REH 6150: Rehabilitation Services and Resources
Utah State University; Department of Special Education and Rehabilitation

Course Syllabus, Spring 2014

GENERAL INFORMATION
Instructor: Dr. W. Scott Forbes, CRC  E-Mail: wsforbes@gmail.com
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Teaching Assistant: Rachel Anderson  E-Mail: rcanderson4125@yahoo.com
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Date/Time of class: Thursday 5:00-7:30 pm Mountain Time Zone
Office Hours: Thursday 4:00-5:00 PM via telephone or e-mail. Other hours are available by appointment.
Place: CANVAS login


Overview: This is a graduate course for adult learners and is offered using distance learning technologies. The goal is to prepare the student to work in the State/Federal Vocational Rehabilitation system. Learners are responsible for staying current with course assignments. Please note that this is not an asynchronous course. Weekly participation in this course is mandatory.

What is Case Management?

According to Commission on Rehabilitation Counselor Certification (CRCC):

"Case Management: A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems." - http://www.crccertification.com/pages/crc_ccrc_scope_of_practice/43.php

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Purpose of This Course:

This course examines the concept of case management as a critical component of the role of the Vocational Rehabilitation Counselor. Simply put, this is a course that outlines the business side of being a Vocational Rehabilitation Counselor. To accomplish this, this course will emphasize the importance of community outreach and the Vocational Rehabilitation counselor’s role in developing and maintaining effective working relationships with community agencies. This course will also address some of the major case and caseload management issues and challenges associated with each stage of the Vocational Rehabilitation process.

Topic areas will include: Referral and Intake; Client Evaluation and Assessment; Rehabilitation Plan Development, Job Placement Planning; and Termination/Case Closure and Follow-up Issues. Other topics covered will include scheduling and time management, caseload analysis and goal setting, case recording and documentation, and ethical case management decision-making. The primary context for addressing effective case and caseload management in this course will be the public VR service delivery system.

Course Objectives:

• To develop an understanding of the role of the Vocational Rehabilitation Counselor as case and caseload manager and the importance of effective case management on service delivery and the attainment of successful rehabilitation goals.

• To 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.

• To develop skills in developing and maintaining effective relationships with community agencies and community outreach planning.

• To develop skills in caseload analysis, goal setting, time management, scheduling and case documentation.

• To increase knowledge of how community services, programs and resources support effective rehabilitation planning and successful rehabilitation outcomes.

• To increase understanding of the influence and impact of cultural differences on rehabilitation case management.

• To develop skills in ethical case management decision-making.

• To examine the relationship between case management and clinical skills.

• To provide a forum to discuss important case management issues and concerns that arise during internship experiences.

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CORE Standards Addressed:

C.10.1 provide the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;

C.10.2 evaluate the adequacy of existing information for rehabilitation planning;

C.10.3 integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;

C.10.4 plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors);

C.10.5 develop jointly with the consumer, an appropriate rehabilitation plan that utilizes personal and public resources;

C.10.6 explain insurance claims processing and professional responsibilities in workers’ compensation and disability benefits systems;

C.10.7 identify and plan for the provision of independent living services with consumers;

C.10.8 establish working relationships and determine mutual responsibilities with other service providers involved with the individual and/or the family, or consumer’s advocate, including provision of consumer involvement and choice;

C.10.9 develop a knowledge base of community resources and refer individuals, when appropriate;

C.10.10 assist individuals in identifying areas of personal responsibility that will facilitate the rehabilitation process and maximize their vocational rehabilitation potential (e.g., potential fiscal resources to obtain needed services);

C.10.11 serve as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community;

C.10.12 market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public;

C.10.15 demonstrate the knowledge of treatment and rehabilitation approaches for substance abuse;

C.10.17 demonstrate knowledge of transition from school to work;

C.10.18 perform appropriate case documentation;

C.10.19 apply disability-related policy and legislation to daily rehabilitation practice; and

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C.10.20 utilize resources and consult with other qualified professionals to assist in the effective delivery of service.

**Course Structure:**

Ultimately, this course is to prepare the learner to work as a Vocational Rehabilitation Counselor in the State / Federal VR System. For this reason, this course is structured like the world of work. Just like a job, you have to show up. If you choose to not be in class, you are absolutely **STILL** responsible for what happens in class. Attendance is not taken. You are an adult learner who has paid to be here. As in an employment situation, if you don’t show up you will do very poorly. You will notice that the dates of quizzes are not listed. Notice of quizzes being posted is done during the class. They will be due before the next class. Quizzes are no more than 10 questions. Typically, students who have read the material can complete the quiz within 20-minutes. You may use your books and notes to complete the quiz you may not collaborate with others to complete the quiz.

In the unlikely event that you miss a quiz, you are responsible for asking for a makeup before the next class. Should you fail to request a makeup before the next class, you will be given a zero for the quiz.

As noted on the first page of the syllabus, this is a graduate course. As such there will be **absolutely no extra credit** offered or given. There is no need for extra credit in a graduate course and it is very unlikely that you will have time for extra credit work.

Because this course uses distance learning technology, the learner is expected to have sufficient computer skills or the ability to access proper resources to address technology issues. Neither the instructor nor the teaching assistant is able to assist with technology issues. Those questions should be addressed to the Computer Help Desk via telephone: (435) 797-HELP (4357) OR (877) 878-8325, you may also contact them via e-mail at: servicedesk@usu.edu

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Research Article Critique: 30 Points – Due at class time on April 24, 2014

Science is continually evolving which impacts contemporary rehabilitation research and practice. Therefore, to stay current with these changes, each student is required to critique one research article from a professional, peer-reviewed rehabilitation journal. The research article **MUST** be related to case management in rehabilitation. In addition, students are responsible for selecting a unique article. Multiple critiques on the same article will not be accepted. Therefore, take care to choose an article that you are interested in and able to understand and explain.

The following should be included in the written research article critique:

A. Title of article, name of Journal, and date of publication
B. Purpose of study or article
C. If the article is a research study, give a brief description of what was done (i.e., methodology). If it is a conceptual article, describe its key points.
D. Discuss conclusions reached in the article.
E. Describe how the article will be helpful to you and the field of rehabilitation, in general.

All research articles will be from a professional, peer-reviewed rehabilitation journal. A full APA reference must be provided for each research article (i.e., author’s complete name, title or article, complete title of journal, date, and page numbers of the article). The APA reference and summary must be typed and turned in, via e-mail, with your article. The reference should be in 6th Edition APA Format.

The article title, author, Journal Name, and publication date must be submitted to the instructor and teaching assistant no later than 4 PM Mountain Time on February 6, 2014. At that time, learners will be given approval or told that another student has selected this article previous. Assignment to articles is given on a first come, first served basis. As such, **it is in your best interest to be early**.

The following criteria will be used to assign points for the research article critique (30 points total):

A) Concise, 1-2 page critique of research article in your own words (not the abstract recopied). (15 points)
B) A brief in-class summary of the research article critique you have written (10 Points)
C) Full and complete APA reference (5 Points)

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Community Agency Visits and Report: 30 Points – Due March 20, 2014

Students are required to make two in-person visits to a rehabilitation agency or organization that serves individuals with disabilities. Detailed assignment guidelines will be provided in the second class. Do **not** make visits without prior approval. (30 points total)

**GRADING:** Total Points for the course = 360.

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**Quizzes = 75% of grade (230 points over 3 quizzes)**

**Assignments = 10 points + 30 points + 30 points = 70 points total**

**Final Exam = 25% of grade (60 point on exam)**

**Extra Credit:** This is a Graduate Course. There is no extra credit.

**Course Schedule and Assignments:** There are 13 classes over the course of the term. There will be a lecture for 13 of those classes. The final class is the final exam. As the class meets only once a week, missing even 1 class is missing 1/13 of the content.

**Quizzes:** You will be told when quizzes are posted during classes. You will then have until the next class to complete the quiz. This is one of the reasons it is important that you attend class.

**Note:** A letter grade of D requires the learner to retake the course.

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Utah State University Policies:

Students with Disabilities:

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Plagiarism:

Plagiarism includes knowingly 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 the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Academic Integrity – “The Honor System”

http://www.usu.edu/policies/PDF/Acad-Integrity.pdf :

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: 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.

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Course Schedule & Assignments: REH 6150 Syllabus

WEEK ONE: January 09, 2014 - Course Introduction and Overview
Introduction to Case Management and the Role of the Rehabilitation Counselor
 Assigned Reading: Chapter 1 - Roessler & Rubin Textbook

WEEK TWO: January 16, 2014 - Chapter 1: Mission, Role, and Competencies of the Rehabilitation Counselor
Assignment 1 Due Prior to Class
Assigned Reading: Chapter 2 - Roessler & Rubin Textbook

WEEK THREE: January 23, 2014 - Chapter 2: Importance of Vocational Counseling Skills for the Rehabilitation Counselor
Assigned Reading: Chapter 3 - Roessler & Rubin Textbook

WEEK FOUR: February 06, 2014 - Chapter 3: The Intake Interview
Assigned Reading: Chapter 4 - Roessler & Rubin Textbook

WEEK FIVE: February 13, 2014 - Chapter 4: Medical Evaluation
Assigned Reading: Chapter 5 - Roessler & Rubin Textbook

WEEK SIX: February 20, 2014 - Chapter 5: Psychological Evaluations
Assigned Reading: Chapter 6 - Roessler & Rubin Textbook

WEEK SEVEN: February 27, 2014 - Chapter 6: Vocational Evaluation
Assigned Reading: Chapter 7 - Roessler & Rubin Textbook

WEEK EIGHT: March 06, 2014 - Chapter 7: Vocational Alternatives for Clients Not Referred for Vocational Evaluation
Assigned Reading: Chapter 8 - Roessler & Rubin Textbook

SPRING BREAK: March 13, 2014 – NO CLASS

WEEK NINE: March 20, 2014 - Chapter 8: Preparing and Planning for the Rehabilitation Program
Assigned Reading: Chapter 9 - Roessler & Rubin Textbook

Community Agency Visit Reports Due

WEEK TEN: March 27, 2014 - March 21 Chapter 9: Job Placement

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Assigned Reading: Chapter 10-Roessler & Rubin Textbook

**WEEK ELEVEN:** April 03, 2014 – Reasonable Accommodations in the Workplace

Chapter 10: Overcoming Environmental Barriers to Employment Through Reasonable Accommodations in the Workplace

Assigned Reading: Chapter 11-Roessler & Rubin Textbook

**WEEK TWELVE:** April 10, 2014 – Systematic Caseload Management

Chapter 11: Systematic Caseload Management

Assigned Reading: Chapters 12-Roessler & Rubin Textbook

**WEEK THIRTEEN** – April 17, 2014 – Ethical Considerations in Rehabilitation Case Management Practice

Assigned Reading: None

Chapter 12: Ethical Considerations in Rehabilitation Case Management Practice

**WEEK FOURTEEN** – April 24, 2014 – NO CLASS – Papers are due

**WEEK FIFTEEN** – Final Exam – Open at class time

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Assignment One: 10 Points

Thank you for reading the entire syllabus. Your first assignment is to e-mail the instructor and the teaching assistant. Remember, their e-mail addresses are on the first page of the syllabus. The e-mail must contain the following:

1. Subject Line that reads “Assignment One Completed” (2 Points)

2. The body of the e-mail should contain your name as it appears on the course roll as well as the practice setting where you work or would like to work as a Vocational Rehabilitation (VR) Counselor. Practice Settings may include but are not limited to: State VR programs; Veterans Administration (VA) hospitals; Universities; and Insurance Companies. (3 points)

3. The body of the e-mail must also contain the following statement:
   “I have read the entire syllabus for REH 6150, Spring term 2014” (5 points)

4. This assignment is due prior to class January 16, 2014 (01/16/14)

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