# AUBURN UNIVERSITY SYLLABUS

**Spring 2019**

## Instructor: Angie Hall, PhD

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Office: 1224-F Haley Center

Office Hours: By appointment

Class: Room 3472, Haley Center Tuesday: 4:00 pm–6:30 pm

1. **Course Number:** RSED 7410/7416

## **Course Title:** Principles and Practices of Case Management in Rehabilitation Counseling

1. **Credit Hours/Prerequisites:** 3 semester hours, Prerequisites: Graduate standing

## enrollment in RSED

1. **Text(s):**

**Required:**

1. Andrew, J. (2017). *The disability handbook*. Fayetteville, Arkansas: University of Arkansas.
2. Roessler, R.T., Rubin, S.E, Rumrill P.D. (2018) *Case Management and Rehabilitation Counseling: Procedures and Techniques – Fifth Edition.*

# Additional Required Resources:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders-V.* Washington, DC: Author.

Merck Manual at <https://www.merckmanuals.com/professional>

ONET at <https://www.onetonline.org/>

Hays, D.G. (2017). *Assessment in counseling: Procedures and Practices.* Alexandria, Virginia: American Counseling Association (or a comparable reference).

Rybacki, J.J. (2006). *The essential guide to prescription drugs*. Harper Perennial (or a comparable reference).

## Stolov, W.V. and Clowers, M.R. (1981). *Handbook of severe disability*. Washington, DC: U.S. Government Printing Office (or a comparable reference).

Medical Dictionary at <https://www.online-medical-dictionary.org/>

Dictionary of Occupational Titles at *<https://occupationalinfo.org/>*

# Recommended:

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

Power, P.W. (2013). *A guide to vocational assessment*. Austin, Texas: Pro-Ed.

Griffin, C., Hammis, D., & Geary, T. (2007). *The job Developer’s Handbook.*  Baltimore, MD: Brookes Publishing.

## **Course Description:** This course focuses on the rehabilitation process from multiple perspectives, including benefit systems, ethics, goal development, rehabilitation planning, coordination and delivery of rehabilitation services, community resources, and documentation. The counselor/client relationship is emphasized using case presentations and reviews and includes aspects of counselor evaluation, client appeals, forensic disability, advocacy, and credentialing.

1. **Course Objectives:** Upon completion of this course, students will be able to demonstrate these knowledge and skills related to these objectives:
	1. Theories and models related to rehabilitation counseling (CACREP 5.D.1.b)
	2. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.D.1.d)
	3. Roles and settings of rehabilitation counselors (CACREP 5.D.2.a)
	4. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs (CACREP 5.D.2.c)
	5. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development (CACREP 5.D.2.k)
	6. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities (CACREP 5.D.2.n)
	7. Environmental, attitudinal, and individual barriers for people with disabilities (CACREP 5.D.2.p)
	8. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems (CACREP 5.D.2.t)
	9. Record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling (CACREP 5.D.2.u)
	10. Professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling (CACREP 5.D.2.v)
	11. Legal and ethical considerations specific to clinical rehabilitation counseling (CACREP 5.D.2.w)
	12. Strategies to advocate for persons with disabilities (CACREP 5.D.3.c)
2. Course Content:

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Reading Assignment** | **CACREP Standards** |
| 1 | 1/16 | Course Overview/Case Resolution ExplanationIntroduction: The Mission, Role, and Competencies of the Rehabilitation Counselor | Chapter 1**In class discussion (ALL students)** | 5.D.1.b5.D.2.a5.D.2.v |
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| 2 | 1/22 | Vocational and Career Counseling Skills for the Rehabilitation Counselor | Chapter 2**Participation/Discussion Response due (DE Students only)** | 5.D.2.t5.D.3.c5.D.2.n5.D.2.v |
|  |  |  |  |  |
| 3 | 1/29 | The Intake Interview | Chapter 3**Participation/Discussion Response due (DE Students only)** | 5.D.2.u5.D.1.d |
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| 4 | 2/5 | Medical Evaluation, Psychological Evaluation, and Vocational Evaluation | Chapter 4, 5 & 6**Participation/Discussion Response due (DE Students only)** | 5.D.2.d5.D.2.n5.D.2.u |
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| 5 | 2/12 | Medical Evaluation, Psychological Evaluation, and Vocational Evaluation | Chapter 4, 5 & 6**Participation/Discussion Response due (DE Students only)** | 5.D.2.d5.D.2.n5.D.2.u |
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| 6 | 2/19 | Vocational Alternatives for Clients not Referred for Vocational Evaluation and Preparing for the Rehabilitation Program**DUE: Case Resolution Part I** | Chapter 7 & 8**Participation/Discussion Response due (DE Students only)** | 5.D.2.d5.D.2.c5.D.2.n5.D.2.t |
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| 7 | 2/26 | Job Placement and Overcoming Environmental Barriers to Employment**Journal Check I** | Chapter 9 & 10**Participation/Discussion Response due (DE Students only)** | 5.D.2.k5.D.2.n5.D.2.p5.D.2.u5.D.3.c |
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| 8 | 2/5 | Systematic Caseload Management | Chapter 11**Participation/Discussion Response due (DE Students only)** | 5.D.3.c5.D.1.d5.D.2.u5.D.2.w |
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| 9 | 2/12 | Spring Break |  |  |
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| 10 | 2/19 | Multicultural Considerations in the Rehabilitation Counseling Process**DUE: Case Resolution Part II** | Chapter 12**Participation/Discussion Response due (DE Students only)** | 5.D.2.k5.D.2.p5.D.2.w |
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| 11 | 2/26 | Family-Centered Rehabilitation Case Management**Case Presentations** | Chapter 13**Participation/Discussion Response due (DE Students only)** | 5.D.1.b5.D.1.d5.D.2.u5.D.2.w5.D.3.c |
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| 12 | 3/2 | **Case Presentations** |  | 5.D.2.n |
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| 13 | 3/9 | **Case Presentations** |  | 5.D.2.n |
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| 14 | 3/16 | **Case Presentations****DUE: Reflection Paper****Journal Check II** |  | 5.D.2.n |
|  |  |  |  |  |
| 15 | 3/23 | Final Thoughts/Conclusions |  |  |
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1. **Course Requirements, Assignments, and Evaluation Procedures:**
2. **Instructional Method:** Instructional methodologies employed in this course will be lecture, discussion, open case discussions, critiques, a formal case presentation, and a reflection paper. **The total number of points for this course is 100.**
3. **Course Requirements**
	1. **General Course Requirements:**

Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings. Class will start promptly at the scheduled time. Students should plan to arrive prior to the designated time. If you are late, do not enter the class until the break.

* 1. **Participation Discussions**:

It is expected that each person will come to class prepared and participate in class activities and in discussion (s) generated though class readings and topic presentations. There will be a discussion question in the power point at the end of ten lectures. On-campus students will participate in class. Distance Ed students will participate using the Discussion Board posted in each Module in Canvas. You are required to post your responses weekly. no later than midnight, the night before each class meeting. **Participation/discussion will be worth a total of 15points.** To clarify, there are a total of ten discussion questions @ 1.5 points each that are due throughout the semester. Week 1, ALL students should be on campus and will earn their points in class. We will not have discussion questions during Spring Break, nor will we have discussion questions during the three class meetings that we have case presentations. Please check the ***Course Content*** section of this syllabus for Discussion/Participation weeks and due dates.

* 1. **Reading/Video Assignments**:

Each person will be required to keep a journal of newspaper, magazine, electronic media, or other suitable articles relating to persons with disabilities or issues related to persons with disabilities. At least one journal entry is required per class period except on the first day of class, the week of spring break, and during case presentations. Therefore, at a minimum, each student must have a total of 10 journal entries (@ 1.5 points each) with the articles attached. Each entry must be at least a page in length, typewritten, and double-spaced. Twice during the semester, I will review your journal. **The journal is worth a total of *15* points.**

**4) Case Resolutions:**

Each person will complete a case resolution assignment using the sample case studies provided in CANVAS. An example of the structure of this assignment will also be provided in CANVAS. This assignment will be completed in parts. **Part I** includes the following sections: 1) Medical Overview, 2) Assessments, and 3) Establishment of Eligibility. ***Part I is worth 15 points***. **Part II** includes the following sections: 4) Individualized Plan for Employment (IPE), 5) Delivery of Services, 6) Job Placement, and 7) Follow-along/Postemployment Services. ***Part II is worth 15 points***. **Part III** is a 20-minute presentation of your case resolution to the class***. The presentation is worth 20 points. The TOTAL points for this assignment is 50 points.*** References to be used for this assignment are also listed in CANVAS and must be documented in the case resolution narratives in accordance with APA guidelines. Please see the Course Content section of this syllabus for Case Resolution due dates. You will sign up for a presentation date during the first week of class.

**5) Reflection Paper:**

Each person is required to write a 5-7 page paper (this does not include cover page or reference section) that is a reflection of what was learned throughout this course and how these skills/topics apply (or do not apply) to real world settings and case management practices. ***The reflection paper is worth 20 points***. Some questions that should be considered are:

* How has this course impacted you professionally?
* Has this course changed your personal values, beliefs, etc…If yes, how? If no, why?
* Will the information used in this course impact the current/future relationships you have with consumers? How? Why?
* Are the topics and information presented in line with current case management practices at your job or internship/practicum? How are they alike? How are they different?
* What would you do differently? For example, are there topics that should be included that were not or are there areas of case management that were included that you find irrelevant? Explain your position and make sure to support you opinion with examples and references.

**C. Grading for Assignments:**

* + Class participation 15 points
	+ Journal Assignment 15 points
	+ Case Resolution 50 points (total)
		- *Part I 15 points*
		- *Part II 15 points*
		- *Presentation 20 points*
	+ Reflection Paper 20 points
	+ Total 100 points

 The following scale will be used for evaluation in this course:

* + A 90-100
	+ B 80-89
	+ C 70-79
	+ D 60-69
	+ F 59 or less

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| --- | --- | --- |
| Course Assignment | Due Date | Evaluation |
| Case Resolution Part I – 15 points Part II – 15 points Presentation – 20 points |  |  50 pts |
| Class Participation |  | 15 pts |
| Reading Journal Assignments |  | 15 pts |
| Reflection Paper |  | 20 pts. |
| Total Points:  |  |  100 points |

1. **CLASS POLICY STATEMENTS:**

**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.

**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, or 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.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor.***

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title found in the *Student Policy e-Handbook* 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.

## **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. Should the University suspend normal operations, please check e-mail for class communications and notices.

**Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”

**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

**Professional Behavior:** As students prepare to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies, and professional standards.

* + Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
	+ Demonstrate respect for peers and faculty
	+ Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training

**Justification for Graduate Credit:** This course includes advanced content on Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016) specific to *Entry-level Specialty Areas – Clinical Rehabilitation Counseling (Section 5.B. Clinical Rehabilitation Counseling)*. All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning objectives specified in this syllabus.

***Contingency Plans includes the following:***

### Access to Course Content:

All class lecture notes and PowerPoints will be posted to Canvas for all lectures presented in class. Audio can be added to each of the PowerPoint and other lecture notes as needed, and posted on Canvas.

### Completion of Assignments and Exams:

Class lectures would be supplemented with reflection questions and activities that could be completed outside of class. In addition, a discussion group could be established in order to provide for greater interaction between the instructor and students with regard to the content. Alternative assignments will be posted on Canvas for students and will be assigned as needed. These assignments will be submitted electronically.