

0096

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education Date 10/15/03
Department/Division offering course EDSRC - Rehabilitation Counseling

2. Changes proposed:
(a) Present prefix & number RC 610 Proposed prefix & number same
(b) Present Title Case Management in Rehabilitation
New Title same

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

(d) Present credits: 3 Proposed credits: same

(e) Current lecture: laboratory ratio no change Proposed: _____

(f) Effective Date of Change: (Semester & Year) Spring 2004

3. To be Cross-listed as: NA Prefix and Number _____ Signature: Department Chair _____

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s)):
No change (see attached pages from the bulletin)

(b) New description:
No change

(c) Prerequisite(s) for course as changed: _____

5. What has prompted this proposal?
Development of a Web based program

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
None

7. What other departments could be affected by the proposed change?
None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

ORIGINAL

Case Management in Rehabilitation Counseling (RC 610)

224 TEB
257-3834 (Rehabilitation Counseling)

Spring 2003
Ralph M. Crystal/Sherri Greer
Crystal@uky.edu

Goals and Objectives of the Course

The course emphasizes the basic principles of helping disabled people within the rehabilitation process, and an appreciation and knowledge of how various theoretical positions and research findings translate into appropriate rehabilitation counseling techniques. Exploration of how theoretical positions and research findings translate into the rehabilitation process are enriched by understanding the roles and functions of the rehabilitation counselor as he/she works within, and with, a variety of rehabilitation agencies, settings, and facilities.

Upon completion of the course students will be able to:

1. Understand how to establish rapport with clients, emphasizing them as co-participants in the counseling process.
2. Assist clients in examining and evaluating information concerning training and career opportunities.
3. Assist clients in clarifying values and defining rehabilitation goals.
4. Assist clients in identifying behavioral changes necessary to achieve their goals.
5. Identify, examine, use, and evaluate alternate counseling strategies in assisting clients to achieve goals.
6. Assist clients to implement their rehabilitation goals.
7. Develop effective procedures and techniques to manage cases through the rehabilitation process.
8. Assist clients in terminating counseling in a manner that is likely to increase the clients' ability to function independently of the counselor.
9. Be able to communicate in writing information for assessment reports and rehabilitation plans.

Core Standards: This course addresses the following accreditation standards:

- C.2 The required curriculum of graduate study shall provide for obtaining essential knowledge, skills, and attitudes necessary to function effectively as a professional rehabilitation

counselor. Study units or courses would typically include, but are not limited, to the following areas:

C.2.1 Foundations of Rehabilitation Counseling

- history and philosophy of rehabilitation and legislation affecting individuals with disabilities;
- organizational structure of the vocational rehabilitation systems, including public, private, for-profit, and not-for-profit service settings;
- laws and ethical standards affecting rehabilitation counseling practice, with examples of their application;
- societal issues, trends, and developments as they relate to rehabilitation.

C.2.2 Counseling Services

- behavior, personality, human growth and development;
- individual, group and family counseling theories and practices;
- multi-cultural and gender issues;
- environmental and attitudinal barriers to individuals with disabilities;
- services to a variety of disability populations, including multiple disabilities, in diverse settings.

C.2.3 Case Management

- case management process, 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;
- computer applications and technology for caseload management, functional assessment, job matching, etc.

C.2.4 Vocational and Career Development

- vocational aspects of disabilities, including theories and approaches to career development and exploration;
- occupational information, labor market trends, and the importance of meaningful employment.

C.2.5 Job Development and Placement

- medical aspects of disabilities, functional capacities of individuals with disabilities, and appropriate intervention resources (e.g., assistive technology);

- psycho-social aspects of disabilities, including the impact of disability on the individual and family, and personal, social and cultural adjustment to life;
- evaluation approaches, techniques, interpretation, available resources, and vocational evaluation.

C.2.6 Job Development and Placement

- job analysis, work-site modification and restructuring, including the application of appropriate technology;
- job development, job placement, employer contacts, supported employment, follow-up and/or follow-along services.

C.2.7 Research

- rehabilitation research literature; statistics, methods, and types of research analyses;
- design of research projects and consultation on survey procedures and needs assessment approaches.

C.5 The program shall provide ongoing opportunity throughout the course of study for experience with individuals with disabilities in a variety of community and rehabilitation settings.

Texts

Roessler, R.T., and Rubin, S.E. (1998). Case management and rehabilitation counseling: Procedures and techniques (3rd ed.). Austin, Texas: Pro-Ed.

Meier, .T. and Davis, S.R. (2001). Elements of counseling (4th ed.). Wadsworth/Thomson Learning. Belmont, CA.

Brammer, L.M. and MacDonald, G. (2003). The helping relationship: Process and skills (8th ed.). Allyn and Bacon, Boston, MA

The assignments for the Roessler and Rubin book are given in the course outline. Please read the other two books throughout the semester.

Course Outline

Weeks 1 and 2

Introduction to the Rehabilitation Counseling Profession and the Rehabilitation Counselor as a Professional Person

- (a) historical foundations of rehabilitation counseling
- (b) the nature of the counseling relationship and the roles and functions of the counselor, (c) rehabilitation counseling in the human services

(d) a theoretical framework for rehabilitation counseling (e)
professionalism in rehabilitation counseling.

Readings

Roessler and Rubin, Chapters 1-2

Weeks 3- 5

Rehabilitation counselors as Reflective Decision Makers in a Multi-Cultural Environment

Readings

Roessler and Rubin, Chapter 12

Weeks 6-11

Case Modules

Readings

Roessler and Rubin, Chapters 3-9

Week 12

Systematic Caseload Management: Counseling in the rehabilitation counseling process.

Readings

Roessler and Rubin, Chapters 10, 13, and 14

Weeks 13-15

- (1) Professional Values and Ethics in Rehabilitation Counseling
- (2) Legal Issues in Rehabilitation Counseling Practice

Readings

Roessler and Rubin, Chapter 11

Assignments will be given in class.

Rehabilitation Counseling Ethical Codes (to be distributed in class)

Course Assignments

1. A take home mid term will be given during the 8th week and due back a week later. This will be worth 30% of your grade.
2. A take home final examination covering all aspects of the course will be given during the regular examination period and worth 30% of your grade.
3. Participation in training module exercises will be worth 30% of your grade.

4. Students will be required to establish course discussion lists, web site usage, and other electronic protocols for the course. The specifics of this assignment and how it will be carried out will be discussed in class. This will be 10% of your grade.

Late assignments will lose a letter grade if submitted within one week, and a full letter grade after that time. Assignments can be submitted via email attachment. Please identify each assignment using the last four digits of your social security number.

Experiential Learning

Aspects of this course may require students to divulge personal information as part of the training and learning processes. Participation in these self-understanding growth experiences is done on a voluntary basis. All information is assumed to be confidential and no evaluative judgments will be made for the quality of participation or non-participation.

Course Consultation

Both Ms. Greer and I are available to meet with students. Please feel free to call Ms. Howitz at 257-3834 to arrange an appointment.

Other

Attendance is mandatory. You are allowed one unexcused absence. You will then lose a 1/2 letter grade for each unexcused absence, as listed in the book Student Rights and Responsibilities (5.2.4.2).

Grades

For each of the four areas in which grades will be given those assignments will be evaluated using the following scale.

A+	= 10	B-	= 5
A	= 9	C+	= 4
A-	= 8	C	= 3
B+	= 7	C-	= 2
B	= 6	E	= 1

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will then be translated into a letter grade as follows: These are the minimums required to achieve each grade:

- 8.0 = A – High Achievement
- 5.0 = B – Satisfactory Achievement
- 2.0 = C – Minimum passing grade
- 1.0 = E – Failure