. Your IPE must include the following information:

* Client’s personal information
* Development date
* Job goal
* List of services
* Providers for each service
* Comparable benefits for each service
* Cost of each service
* Start dates for each service
* Evaluation criteria
* Counselor’s responsibilities
* Client’s responsibilities
* Counselor comments summarizing the IPE and clarifying any services that might seem unnecessary
* Extended services (if applicable)
* Signatures with dates
1. **Case Presentation (40 points)**

The case presentation is a comprehensive case file that you will develop based on your assigned case. It should show the progression of the case from start to finish with the same detail required for an actual vocational rehabilitation (VR) file. Two example presentations are provided in Part III of *Principles and Practices of Case Management in Rehabilitation Counseling*. Handouts and templates from actual VR state agencies are available in Blackboard. You are allowed to make “assumptions” regarding your case in order to complete the assignment. However, your assumptions must logically follow from the basic information provided in your assigned case. A list of these assumptions must also be included in your case. You will present your case in a 15 to 20 minute presentation during one of the last class sessions. You should correct any errors in previous assignments and include these in your case presentation. Examples for all of the required components are found in handouts in Blackboard or in the two required texts. Your case presentation must include all of the following components:

* Client referral sheet
* Initial Interview
* Medical release forms
* Consent to share form
* Client Assistance Program (CAP) information/brochure
* Correspondence with physicians requesting assessments and information
* Functional capacity evaluation
* Eligibility decision
* Assumptions
* Financial form
* Vocational evaluation
* Individualized Plan for Employment (IPE)
* Client handbook
* Job analysis
* Client resume
* Client job application
* Monthly progress reviews
* One annual review
* Case notes documenting meetings, phone calls, etc. for all aspects of the case
* Closure form
* Final letter to client
1. **Midterm Exam(30 points)**

Students will take an in-class exam covering all material presented prior to the date of the exam. This will be a closed book essay exam composed entirely of open-ended questions.

1. **Rubric and Grading Scale:**

**Rubric:**

A. Initial Interview = 20 points

B. Letter to Physician = 10 points

C. Eligibility Decision = 10 points

D. IPE = 20 points

E. Case Presentation = 40 points

F. Midterm Exam = 30 points

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 Total = 130 points

**Grading Scale:**

130 - 117 points = A

116 - 104 points = B

103 - 91 points = C

92 - 78 points = D

Below 78 points = F

1. **Class Policy Statements:**
2. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
3. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Late Assignments: No late assignments will be accepted unless a student has a university approved excuse for missing the assignment. If a student has a university approved excuse, he or she will have one week from the time he or she returns to class to turn in the assignment.
6. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
7. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TTY).
8. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
9. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	* Engage in responsible and ethical professional practices
	* Contribute to collaborative learning communities
	* Demonstrate a commitment to diversity
	* Model and nurture intellectual vitality

**10. Justification for Graduate Credit (for Graduate Courses Only)**

This course requires students to analyze information from several sources to develop a comprehensive rehabilitation plan for a client. These sources include: client intake, assessments, physician reports, vocational evaluations, job market, and community resources. This analysis and resulting Individualized Plan for Employment require extensive critical thinking skills. The final assignment for this course is a 100 to 125 page comprehensive case presentation. This meets the rigorous standard of evaluation requirement for graduate courses.

**NOTE:** The course syllabus provides a general plan for the course; deviations may be necessary.

**Rubric – Initial Interview (20 possible points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Acceptable** | **Needs Improvement** | **Insufficiently Demonstrated** |
| **Presenting information** | * Addressed all questions in this section of the Interview form
* Provided thorough (more than one sentence answers) to all open ended questions and answered all fixed questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided some thorough answers to open ended questions and/or left some fixed questions blank
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided no thorough answers to open ended questions and left some fixed questions blank
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Medical disabilities and limitations** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Psychological disabilities and limitations** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Impediments to employment** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Legal considerations** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Vocational history and interests** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Education and training** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Family and living situation** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Economic considerations** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Independent living** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Other involved agencies and persons**  | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Impressions** | * Addressed all questions in section
* Provided thorough answers to all questions
* All information is consistent with the assigned case

(1 pt.) | * Did not address 1 to 2 questions in section
* Provided basic answers to all questions
* Some information is consistent with the assigned case

(1/2 pt.) | * Did not address 3 or more questions in section
* Provided minimal answers to all questions
* Most information is inconsistent with the assigned case

(0 pts.) |
| **Format, grammar, & spelling** | * Format and wording are professional and easy to follow
* 2 or less errors in grammar and spelling

(7 pts.) | * Format and wording are somewhat professional, difficult to follow in some sections
* 3 to 5 errors in grammar and spelling

(3 pts.) | * Format and wording are unprofessional, difficult to follow throughout
* More than 5 errors in grammar and spelling

(0 pts.) |

**Rubric – Letter to Physician (10 possible points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Acceptable** | **Needs Improvement** | **Insufficiently Demonstrated** |
| **States role and relationship** | * States counselor role & relationship to consumer using 3 or more sentences

(2 pts) | * States role & relationship using less than 3 sentences

(1 pt) | * Does not state role & relationship

(0 pts) |
| **States existing diagnosis** | * States existing diagnosis clearly using clinical medical terms (i.e. NO slang)

(2 pts) | * States existing diagnosis vaguely by using inappropriate (i.e. slang) medical terms

(1 pt) | * Does not state existing diagnosis

(0 pts) |
| **Asks specific questions to clarify impediments to employment** | * Asks at least 3 questions regarding impediments to employment by addressing the consumer’s diagnosis and potential job goal

(2 pts) | * Asks 1 or 2 questions regarding impediments to employment by addressing the consumer’s diagnosis and potential job goal

(1 pt) | * Does not ask questions regarding impediments to employment

(0 pts) |
| **Uses professional language** | * Uses professional language (i.e. objective language without slang terms) with zero errors in grammar and spelling

(2 pts) | * Uses somewhat professional language with 1 or 2 errors in grammar and spelling

(1 pt) | * Does not use professional language and has 3 or more grammar and spelling errors

(0 pts) |
| **Follows a formal letter template** | * Follows a formal letter template with zero formatting errors

(2 pts) | * Follows a formal letter template with 1 or 2 formatting errors

(1 pt) | * Does not follow a formal letter template and has 3 or more formatting errors

(0 pts) |

**Rubric – Eligibility Decision (10 possible points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Acceptable** | **Needs Improvement** | **Insufficiently Demonstrated** |
| **Statement of documented disability** | * Clearly documents disability using proper terminology

(2 pts.) | * Vaguely documents disability using improper terminology

(1 pt.) | * Does not document the disability

(0 pts.) |
| **Impediments to employment and explanation** | * Clearly lists ALL impediments and explains each thoroughly

(2 pts.) | * Lists SOME impediments and provides a vague explanation for some

(1 pt.) | * Does not list impediments and does not provide an explanation

(0 pts.) |
| **Statement and explanation of client’s ability to benefit in terms of an employment outcome**  | * Clearly explains how the client can benefit in terms of an employment outcome

(2 pts.) | * Vaguely explains how the client can benefit in terms of an employment outcome

(1 pt.) | * Does not explain how the client can benefit in terms of an employment outcome

(0 pts.) |
| **Statement and explanation of why the services of a vocational rehabilitation counselor are required** | * Clearly explains why the services of a vocational rehabilitation counselor are needed

(2 pts.) | * Vaguely explains why the services of a vocational rehabilitation counselor are needed

(1 pt.) | * Does not explain why the services of a vocational rehabilitation counselor are needed

(0 pts.) |
| **Format, grammar, and spelling** | * Format and wording are professional
* Zero errors in grammar and spelling

(2 pts.) | * Format and wording are somewhat professional
* 1 to 2 errors in grammar and spelling

(1 pt.) | * Format and wording are NOT professional
* 3 or more errors in grammar and spelling

(0 pts.) |

**Rubric – Individualized Plan for Employment (20 possible points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Acceptable** | **Needs Improvement** | **Insufficiently Demonstrated** |
| **Client’s information & job goal** | * Client’s information (VR #, name, & address) & job goal are on the IPE

(2 pts)  | * Client’s information (VR #, name, & address) OR job goal are on the IPE (i.e. one is missing)

(1 pt)  | * Client’s information (VR #, name, & address) & job goal are NOT on the IPE

(0 pts)  |
| **Services & extended services** | * ALL services and extended services are listed, ALL service providers are listed, ALL comparable benefits are listed, ALL service start dates are listed

(4 pts)  | * SOME services and extended services are listed, SOME service providers are listed, SOME comparable benefits are listed,SOME service start dates are listed

(2 pts)  | * NO services or extended services are listed, NO service providers are listed, NO comparable benefits are listed, NO service start dates are listed

(0 pts)  |
| **Evaluation criteria** | * Evaluation criteria addresses how ALL services on the IPE will be measured

(2 pts)  | * Evaluation criteria addresses how SOME services on the IPE will be measured

(1 pt)  | * Evaluation criteria DOES NOT addresses how services on the IPE will be measured

(0 pts)  |
| **Client’s responsibilities** | * Client’s responsibilities are explained for ALL services on the IPE

(2 pts)  | * Client’s responsibilities are explained for SOME services on the IPE

(1 pt)  | * Client’s responsibilities are NOT explained for services on the IPE

(0 pts)  |
| **Counselor’s responsibilities** | * Counselor’s responsibilities are explained for ALL services on the IPE

(2 pts)  | * Counselor’s responsibilities are explained for SOME services on the IPE

(1 pt)  | * Counselor’s responsibilities are NOT explained for services on the IPE

(0 pts)  |
| **Counselor comments**  | * Counselor comments clearly explain and summarize the IPE

(2 pts)  | * Counselor comments vaguely explain and summarize the IPE

(1 pt)  | * Counselor comments do NOT explain and summarize the IPE

(0 pts)  |
| **Dates & signatures** | * IPE contains ALL dates & signatures

(2 pts)  | * IPE contains SOME dates & signatures

(1 pt)  | * IPE contains NO dates & signatures

(0 pts)  |
| **Format, grammar, & spelling** | * Format and wording are professional
* Zero errors in grammar and spelling

(4 pts) | * Format and wording are somewhat professional
* 1 to 2 errors in grammar and spelling

(2 pts) | * Format and wording are NOT professional
* 3 or more errors in grammar and spelling

(0 pts) |

**Rubric – Case Presentation (40 possible points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Acceptable** | **Needs Improvement** | **Insufficiently Demonstrated** |
| **Referral sheet, initial interview, and assumptions** | * Referral sheet, initial interview, and assumptions are complete and stated clearly

(2 pts) | * Referral sheet, initial interview, and assumptions are partially complete and/or stated vaguely

(1 pt) | * Referral sheet, initial interview, and assumptions are incomplete and/or stated vaguely

(0 pts) |
| **Forms – medical releases, consent to share, financial**  | * ALL forms are complete

(2 pts) | * SOME forms are complete

(1 pts) | * SOME forms are completely missing

(0 pts) |
| **Correspondence with physicians, eligibility decision, & IPE** | * Correspondence with physicians, eligibility, decision, and IPE are complete with ALL revisions made

(8 pts) | * Correspondence with physicians, eligibility, decision, and IPE are complete with SOME revisions made

(4 pts) | * Correspondence with physicians, eligibility, decision, and IPE are incomplete with NO revisions made

(0 pts) |
| **Client handbook & CAP information** | * Handbook and CAP info are both present

(2 pts) | * Handbook or CAP info is present

(1 pt) | * Handbook and CAP info are both missing

(0 pts) |
| **Assessments: functional capacity evaluation & vocational evaluation** | * Both assessments are present, clearly stated, and complete

(4 pts) | * Both assessments are present, but are vaguely stated or incomplete

(2 pts) | * One or both assessments are missing

(0 pts) |
| **Progress reviews, annual review, & case notes** | * Progress reviews and annual review are thorough, clearly show the counseling relationship, and clearly show the progression of the client as he/she moves through the services on the IPE

(8 pts) | * Progress reviews and annual review are somewhat clear, somewhat show the counseling relationship, and somewhat show the progression of the client as he/she moves through the services on the IPE

(4 pts) | * Progress reviews and annual review are vague or missing, do not show the counseling relationship, and do not show the progression of the client as he/she moves through the services on the IPE

(0 pts) |
| **Job seeking information: job analysis, resume, & job application** | * Job analysis, resume and job application ALL are present and complete

(4 pts) | * Job analysis, resume and job application are present but SOME are incomplete

(2 pts) | * One of the 3 components from this section is completely missing, or all are present and ALL are incomplete

(0 pts) |
| **Closure documents** | * Closure documents are present and complete

(2 pts) | * Closure documents are present but incomplete

(1 pt) | * Closure documents are not present

(0 pts) |
| **Formatting, grammar, and spelling** | * Format and wording are professional
* Zero errors in grammar and spelling

(4 pts) | * Format and wording are somewhat professional
* 1 to 2 errors in grammar and spelling

(2 pts) | * Format and wording are NOT professional
* 3 or more errors in grammar and spelling

(0 pts) |
| **Oral presentation** | * Clearly presented and within the 15-20 minute time limit

(4 pts) | * Presented with moderate clarity OR not within the 15-20 minute time limit

(2 pts) | * Presented with minimal clarity AND not within the 15-20 minute time limit

(0 pts) |