

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 436: Case Management in Rehabilitation Counseling

INSTRUCTOR INFORMATION

name  
office  
phone  
email

COURSE DESCRIPTION

The course is intended to be a capstone experience whereby the rehabilitation counselor-in-training applies principles, skills, and knowledge to simulated case examples. Topics will include: 1) the goals and models of case management in rehabilitation, 2) client/consumer interviewing and assessment, 3) planning for appropriate and effective intervention strategies, services, and benefits included in a rehabilitation plan, 4) plan monitoring & evaluation, and 5) job placement, closure, and follow-up. Various models of case management will be presented with a primary focus on the State-Federal Vocational Rehabilitation model.

PREREQUISITE

COUN 433, 434, 435

REQUIRED TEXTS

Chan, F., & Leahy, M.J. (Eds.). (In press). *Health care and disability case management*. Rolling Meadows, IL: HCL Consultants, Inc.

Roessler, R.T. & Rubin, S.E. (2006). *Case management and rehabilitation counseling* (4<sup>th</sup> ed.). Austin: ProEd.

## RECOMMENDED TEXTS

Portny, S. & Portny, S.E. (2000). *Project management for dummies*. New York: Wiley.

Other materials and handouts will be placed on reserve and/or provided on a Blackboard Website. All students must have a working E-mail account and access to a computer.

## MODE OF INSTRUCTION

Experiential supplemented with in-class lectures, group projects, community activities, guest speakers, and skill-building exercises

## COURSE OBJECTIVES

The objectives of this course support the College of Education Performance Standard #5 Instruction and CORE (Council on Rehabilitation Education) standard C.10. The course objectives are also designed to help students to

1. gain knowledge and understanding of the continuum of Case Management (CM) services addressing medical, psychosocial, and vocational dimensions;
2. obtain knowledge and understanding of the various models and settings in rehabilitation including the federal/state system of vocational rehabilitation, independent living, private workers compensation-based systems, and health care settings;
3. provide practical guidelines and practice in intake interviewing, data gathering, providing information to clients, and planning;
4. develop operational strategies for processing and organizing relevant information;
5. develop case management skills that maximize quality of life and maximum functioning in the client's environment of choice, including interviewing, assessment/information gathering, plan development and implementation or intervention strategies, utilization of community resources, case processing, job development, placement, maintenance, and closure;
6. provide an understanding of general and specific barriers to effective case management specifically for persons with disabilities;
7. understand the ethical, legal and regulatory issues surrounding case management practice including benefit systems, advocacy, recourse and grievance, as well as forensic issues; and

8. Develop knowledge and skills in the case management issues of specific disability types such as Traumatic Brain Injury, Spinal Cord Injury, Psychiatric, AIDS/HIV, Geriatric, and Substance Abuse issues.

Student outcomes as demonstrated by the following: (each outcome is followed by its corresponding CORE Curriculum standard code)

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.10.1
2. value the adequacy of existing information for rehabilitation planning; C.10.2
3. integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning; C.10.3
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, and attitudinal factors); C.10.4
5. develop jointly with the consumer an appropriate rehabilitation plan that utilizes personal and public resources; C.10.5
6. explain insurance claims processing and professional responsibilities in workers' compensation and disability benefits systems; C.10.6
7. identify and plan for the provision of independent living services with consumers; C.10.7
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.10.8
9. develop a knowledge base of community resources and refer individuals, when appropriate; C.10.9
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.10.10
11. serve as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community; C.10.11

12. market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public; C.10.12
13. identify and plan for the appropriate use of assistive technology including computer-related resources; C.10.13
14. educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation; C.10.14
15. demonstrate the knowledge of treatment and rehabilitation approaches for substance abuse; C.10.15
16. demonstrate the knowledge of treatment and rehabilitation approaches for consumers with psychiatric disabilities; C.10.16
17. demonstrate knowledge of transition from school to work; C.10.17
18. perform appropriate case documentation C.10.18 and
19. apply disability-related policy and legislation to daily rehabilitation practice. C.10.19

### REQUIRED PROJECTS

Students are required to develop a community resource handbook and do two community project reports/papers (see below). These assignments satisfy the performance-based assessment component of the course.

### STUDENT EVALUATION

Midterm Examination	100 points
Final Examination	100 points
Resource Handbook	100 points
Community Projects & Reports 2 @ 50 each	<u>100 points</u>
Total	400 points

1. The midterm and final examinations will consist of listing, multiple choice, matching, complete the blank, and short answer questions. Case study analysis may also be included as an evaluative tool.

2. Community Project (Resource) Reports - 2 visitations and subsequent 1-2 page oral and written reports. Individual student community resource reports are to be submitted following a site visit to a rehabilitation resource in your community. The 1-2 page report is to be shared with fellow group members with a copy provided to each group member and the instructor as scheduled in the course calendar (no late papers accepted) and a copy placed in your resource book. The student should be prepared to orally brief the group on their experience. Group projects will be encouraged and considered if approved in advance by the instructor.
3. The development of a user-friendly Case Management Resource Handbook. The information gathered in #2 may be integrated into the Resource Handbook Project.

### GRADING POLICY

A = 90-99% of total points  
B = 80-89% of total points  
C = 70-79% of total points

D = 60-69% of total points  
F = below 60% of total points

### ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

### STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability.

Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at:

<http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may be hinder full inclusion and participation in the course and their learning experience.

## STUDENT RESPONSIBILITIES

All students are expected to attend all class meetings and to submit assigned materials by the due date. Students are expected to conduct themselves professionally and ethically, respecting individual differences, needs, opinions, and the confidentiality of others. Attendance is vital to learning success.

## COURSE TOPICS AND SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
Week 1	Introduction, Course Overview/Expectations Community Resources Guide Establish Working Groups by Disability Type	C&L Ch. 1, p. 39-60
Week 2	History, Current Trends Roles and Functions of CM Community Resources Overview Case Management Models and Process	C&L Ch. 2, p. 61-90 C&L Ch. 10, p. 292-316
Week 3	Psychosocial Issues/Ethics (5 principles) Case Study	C&L, Ch. 4 121-168
Week 4	Intake Interview/Interpersonal Communications Documentation/Note Taking; Practice Intake Interview	C&L Ch. 12 p. 355-378 Community Resource Project #1 due
Week 5	Medical and Psychological Evaluations Group/Case Work	R&R Ch. 4 & 5
Week 6	Disability Legislation Ethics Group/Case Work	C&L Ch. 7, p. 213-238 C&L, Ch 11, p.317-354
Week 7	Vocational Evaluation Dictionary of Occupational Titles	Handouts C&L, Ch. 6. P.183-212 Community Resource Project #2 due
Week 8	Midterm Exam	
Week 9	Plan Development, Plan Implementation Case Study -[CM Process and Documentation] Initial Interview - Note, Write Report due next week Ethics - Case Study	R&R Ch. 8, Handouts
Week 10	Time Management - Gantt Chart - Self Management	C&L, Ch. 15, p. 455-474 Initial Vocational Evaluation

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
	Workers Compensation Model Follow up with Case Study - Referral Letters, additional assessment	Report Due
Week 11	Job Placement Models/Procedures, Documentation Case Work - Group: Formulate Vocational Rehabilitation Plan Vocational Goal Established Dictionary of Occupational Titles	R&R, Ch. 9 Community Resource Handbook Due
Week 12	Labor Market Information and Research	R&R, Ch. 9, hand-outs Finalize Vocational Rehab Plan - due next week
Week 13	Managing a Case Study Build Case File Proper Documentation - Informed Consent, Release of Information	
Week 14	Employer-based Disability Management	Handouts
Week 15	Review - Evaluation	Final Case File Due
Week 16	Final Exam	

## References

- Chan, F. & Leahy, M.J. (Eds.). (In press). *Health care & disability case management*. Rolling Meadows, IL: HLC Consulting, Inc.
- Currier, K. (2002). *Writing and documentation guide*. Emporia, KS: Author.
- Henke, R. (n.d.). *Behavior-oriented rehabilitation record*. Dallas, TX: University of Texas Health Science Center at Dallas, Rehabilitation Continuing Education Center.
- Legal Action Center. (2003). *Confidentiality and communication* (5<sup>th</sup> ed.). New York: Author.
- Mitchell, R. (2001). *Documentation in counseling records* (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.
- Mullahy, C.M. (2004). *The case manager's handbook* (3<sup>rd</sup> ed.). Gaithersburg, MD: Aspen Publishers.
- Ownby, R.L. (1997). *Psychological reports: A guide to report writing in professional psychology* (3<sup>rd</sup> ed.). New York: John Wiley & Sons.
- Power, P. (2000). *A guide to vocational assessment* (3<sup>rd</sup> ed.). Austin: Pro-ED.
- Sattler, J. (2001). *Assessment of children: Cognitive applications* (4<sup>th</sup> ed.). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.
- Thomas, S.W. (1986). *Report writing in assessment and evaluation*. Menomonie, WI: The Rehabilitation Resource.

## Internet Resources

- Case Management Society of America: <http://www.cmsa.org>
- Certified Disability Management Specialist Commission: <http://www.cdms.org>
- Commission on Case Management Certification: <http://www.ccmcertification.org>
- Commission on Rehabilitation Counselor Certification: <http://www.crc certification.com>
- Disability Resources: <http://www.disabilityresources.org>
- Family Village (Developmental Disabilities): <http://www.familyvillage.org>

Great Lakes ADA & IT Center <http://www.adagreatlakes.org/>

Human Resources Website (e.g. Job Analysis) <http://www.hr-software.net>

International Rehabilitation Association (private sector rehab): <http://www.rehabpro.org>