HUMAN SERVICES
RHB 490: Case Management in Rehabilitation (3 Credits)
Spring 2019
Meets Monday and Wednesday from 1:00 to 2:15pm in HSTC 322

Instructor: Hannah Cobb, MA. CRC
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Office Hours: By Appointment

Course Description: In depth study of the case management process in rehabilitation working with diverse populations. Prerequisites: RHB 220, 381, 383

Program Learning Outcomes: Through the activities and objectives in RHB 490, students will become prepared, competent, successful, caring, and enthusiastic human services professionals. Students will continue to develop a sense of service, leadership, professional and intellectual growth.

Student Learning Objectives and Outcomes:
1. Gain a working knowledge of case management and understand its development.
2. Understand how a variety of factors impact the practice of case management in human services.
3. Demonstrate critical thinking skills in public speaking, goal development, resources utilization, and the case management process.
4. Identify, define, and obtain client referral resources in areas such as, diagnostics, vocational, educational, medical, advocacy, and psychological.
5. Identify the roles and responsibilities of case managers as related to the clients and agencies they work for.
6. Explore the multicultural dimensions of case management.
7. Identify skills to sustain professional growth and development, focusing both on self-directed and other-directed professional development.


Online Resources: You are expected to be familiar with and use in this course:
http://www.ioscars.org/tx/oscar.asp
http://www.dshs.state.tx.us/easttexas
http://npl.sfasu.edu/communityservices/
http://accesshr.hhsc.state.tx.us/
http://www.bls.gov/oco/

Course Requirements:
Three Exams (150 points = 3 x 50): Tests will be multiple choice, T/F, short answer etc. and will cover material covered in lectures and readings. The tests will be posted on D2L. See course calendar for dates.

Self-Care Plan (100 points): Learning self-care skills is an important part of becoming mindful, caring human services professionals. In order to prevent burnout and improve quality of life, rehab professionals are encouraged to continually assess their work-life balance. Students will identify reducing stress methods, develop a self-care plan and implement self-management to learn skills and approaches that can be translated to the professional field.

Article Reviews (100 points = 2 x 50): Conduct a library search into two specific areas of interests that also focus on case management. After identifying two articles from peer reviewed rehabilitation related journals (pre-approval
by instructor is strongly recommended), you will write a four to five page review of each. Your reviews must follow strict APA format and should include the following:

- APA citation of the article
- Paraphrased summary of the article
- Your personal reaction to the article (concepts, ideas, etc.) showing your critical skills.

Clear, concise, and grammatically correct writing is absolutely essential for rehabilitation professionals. For that reason, grading of these papers will be weighted as follows:

- APA format – 5 points
- Style, grammar, and punctuation – 15 points
- Content – 30 points

**Research Paper (50 points):** Each student will research a topic relevant to the case management process (topic must be approved by instructor). A summary of the topic, how case management service delivery enhanced clientele, and implications for professionals are required. A variety of research methods and resources can be utilized, including interviews with human services professionals. There is a minimum of 6 sources required. Four of those sources must be peer reviewed. Research paper should be in APA format.

**Referral Resource Project (50 points):** Each student will be assigned a topic area pertaining to common client referrals made by case managers. Each student will research the topic, as well as contact two agencies/businesses that provide services of their topic area. Each student will give an oral presentation on their referral topic as well as provide contact information for the businesses/agencies contacted. This project is designed for students to leave class with a working knowledge of community, state, and federal resources.

**Participation (75 points):** Each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). Cell phones should be put away and computers should not be logged into social media during class. Students may earn up to 3 points each class, excluding all exams.

**Case Studies (50 points = 5 x 10):** Students will complete 5 assigned case studies prior to class unless otherwise noted (see course calendar). Each exercise needs to be printed and brought to class on assigned date. Students will also be required to share their case study findings with class.

**Course Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter/Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome &amp; Introduction to Course</td>
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<tr>
<td>2</td>
<td>Introduction to Case Management</td>
<td>Chapter 1, Case Study (pgs. 12-13)</td>
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<td>3</td>
<td>Historical Perspectives on Case Management</td>
<td>Chapter 2</td>
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<td>4</td>
<td>Methods of Delivering Case Management Services</td>
<td>Chapter 3, Case Study (pgs. 94-96)</td>
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<td>5</td>
<td>Ethical and Legal Perspectives</td>
<td>Chapter 4, Case Study (pg. 119)</td>
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<td>6</td>
<td>Working with Diverse Populations</td>
<td>Chapter 5</td>
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<td>7</td>
<td>Case Management Research</td>
<td>Exam 1 (Ch. 1-5), Research</td>
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<td>8</td>
<td>Assessment Phase of Case Management</td>
<td>Chapter 6</td>
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<td>9</td>
<td>Spring Holiday</td>
<td>Enjoy!</td>
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<td>10</td>
<td>Effective Intake Interviewing Skills</td>
<td>Chapter 7, Case Study (pg. 228 to be done in class)</td>
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<td>11</td>
<td>Service Delivery Planning</td>
<td>Chapter 8, Referral Resource Presentation</td>
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<td>12</td>
<td>Building a Case File</td>
<td>Referral Resource Pret. Cont., Chapter 9</td>
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<tr>
<td>13</td>
<td>Building a Case File Cont.</td>
<td>Chapter 9, Exam 2 (Ch. 6-9)</td>
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<td>14</td>
<td>Service Coordination</td>
<td>Chapter 10, Article Review 2 Due</td>
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<td>15</td>
<td>Working within Organizational Context</td>
<td>Chapter 11, Case Study (pg. 366)</td>
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<td>16</td>
<td>The Case Manager’s Professional Growth &amp; Development</td>
<td>Chapter 12, Self-Care Plan Due</td>
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<td></td>
<td></td>
<td>Research Paper due</td>
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<td>17</td>
<td>Finals Week</td>
<td>Final Exam</td>
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**A minimum of 6 hours per week is required to accomplish the out-of-class work successfully.**

**Potential for Course Changes:** All of the above is subject to change depending on course needs and circumstances.

**Course Grade Criteria:**
- A = 575 - 518
- B = 517 - 460
- C = 459 - 403
- D = 402 - 345
- F < 344

**Late Assignments:** Late assignments will not be accepted without prior approval. Any approved late assignments not submitted by the due date will automatically receive a daily 15% deduction on that assignment.

**Attendance Policy:** Students are expected to attend class. If a student is absent they will lose 4 participation points per absence/class. Please see the participation section above.

**Course Evaluation:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses take with the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of the students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethic and Other Policy Information**

**Academic Integrity (A-9.1):**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
Withheld Grades Semester Grades Policy (A-54):
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.