

# Preface

The growing responsibilities of the rehabilitation counselor in public and private sector service delivery systems create a need for an updated presentation of critical counseling and case management skills. In the fourth edition of *Case Management and Rehabilitation Counseling: Procedures and Techniques*, we focus on processes common to rehabilitation across many settings, specifically the generic skills of diagnosis, information processing, planning, service arrangement, program monitoring, placement, accommodation planning, ethical decision making, multicultural counseling, and caseload management. Although frequently demonstrated in relation to the demands of public rehabilitation programs, the counseling and case management strategies presented in this book apply equally well to a wide variety of counseling and case management roles.

In the fourth edition of *Case Management and Rehabilitation Counseling*, we have expanded the amount of information on multicultural considerations in counseling, family involvement in the rehabilitation process, and reasonable accommodation in the workplace. Thus, the reader gains an understanding of counseling and case management skills, as well as familiarity with job restructuring and accommodation in the workplace. Without coverage of these important topics, the text would leave today's students of rehabilitation with only a partial understanding of their roles. Students must appreciate the impact of cultural factors on the counseling process and outcomes, the role of the family in improving the results of rehabilitation services, and the importance of improving person–environment congruence through the identification of barriers to productivity and the provision of accommodations to remove those barriers.

With its origins in the authors' work on the Facilitative Case Management (FCM) model, the fourth edition continues to view the rehabilitation counselor as a disability and vocational counseling expert in the community of helping professionals. Thus, rehabilitation counselors complete the evaluation, planning, service, placement, and accommodation

phases of vocational rehabilitation with a commitment to maximum (a) involvement of the person with a disability and (b) use of that person's vocational potential. Counselors use these skills to accomplish their basic mission of helping people with disabilities make informed life choices. Specifically, counselors must help individuals with disabilities select, attain, and maintain appropriate vocational goals—that is, jobs that they both can and want to do. Success in the vocational arena is a necessary step in the improvement of the overall quality of life of people with disabilities.

As always, we wish to recognize and appreciate our roots. In the fourth edition, we continue to draw on research completed at the Arkansas Research and Training Center in Vocational Rehabilitation at the University of Arkansas. Support from the National Institute on Disability and Rehabilitation Research (NIDRR) made much of this work possible. We acknowledge the many contributions of rehabilitation counselors, supervisors, and in-service trainers to the development of the concepts and techniques presented in the fourth edition.

*Case Management and Rehabilitation Counseling* is an excellent textbook for two courses in rehabilitation education programs: rehabilitation counseling—case management and supervised practicum. As the primary textbook for a course in rehabilitation counseling and case management, the fourth edition can be used with supplementary materials such as computer simulations of case and caseload management. Instructors may want to increase application of the principles and practices in the text by directing students in development of a case file consistent with forms and procedures in public or private rehabilitation settings.

For the supervised practicum course, the book structures a series of experiences that students should complete during their field placements. As they study chapters on intake interviewing; medical, psychological, and vocational evaluations; information processing and rehabilitation planning; placement; accommodation planning; caseload management; multicultural counseling; and ethical decision making, they should participate in related field experiences. Hence, students would have an opportunity for first-hand practice of the principles stressed in *Case Management and Rehabilitation Counseling*.

The fourth edition of *Case Management and Rehabilitation Counseling* is compatible with the fifth edition of our introductory textbook, *Foundations of the Vocational Rehabilitation Process* (Rubin & Roessler, 2001). For example, *Case Management and Rehabilitation Counseling* presents the cases of Shirley Steed, Ted Johnson, and Jed Pierce as they progress through the stages of the intake interview; medical, psychological, and vocational

evaluations; information processing; and rehabilitation planning. In the treatment of Shirley, Ted, and Jed, many of the principles in Chapters 7 through 12 of *Foundations* are implemented. Therefore, instructors and students will find the contents of *Case Management and Rehabilitation Counseling* consistent with the practices espoused in an introductory course in which *Foundations of the Vocational Rehabilitation Process* is used. By combining the fifth edition of *Foundations* with the fourth edition of *Case Management and Rehabilitation Counseling*, rehabilitation educators can effectively coordinate a two-semester study of the foundations, components, and operations of the rehabilitation process and the role and function of the rehabilitation counselor in managing that process in a wide variety of public and private service settings.

In closing, we wish to thank the individuals who have contributed to this book. Chapter 6 continues to honor the memory and talents of Richard Baker who died in a plane crash in 1983. We thank Walter Chung, Roy Farley, Reed Greenwood, Weihe Huang, Richard Millard, and Brent Williams for their substantial contributions to the fourth edition. The assistance of the individuals who prepared the manuscript for publication at PRO-ED and the considerable support from Linda Patrick and her staff in the College of Education at Southern Illinois University are gratefully acknowledged. Finally, we thank our families for their continued support and encouragement.

## Contributors

Richard J. Baker, Walter Chung, Roy C. Farley, Reed Greenwood,  
Weihe Huang, Richard P. Millard, and Brent T. Williams.