



- RHAB 3900 Case Management in Rehabilitation
- Fall 2026
- Online Course

### Contact Information

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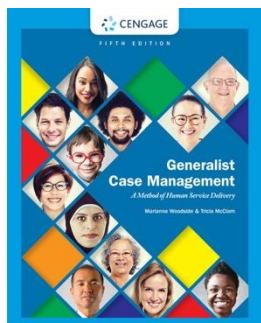
### Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

### Course Description

The purpose of this course is to prepare students for the demands of case management practice in rehabilitation, community, and healthcare agencies and other professional settings in which client services are provided. Students will apply the strength-based rehabilitation model as an approach to individualized service delivery and will develop skills in conceptualizing cases, interviewing, assessment, individualized service planning, and case documentation.

## Required Materials



Woodside, M., & McClam, T. (2018). Generalist case management: A method of human service delivery (5th Ed). Boston, MA: Cengage Learning.

*Additional readings will be posted on Canvas.*

## Abbreviated Teaching Philosophy

I believe that the classroom should be a safe space where students can speak their mind while respect diverse opinions. Students should be able to share their knowledge and experiences so that others can benefit from them.

## Course Objectives

This course is designed to help students achieve the following:

1. Examine the ongoing evolution of case management in the field of human service
2. ( CO1: BL4)
3. Appraise best practices in case management (CO2: BL4)
4. Evaluate the needs of individuals with disabilities that can be addressed through the case management process (CO3: BL5); and
5. Create a case file based on an individual with a disability that includes a plan for employment (CO4: BL6)

NOTE: Each Course Objective (CO) and weekly Module Objective (MO) has been associated with the appropriate level of intellectual behavior Bloom's Taxonomy has identified as important in the learning process. The level of Bloom's taxonomy associated with the objective is indicated as "Bloom's Level" (BL). This taxonomy (or classification system) identifies six levels of cognitive complexity: BL1 = remembering; BL2 = understanding; BL3 = applying; BL4 = analyzing; BL5 = evaluating; BL6 = creating. As this is an upper level undergraduate

course, the majority of learning objectives are associated with BL4, BL5, and BL6. For more information about Bloom's Taxonomy go to

<https://jf20.wikispaces.com/file/view/Bloom's+Revised+Taxonomy-Digital+Style.pdf>

## **Learning Structure**

Students are encouraged to participate in all aspects of the class. The academic climate is based on a concept of free and open discussion as well as exploration of ideas. This freedom to explore carries with it an equally important responsibility to act with professionalism and integrity in all aspects of this course.

The instructional staff will provide ongoing guidance and support for all members of the classroom, including individuals with disabilities and other needs. In particular, the instructional staff will encourage students to choose assignment topics relevant to their own learning goals and future career preferences.

## **On-line “Netiquette”**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. At all times, a spirit of mutual respect must be maintained in communications. Emails, Discussion Board posts, and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no unconstructive messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the university’s policies and procedures. The University's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

## **Minimum Technical Skills Needed**

Examples include:

- Using the learning management system,
- Using email with attachments,
- Creating and submitting files in commonly used word processing program formats

- Copying and pasting,
- Downloading and installing software, and
- Using spreadsheet programs

## Access and Navigation

Access and Log in Information This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: <https://unt.instructure.com>. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

## Student Resources

### Student Technical Support

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

- Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)
- Phone: (940) 565-2324
- In Person: Sage Hall, Room 130

If you encountered technical issue while submitting any assignments or completing exams, please first contact with the Canvas Tech Support. **An alternative assignment submission process may be established only if a ticket remedy number was provided!**

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

## Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students

must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at (940) 565-4323.

### **Protocol for Written Assignments**

Because clear and understandable written communication is an essential skill of all helping professionals, all assignments submitted in this course must include the following components for general format (points will be deducted for failing to meet the APA format requirement, unless otherwise specified).

Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as late papers.

### **Assignments**

#### **Discussion (75 points)**

Students will be active and engaged participants in the discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student postings, and class activities. Heavy emphasis will be placed on participation related to the week's topics.

The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an **ongoing** discussion/debate with your learning community peers.

### **Assessment Method: Rubric**

**Chapter Exercise (50 points)**

Students will complete 5-chapter exercises that are designed to reinforce course concepts and develop professional skills related to case management. All work must be typed, clearly organized, and free of spelling and grammatical errors.

**Assessment Method:** Rubric

**Quiz (60 points)**

Students will submit 12 quizzes that will cover the assigned readings and the content of the PowerPoints. Complete the quizzes online by accessing the Canvas quiz tool. They will be timed, and grades made available to students following the submission.

**Assessment Method:** Rubric

**Reflection Paper (25 points)**

Students will write a reflective paper analyzing their growth and understanding of case management in rehabilitation. Rather than summarizing content, students should focus on insight, application, and self-assessment. Students should address all of the following areas, using course readings, discussions, or exercises as support where appropriate:

1. Understanding of the Case Management Role
  - How has your understanding of the rehabilitation case manager's role evolved?
  - What responsibilities or skills became more complex than you initially expected?
  - How do case management responsibilities differ from counseling or advocacy roles?
2. Skill Development
  - Identify at least three key case management skills developed in this course (e.g., assessment, service coordination, documentation, goal planning, collaboration).
  - Discuss how confident you feel using these skills and why.
  - Identify one skill that still needs growth and how you plan to strengthen it.
3. Ethical and Legal Awareness
  - Reflect on ethical or legal issues that stood out to you (e.g., confidentiality, informed consent, client autonomy, system constraints).
  - How will these considerations influence your future decision-making as a rehabilitation professional?

#### 4. Client-Centered Practice

- How has the course shaped your understanding of client-centered and strengths-based case management?
- Discuss how cultural, environmental, or systemic factors impact service delivery.

#### 5. Professional Identity and Future Practice

- How has this course influenced your professional identity as a future rehabilitation counselor or case manager?
- How do you envision applying what you've learned in practicum, internship, or professional practice?

Your paper must be **2 to 3 pages** in length and written according to general writing guidelines.

#### Assessment Method: Rubric

#### Grading

| LETTER GRADE | % OF TOTAL POINTS | TOTAL POINTS |
|--------------|-------------------|--------------|
| A            | 90 – 100%         | 189 - 210    |
| B            | 80 – 89%          | 168 - 188    |
| C            | 70 – 79%          | 147 - 167    |
| D            | 60 – 69%          | 126 - 146    |
| F            | Less than 69%     | Below 126    |

#### Course Expectations

#### Instructor Responsibilities and Feedback

It is the responsibility of the instructor to provide materials that foster learning for the students enrolled in the course. The instructor will further provide any needed instructions for any course materials and assignments. Additionally, the instructor will send out weekly announcements, grade assignments, and respond to student emails. The instructor will strive to respond to students' emails in a timely manner, typically within a 24-hour period, unless it is the weekend, or the instructor is sick or traveling. If necessary, the instructor will adjust assignments or grades when warranted by instructor error or technical issue.

When assignments have been graded, an announcement will be sent out and the gradebook will be updated to reflect these changes. It is the student's responsibility to check the grade book on at least a weekly basis. If a student notices that an assignment has been graded that the student submitted and the gradebook has not changed, please contact the instructor and/or teaching assistant to resolve this issue. Students are encouraged to make contact as soon as possible. If more than one week has elapsed after the gradebook has been updated, the issue

may not be resolved. All issues regarding the gradebook are at the discretion of the instructor to approve and make any needed changes.

**As a student in this course, you are responsible for:**

1. Accessing and following all course instructions found in the weekly/unit content area of the Canvas course.
2. Reading and listening to all online lectures provided in the weekly modules. A link is provided each week to the lecture as well as to a PowerPoint presentation which compliments the lecture.
3. Completing the assigned midterm and final 'online' exams by accessing the 'assessment' tool in the Canvas course. A link to the exam is listed in the corresponding weekly module.
4. Responding to posted online course discussion questions using the Canvas discussion tool.
5. Completing and submitting assignments electronically using the Canvas assignment drop box tool/tab.
6. Completing term papers and projects in accordance with the instructions given in this syllabus and the online course.

Please be advised that late assignments will not be accepted unless arrangements have been made with the professor and there are circumstances that warrant it.

**Policies**

**Scholarly Expectations**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

All work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates UNT's standards of academic integrity.

Academic Integrity: <https://deanofstudents.unt.edu/academic-integrity>

**ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of

Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

### **Important Notice for F-1 Students taking Distance Education Courses**

#### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one week deadline.

### Course Schedule

*Note: All weekly activities and assignments will open Monday at 8:00 am CST and close on Sundays by 11:59 PM CST.*

| Dates                 | Reading/Topic                                             | Assignment                       |
|-----------------------|-----------------------------------------------------------|----------------------------------|
| W1: 8/17/26 – 8/23/26 | Chapter 1: Introduction to Case Management                | Discussion Quiz                  |
| W2: 8/24/26 – 8/30/26 | Chapter 2: Historical Perspectives on Case Management     | Discussion Quiz                  |
| W3: 8/31/26 – 9/6/26  | Chapter 3: Methods of Delivering Case Management Services | Discussion Quiz                  |
| W4: 9/7/26 – 9/13/26  | Chapter 4: Ethical and Legal Perspectives                 | Discussion Quiz                  |
| W5: 9/14/26 – 9/20/26 | Chapter 5: Working with Diverse Populations               | Discussion Quiz                  |
| W6: 9/21/26 – 9/27/26 | Chapter 6: Assessment Phase of Case Management            | Discussion Chapter Exercise Quiz |

|                          |                                                                                        |                                        |
|--------------------------|----------------------------------------------------------------------------------------|----------------------------------------|
| W7: 9/28/26 – 10/4/26    | Chapter 7: Effective Intake<br>Interviewing Skills                                     | Discussion<br>Chapter Exercise<br>Quiz |
| W8: 10/5/26 – 10/11/26   | Chapter 8: Service Delivery<br>Planning                                                | Discussion<br>Chapter Exercise<br>Quiz |
| W9: 10/12/26 – 10/18/26  | Chapter 9: Building a Case<br>File                                                     | Discussion<br>Chapter Exercise<br>Quiz |
| W10: 10/19/26 – 10/25/26 | Chapter 10: Service<br>Coordination                                                    | Discussion<br>Chapter Exercise<br>Quiz |
| W11: 10/26/26 – 11/1/26  | Chapter 11: Working within<br>the Organization Context                                 | Discussion<br>Quiz                     |
| W12: 11/2/26 – 11/8/26   | Chapter 12: The Case<br>Manager's Professional<br>Growth and Development               | Discussion<br>Quiz                     |
| W13: 11/9/26 – 11/15/26  | Self-Care, Burnout<br>Prevention, and Professional<br>Resilience in Case<br>Management | Discussion                             |
| W14: 11/16/26 – 11/22/26 | Transition, Discharge<br>Planning, and Continuity of<br>Care                           | Discussion                             |
|                          | <b>Thanksgiving Break</b>                                                              |                                        |

|                         |                                                               |                                       |
|-------------------------|---------------------------------------------------------------|---------------------------------------|
| W15: 11/30/26 – 12/6/26 | Course Review and<br>Integration of Case<br>Management Skills | Discussion<br><b>Reflection Paper</b> |
| W16: 12/7/26 – 12/11/26 | Course Evaluation                                             |                                       |

