



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Course Number	COUN 517
Course Title	CASE MANAGEMENT
Call Number/Section	
Class Times	
Class Location	
Textbook	Roessler, R.,T.& Rubin E.,R (2006). Case management and rehabilitation counseling. (5 th) Edition. Pro-ed: Austin, TX.
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

Course Description and Other Information:

The case management process is taught, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy; planning for the provision of independent living services and vocational rehabilitation services; identification and use of community resources and services in rehabilitation planning and report writing.

Student Learning Outcomes (SLO) for PSY:553-01 Case Management

- SLO 1 Students will explore and learn applications of counseling theories and the application to individuals with disabilities
- SLO 2 Students will learn counseling approaches and techniques through interview strategies and interventions.
- SLO 3 Students will learn application and utilization of counseling theory and materials to assist the individual with a disability in goal attainment.
- SLO 4 Define case management and discuss the context in which case management services are delivered in vocational rehabilitation counseling.

- SLO 5 Students will practice and conduct counseling interventions to the needs of individuals with a disability.
- SLO 6 Students will identify transferable skills by analyzing consumer in the counseling process.
- SLO 7 Students will identify and Integrate multicultural evidenced based practices in counseling.
- SLO 8 Students will demonstrate and practice ethical counseling skills to further develop personal values and issues that facilitate growth.

CACREP (2016) Standards Covered in COUN 509

<u>Standard</u>	<u>Evaluation</u>
2.F.1. Professional Counseling and Ethical Practice	
1.b. The multiple professional 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	Case Study Exam Agency Intake Interview Assignment
2.F.4. Career Development	
4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Case Study Exam
4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management	Case Study Exam Agency Intake Interview Assignment
2.F.5. Counseling and the Helping Relationship	
5.i. development of measurable outcomes for clients	Case Study Exam
5.k. strategies to promote client understanding of and access to a variety of community-based resources	Case Study Exam Agency Intake Interview Assignment
5.H.1. Foundations (Rehab Counseling)	
1.d. Principles of independent living, self-determination, and informed choice	Case Study Exam Agency Intake Interview Assignment
5.H.2. Contextual Dimensions	
2.c. Individual response to disability, including the role of families, communities, and other social networks	Case Study Exam

2.i. Awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations	Case Study Exam Agency Interview Assignment
2.l. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities	Case Study Exam
2.r. Administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping	Case study Exam Agency Interview Assignment
5.H.3. Practice	
3.a. Evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning	Case Study Exam
3.k. Assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources	Case Study Exam Agency Interview Assignment

**Rehabilitation Counseling Specialty CACREP (2016) standards:
CACREP Section 5.H.**

Program objectives met in PSY:553 Case Management

1. To present theoretical and practical experiences which prepare graduates to function effectively as counselors
2. To encourage the spirit of inquiry and the production and utilization of research among both faculty and students
3. To produce counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients with disability
4. To foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession
5. To foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards
6. To provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others

7. To develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

CLASS FORMAT /INSTRUCTIONAL METHOD

Classes will include lectures, demonstrations, multimedia presentations, video and experiential activities. Students are expected to participate in demonstrations and practice sessions involving various counseling approaches, strategies, and techniques. For communication, please use the university approved email account or blackboard (no personal email accounts).

COURSE REQUIREMENTS

A. Case Study (50 points)

Disability case study write-up will be required in which you reflect competency in: (1) Introduce the client and discuss the specific vocational objective (10 points), (2) completing a vocational profile of the client that includes potential vocational goal (10 points), (3) determining clients readiness for change (10 points), (4) rehabilitation potential of the client and training opportunities (10 points), and (5) development of a rehabilitation intervention plan for the client with the disability (10 points).

B. Weekly Quizzes (100 Points)

Quizzes will be assigned weekly for 10 weeks. The quizzes will cover information listed in the weekly module and will consist of multiple choice/ short answer or case study presentation. *(100 total points)*

C. Agency Intake Interview Assignment (100 points)

1. Determine how the counselor and the agency can help the client, expectations of rehabilitation services, how does the agency review the clients background, utilize material from referral source, what is the rehabilitation counselor's role and responsibilities in the process. (50 points)
2. Services coordination- does the agency provide services to persons with disabilities, what are they and do they lead to vocational evaluation, and other services to assess clients' physical limitations, work tolerance, motivation, and level of vocational functioning. (50 points)

D. MID-TERM EXAMINATION (75 POINTS)

THE MIDTERM EXAM WILL COVER CONTENT DISCUSSED IN CLASS, BLACKBOARD, LECTURES, AND PRESENTATIONS.

E. Final Examination (125 points)

A comprehensive examination comprised of multiple choice and/or case study information will be given as assigned by the university academic calendar. The questions for the test will be drawn from textbook chapters, lectures, class discussions and Supplementary information provided. This portion of the final exam is worth *125 points*.

Late assignments will incur a penalty of a 10-point deduction. No Exceptions.

GRADE DETERMINATION

Course Requirements	Points
Case Study	50
Weekly Quiz (10 @ 10 pts. each)	100
Midterm Exam	75
Agency Intake Interview	100
Final Exam	125
Total Points	450
Grading Scale	Total 450 Points
A 90-100%	450-400 = A
B 80-89%	399-349 = B
C 70-79%	348-298 = C
D 60-69%	297-247 = D
F Below 60%	Below 247 = F

Course Policies

Assignments

All assignments are due on the date specified. Late work will be accepted with approved advanced notice with a 10-point deduction.

GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with

and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

REMEDATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services (Mrs. Williams), Student Center, Room 203, 256-372-4263.

ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual

Responses are not shared with the faculty member, only a summative report of students' responses.

DISCRIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint must be filed within 300 calendar days of the incident. The Complaint Form can be found at: <http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf>

COURSE CALENDAR

WEEK/ DATE	COURSE TOPIC/LECTURE	READINGS	ASSIGNMENTS, RUBRICS, TESTS	ASSESSMENT/ CACREP STANDARD
Week 1 (1/15)	Syllabus Introduction Course Overview Managed Care			
Week 2	Chapter 1	Mission, Role, and Competencies		Agency Intake Interview CACREP 5.H.1.a
Week 3	Chapter 2	Importance of Vocational Counseling Skills	Quiz 1	Agency Intake Interview CACREP 5.H.2.k
Week 4	Chapter 3	Intake Interview	Quiz 2	
Week 5	Chapter 4	Medical Evaluation		Case Study CACREP 5.H.3.a,l
Week 6	Chapter 5	Psychological Evaluation	Quiz 3	Case Study CACREP 5.H.3.a,l
Week 7	Chapter 6&7	Vocational Evaluation & Vocational Alternatives for Clients not Referred to Vocational Evaluation	Quiz 4	Case Study Agency Intake Interview CACREP 5.H.1.a,2,k,3.a
Week 8		Mid-term		
Week 9	Chapter 8	Preparing and Planning for the Rehabilitation Program-Services for Specific Populations	Quiz 5	

Week 10	Chapter 9	Job Placement	Quiz 6	Agency Intake Interview CACREP 5.H.3.i
Week 11	Chapter 10	Systematic Caseload Management-Reed Greenwood	Quiz 7	
Week 12	Chapter 11	Ethical Considerations in Case Management and Emergency Management System	Quiz 8	Weekly Quiz CACREP 5.H.2.q and 5.D.2.e
Week 13	Chapter 12	Multicultural Considerations in Case Management	Quiz 9	Quiz 9 In class discussion CACREP 5.H.3.m
Week 14	Chapter 13	Family Centered Rehabilitation	Quiz 10	
Week 15	Chapter 14	Rehabilitation Case Management		
Week 16		Presentations		
Week 17	Final Exam			

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance assessment. Any official changes to this syllabus will be made in writing and provided to each student. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is subject to change with advanced notice in writing. Additionally, a student is officially enrolled in this course until such time as the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are in compliance with the provisions of the Teach Act.

Disability Case Study Rubric/Point allocation: Explain in depth the following.

1. Introduce the client and discuss the specific vocational objective. 10 points
2. Does the client have more than one potential vocational goal? 10 points
3. How optimistic or pessimistic is the client about his or her ability to achieve each goal? 10 points

4. Is the client interested in vocational training? 10 points
5. Is the client interested in any specific type of vocational training? 10 points.