

Case Management in Rehabilitation
RHAB 3900
Spring 2024
Prerequisite: RHAB 3000, Microcounseling



Course Time/Location: On-line

Instructor: Rongfang Zhan

E-Mail: Office Hours: By appointment--schedule via email (internal Rongfang.Zhan@unt.edu)

Canvas) or phone (940-312-9679)

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.

The instructional method requires students to be self-directed. It is recommended that students access the course early each the week, review the instructor's weekly announcement, access the appropriate lesson plan, and review the posted materials and assignment instructions. By knowing in the beginning of the week what needs to be done that week, students will be better prepared to plan, complete, and submit their assignments by the deadline. It is also recommended that students access the course at least once a day throughout the week to read posted materials, work on assignments, and review any announcements sent out by the instructor or teaching assistant.

The instructional method requires students to be self-directed. It is recommended that students access the course early each week, review any announcements, access the appropriate lesson plans, and review the posted materials and assignment instructions. By knowing in the beginning of the week what needs to be done, students will be better prepared to plan, complete, and submit their assignments by the deadline. It is also recommended that students access the course at least once a day throughout the week to read posted materials, work on assignments, and review any further announcements.

Reading and Resources

Required Text

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

Recommended (Optional)

Supplemental readings, resources, and websites will also be posted each week in the Weekly Lesson Plan. Material required to be reviewed by the student will be noted clearly. Recommended materials are optional, but highly recommended!

Course Objectives

This course is designed to help students achieve the following Course Objectives (CO):

1. Examine the ongoing evolution of case management in the field of human service (CO1: BL4);
2. Appraise best practices in case management (CO2: BL4);
3. Evaluate the needs of individuals with disabilities that can be addressed through the case management process (CO3: BL5); and
4. 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. 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

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 (**5 points will be deducted for failing to meet the APA format requirement, unless otherwise specified**):

- An APA style title page;
 - See page 3 from the link below for sample title page - <https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf>;
- Double-spaced;
- 1-inch margin at the left, right, top, and bottom;
- 12-point font (Times New Roman); and
- A page of references.

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**.

Unless otherwise noted, all written assignments must be typed using Microsoft Word Program and follow the American Psychological Association Publication Manual (6th edition) format. If you do not own the APA manual, there are also online “style guides” available:

<https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf>

<https://owl.english.purdue.edu/owl/resource/560/01/>

<https://www.coe.unt.edu/sites/default/files/24/131/APA%20handout%206th%20ed.pdf>

Assignments

Case File Project	100 pts
W10: Intake Case Note Dropbox	30 pts
W12: Strengths/Limitations/Preferences	
Assignment Dropbox	10 pts
W12: Occupational Information	
Worksheet Assignment Dropbox	10 pts
W12: Vocational Goal Case Note	
Assignment Dropbox	10 pts
W13: Employment Plan (IPE) Dropbox	20 pts

W13: Employment Plan Case Note Dropbox	10 pts
W14: Referral Letter	10 pts
Written Assignments (3 @ 10 pts & 2 @ 20 pts)	70 pts
Weekly Quiz (14 @ 10 pts)	140 pts
Discussion Boards (1 @ 10pts; 3 @ 20 pts)	70 pts
Final Exam	20 pts
TOTAL POSSIBLE POINTS:	400

Grading Scale

Final student course grades will be determined as follows:

A = 90% - 100%	360 - 400 points
B=80%- 89%	320 - 359 points
C=70%- 79%	280 - 319 points
D=60%- 69%	240 - 279 points
F= 0%- 59%	0 - 239 points

Assignments in Detail

Case File Project (100 pts)

The Case File Project is considered the primary project of the course. The purpose of this project is to allow students to apply the principles and skills involved in the practice of case management.

A key element of the project will require that you **conduct an interview with an adult (between 18 and no more than 70 years of age) who has a disability** and then use the information you obtain as the basis for developing your case file and constructing an employment plan for that individual. The individual will be your “client”, although after the interview you will not need to continue to involve the person in this project. You are free to elaborate or modify the information you obtain from the actual person you interview. I want you to interview someone so that you can hear about his or her employment experiences, the successes as well as the barriers he/she faced, or perhaps continues to face. The information you obtain, plus additional information you might acquire from other resources, will be included in a written intake case note. **You will not receive credit for subsequent assignments involved in the Case File Project if you do not submit an intake case note.** This is the first assignment of the project. More information will be provided in our course. The identity of the individual will be kept confidential.

Once you have identified this individual, you will need to have him or her sign a consent form that I will provide to you. You’ll return the signed form to me according to the directions on the form. **You will not receive credit for your intake case note if I do not have a completed consent form.** I cannot let you use information about another person in this course unless I am assured that person has given you his or her consent. This is non-negotiable. The individual must be an adult (over the age of 18) in order to sign the form.

Using the web-based tools I provide, you will identify an appropriate vocational goal as well as develop a comprehensive employment plan. The plan will include identifying community resources for providing appropriate and needed services to help the client/consumer achieve his/her vocational goal. ***The employment plan must include a minimum of four services, with one being an assistive technology device that could improve or enhance the client's functioning and thus performance in the job you have identified.***

The case file will consist of written case notes documenting the case progress and the employment plan. I will provide you with more detailed instructions in our course as to what is required for each case note and the employment plan, as well as provide all forms and worksheets. Each case note is submitted individually by a specific deadline.

All case notes must be typed and proofread for spelling and grammar errors. Points will be deducted for poorly written case notes. The employment plan is to be typed on the form I will provide.

You will not use the individual's actual name in your case notes or on your employment plan (get creative and come up with a fictional name). The only documentation I should have with the client's actual name is on the consent form you have him or her complete before you start the project.

Written Assignments (instructions are provided in the corresponding Weekly Lesson Plan 70 pts)

Week1 Self-reflection	10 pts
Week 3 Case Study	20 pts
Week 4 Ethical Dilemma	10 pts
Week 8 Self-reflection	10 pts
Week 7 Case Manager Interview Paper	20 pts

Case Manager Interview and Paper (20 pts)

Assignment: Student will make arrangements with an individual who is currently working as a case manager for a social service agency or facility and conduct a face-to-face interview. Following the interview, the student will write a 2-3 page, double-spaced paper describing what the student learned about being a case manager and the case management process.

Information to be obtained: I want to allow you as much freedom as possible to ask questions about issues that you would like to know more about. Review the various topics covered in this class and think about those that you might be particularly curious about, or just talk about the process of case management in general. All I ask is that you ask questions that are appropriate and demonstrate a respect for the persons the agency serves (i.e., use person-centered language).

Consider that this case manager might be someone you want to someday approach for a job, or who might be so impressed with your professionalism that they invite you to send them your resume. Leave a good impression.

Spend some time reviewing any information you can find on-line about the agency before you arrange for an interview, such as the mission, types of clients, etc. Don't burden the person who has agreed to let you interview him or her with having to explain things that you should have taken the time to find out on your own. Again, you don't ever want to burn your bridges so present yourself as a professional (including how you are dressed).

To help give you some ideas of what to ask about, consider the following questions:

1. What are the needs of the clients you work with?
2. What type of treatment goals do you develop with your clients?
3. What are the types of services you provide to your clients?
4. What are typically the client's responsibilities with their plans? What are yours?
5. How many clients do you work with? Do they come to your office?
6. How did you become a case manager?
7. What do you like best about your job? What do you like least?
8. Do you have a particular ethical code you have to adhere to? How do you resolve any ethical conflicts? Can you describe what type of ethical conflicts might arise in your work with clients?
9. What skills and knowledge do you think a person should have to work as a case manager?
10. What advice might you have for someone who is looking for a job as a case manager?

These are just some suggestions to get you started. Remember you're not interrogating the person, you're asking relevant questions appropriate for the setting and type of population the person serves. If you start out your questions with "Could you tell me...." or "Could you describe for me...." then the person is free to answer with more information and details.

Assignment to be submitted: After your informational interview, write up a 2-3 page paper (no less than 2 pages, no more than 3; double spaced, 1" margins, 12-pt font) describing what you learned from your interview. Points will be awarded based on how well you are able to present an articulate, organized, and focused description of the insights you acquired from the

interview (i.e., it should not be a transcript of the interview). Your paper should not have any spelling, grammar, and punctuation errors so look it over carefully before you submit it.

NOTE: Identify the agency, address, phone number, and date of your interview at the end of your paper. Do not submit the questions in advance to the person you are interviewing, although certainly if he or she is interested in knowing what you want to talk about you can give him/her an overview such as I have described above.

Weekly Quiz (14 quizzes, 10 pts each - total of 140 pts)

Each Monday I will post a 10-item quiz you can access from the current week's lesson plan folder. You have until midnight (11:59pm) the following Sunday to complete the quiz.

Quiz items will be based on information found in the posted lectures, Power Points, and required readings and materials for that week. You will therefore need the required textbook (many questions come from the textbook).

The quizzes are timed (you will usually have 15-20 minutes to complete the quiz), so I highly recommend you take the quiz after you have read the assigned readings and materials.

TECHNICAL ISSUES: You will need to contact the Helpdesk to resolve any technical problems or to obtain a case number if it is something they cannot resolve. If you have a case number and contact me within 24 hours of when you experienced the problem, I am more likely to consider resetting the quiz for you.

If you do not submit a weekly quiz by the deadline, nor provided me with a case number due to technical problems prior to the deadline, you will receive 0 points – there are no make-up quizzes.

Discussion Boards (10 pts for one and 20 pts for 3 = total of 70 pts)

We will use the class discussion boards to explore the concepts presented in the assigned readings and your participation in these discussions will be an important part of your grade. I will be grading your postings based on the quality and thoughtfulness of your comments as well as having followed the directions for posting to the discussion board (see below). A grading rubric will be made available with each discussion board.

Discussion Boards will typically be initiated on Monday morning and close on Sunday at midnight. To obtain full credit, you are required, at a minimum, **to post three substantive postings no less than 24 hours apart** (that gives you an opportunity to read other students' postings so you can truly have a discussion). You are advised to go into the discussion board no later than the middle of the week to make your first post so you have sufficient time to post according to the "24 hours-3 days apart" requirement.

Substantive postings are those that are no less than 3 sentences in length for each post, reflect an understanding of the readings and make a contribution to the discussion; that is, contributions of "I agree", or "You make a good point." will not be sufficient posts (i.e. elaborate on why you agree or why you think the point is valid). Here are some examples of what I would consider a "substantive" posting:

- Expressing your opinion,

- Making a connection between the current discussion and previous discussions, a personal experience, or concepts from the readings,
- Commenting on or asking for clarification of another student's statement (but I want to see you follow-up with a response to the student's clarification),
- Synthesizing other students' responses, or
- Posting a meaningful question aimed at furthering the group's understanding. – What I'm looking for are responses that help make the information provided in the reading materials meaningful in a more personal way. Comments should be respectful and convey sensitivity to other persons' feelings. Person-first language is expected and required. Make sure you review the Netiquette document available on the “Welcome! Start Here” page in our course.

Final Exam (20 pts)

The final will consist of a self-reflection written assignment intended to encourage in-depth personal analysis of your experience in this course as well as thoughts related to your future in the field of case management.

Assignment Submission Instructions

All assignments will be submitted using the appropriate assignment drop box link.

Turnitin Submission Instructions and Information

Some of the written assignment will be submitted using Turnitin, which verifies the originality of the submitted assignment. Plagiarism is not accepted in this course – any assignment that is submitted which is found to contain information from other sources that has not be properly cited, will receive 0 points and a report will be submitted to the Dean of Students.

Participation / Discussions

Students are responsible for posting a minimum of 3 substantial posts at least 24 hours apart for discussion board assignments. Discussion boards are graded using a rubric and worth 20 points each. Students are required to use person-first language in discussion boards.

Online Quizzes

You can access quizzes by clicking the quiz/exam icon on the Weekly Lesson Plan page. Each quiz is timed and can be accessed only one time within the scheduled time window. Please read the on-screen instructions carefully before you click “Begin Assessment”. After each quiz is graded and released, you can review your exam results through the Grades course link.

Late Work

Assignments are due on Sundays by midnight (i.e., 11:59 pm). Any work submitted after scheduled due date will **NOT** be accepted and **NOT** be eligible for credit except for documented emergencies. Discussion Boards cannot be made up if missed.

Incompletes

Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given (a) in very compelling special circumstances with appropriate documentation of those circumstances (e.g., doctor's request), and (b) with the stipulation that the course requirements be fulfilled by the end of the following semester. Main points to keep in mind is that students must have completed 75% of the course, are passing the course, and requirements for completion have been specified and communicated. According to UNT policy:

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (<http://essc.unt.edu/registrar/incomplete.htm>, p. 1)

If you fail to complete the course requirements by the end of the current semester, and you have not obtained from me approval for an Incomplete, you will receive a grade of "F". All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program. Receiving a grade less than 3.0 for any RHAB course results in the student having to repeat that course. Courses may only be repeated once.

Academic Integrity

Students are expected to follow appropriate guidelines for academic performance by doing their own work and by crediting material from other authors and sources appropriately. Cheating or misrepresenting work of others as your own will result, at a minimum, in a failing grade for the course. You are encouraged to become familiar with the information posted by the University Center for Student Rights and Responsibilities in the Student Handbook (<http://www.unt.edu/student/>). The policies regarding student conduct and academic dishonesty posted at this location apply to this class.

Evaluation

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you the opportunity to comment on the class.

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.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

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 940-5652195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

