



THE UNIVERSITY OF TEXAS AT EL PASO
College of Health Sciences
Department of Rehabilitation Sciences

Rehabilitation Counseling Program
**REHC 5390: Practicum in
Rehabilitation** Fall 2016

COURSE SYLLABUS

Credit / Contact Hours: 3 / 3

Schedule: Wednesdays, 4:30 p.m. – 7:20 p.m.
Location: CABL 236 (Campbell Building, Room 236)

Instructor: Stephany N. Martinez, MRC, CRC
Office: 1101 N. Campbell St.
Phone: (915) 383-3574
Email: snmartinez4@miners.utep.edu
Office Hours: Wednesdays 3:00–4:00 p.m. (or by appointment)

Course Description:

This course requires students to complete a clinical experience to develop skills, knowledge, and behaviors necessary for effective professional rehabilitation counseling practice. Practice in rehabilitation counseling involves students engaging in a supervised counseling experience in human service, rehabilitation, or educational setting.

**Prerequisite: EDPC 5339 with a grade of 3.0 or higher.*

Course Objectives:

In this course, students will:

1. learn how to assess client issues and abilities.
2. gain practical experience utilizing counseling theories.
3. gain competence in assisting the client select, manage, and achieve goals.
4. learn techniques to develop client rapport and skills for collaboration.
5. utilize constructive feedback from agency and university supervisors and peers.

Required Texts:

Commission on Rehabilitation Counselor Certification. (2009). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author. Available from <https://www.crc certification.com/filebin/pdf/CRCCCodeOfEthics.pdf>

Hodges, S. (2011). *Counseling practicum and internship manual: A resource for graduate counseling students*. New York, NY: Springer.

Rehabilitation Counseling Program. (2015). *Practicum manual* (Unpublished manuscript). El Paso, TX: The University of Texas at El Paso.

Methods of Instruction:

Methods of delivery include didactic instruction, group discussion, internet, and video content.

Methods of Evaluation:

Evaluations will consist of class presentations, participation, and site supervisor reports.

Assignments	Description	Due Date & Time	Points
Memorandum of Shared Responsibility	Memorandum form is located in the Forms folder on Blackboard. Students will review and sign forms with their agency and university supervisors prior to the initial visit.	Aug. 31 4:00pm	1
Professional Disclosure Recording	Students will develop a professional disclosure statement based on the example provided online and what is provided at their placement. Statements should be recorded as though it were an initial counseling session with a client in a format described under the weekly recording requirement below.	Aug. 31 4:00pm	4
Practicum Goals and Objectives	Students will meet with agency and university supervisors (separately and within the first 3 weeks of the semester) to review specific learning objectives to be accomplished during the semester. The objectives should be observable and measurable, and accompany methods for attainment. They must be typed to be signed by both agency and university supervisors. See Blackboard for detailed description.	Sept. 7 4:00pm	5
Agency Presentation	Students will present an overview of their practicum site. Information may include the types of clients served, settings, interventions and services provided, and the nature of organization (e.g., source of funding, history). The oral presentation should be about 15-20 minutes in length and accompanied by some type of media resources (e.g., handouts, PowerPoint).	Sept. 7 4:00pm	7
Weekly Activity Logs	Students should upload their Weekly Activity Log to BlackBoard as well as email a copy to their site supervisor each week. The Activity Log should reflect hours spent at site performing various activities (e.g., individual counseling, group counseling, resume building, job searching).	Sept. 7- Nov. 9 4:00pm	10
Audio Recordings	Students will provide audio recordings of their direct contacts with clients to facilitate	Sept. 14, Oct. 12, and Nov.	12

	<p>clinical supervision. One hour of recording per week should be submitted to the instructor via BlackBoard.</p> <p><i>Note: Human voice is considered to be highly identifiable information, and lack of security in transmission via the Internet is widely known. Please follow established guidelines to maintain confidentiality in handling your recordings.</i></p>	<p>23</p> <p>4:00pm</p>	
Microskills Matrix and Reflection Logs	<p>Students should upload their Microskills Matrix and Reflection Logs (based on Audio Recordings) to BlackBoard, including, but not limited to, the following items:</p> <ul style="list-style-type: none"> • Assessment of background information • Counseling goals for the session • Plans for next session • Alternative counselor responses • Behavioral plan to improve use of target counseling microskills in the next week • Self-evaluation of use of microskill(s) in this session (matrix) 	<p>Sept. 14, Oct. 12, and Nov. 23</p> <p>4:00pm</p>	6
Case Presentations	<p>Students will be assigned to present on two separate class periods. They may present a different client each time or the same client both times. The client(s) will be one(s) they are working with at their practicum site. The case presentation will primarily focus on the student-counselor experience. It should include the information contained in the case note or record, and discussion on areas that are particularly challenging or rewarding. Students should be prepared to play an audio recording (30-45 minutes) of the interview further illustrating particular “learning moments” and lead a discussion to solicit feedback from peers to guide their continued work with the client. The group will discuss the segment and provide constructive feedback. Refer to Blackboard for specific guidelines.</p>	<p>Refer to Topic/Content Outline and Schedule on BlackBoard</p> <p>4:00pm and in class</p>	20
Agency, University, and Student Evaluations	<p>Students are responsible to submit completed self and site supervisor evaluations prior to mid-term and final conferences to be held in Week 5 and 9 or shortly after. The purpose of the conference is to assess the student’s progress, identify areas for further development, and perform collective trouble-shooting if there are any issues hindering optimal experience.</p>	<p>Oct. 5 & Nov. 30</p> <p>4:00pm</p>	10

Ethical Dilemma Presentation	Students will present an ethical dilemma encountered at their practicum site during the semester. Students should outline the dilemma, demonstrate how they would apply an ethical decision making model, and lead a class discussion on how the dilemma could be dealt with. In this and all the other presentations, specific information that might identify individuals or otherwise violate agency or HIPAA regulations should be withheld.	Nov. 9 OR Nov. 14 4:00pm and in class	10
Post-Course Self-Assessment	Students will submit a final self-assessment that includes at minimum a summary of you progress in terms of your goals and synopsis of increased competencies prior to site and university final evaluations. Students should also identify areas for future growth as well as significant learning events that occurred during their practicum experience.	Nov. 23 4:00pm	5
Professional Portfolio	Students will submit a professional portfolio that includes a resume, letters of recommendation, and an action plan on identified career goal(s).	Dec. 7 4:00pm	10

Final Grading:

<u>Requirements</u>	<u>Point Value</u>
Memorandum of Shared Responsibility	1 point
Professional Disclosure Recording	4 points
Weekly Activity Logs	10 points
Audio Recordings	12 points
Microskills Matrix and Reflection Logs	6 points
Practicum Goals and Objectives	5 points
Agency Presentation	7 points
Case Presentations	20 points
Evaluations	10 points
Ethical Dilemma Presentation	10 points
Post-Course Self-Assessment	5 points
Professional Portfolio	10 points
Total Possible	100 points

Grading Scale:

100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
59% and below	F

Course Content:

Refer to topic outline below.

Assigned readings:

1. Baird, B. N. (2014). Internship classes and peer groups. In *The internship, practicum, and field placement handbook: A guide for the helping professions* (7th ed., pp. 25-32). Upper Saddle River, NJ: Pearson.
2. Cameron, S., & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development, 80*, 286-292.
3. Chiesa, A., & Serretti, A. (2009). Mindfulness-based stress reduction for stress management in healthy people: A review and meta-analysis. *Journal of Alternative and Complementary Medicine, 15*, 593-600. doi:10.1089=acm.2008.0495
4. Cottone, R. R. (2001). A social constructivism model of ethical decision making in counseling. *Journal of Counseling and Development, 79*, 39-45.
5. Miller, S., & Rollnick, W. R. (1995). What is motivational interviewing? *Behavioural and Cognitive Psychotherapy, 23*, 325-334

Topic/Assignment Outline:

The instructor reserves the right to make adjustments to this schedule, including, but not limited to the topics covered, readings, required assignments, evaluation methods, or any other changes that may be needed to effectively teach the material covered.

Week	Date	Content, Readings, & Assignments Due
1	August 24	Course Introduction, Expectations, and Evaluations <ul style="list-style-type: none"> • UTEP Rehabilitation Counseling Practicum Manual <i>* Practicum Starter Documents will be reviewed in class</i>
2	August 31	Logistics of the Rehabilitation Counseling Profession <ul style="list-style-type: none"> • Chapter 1: Introduction to the Counseling Profession and the Practicum/Internship • Chapter 2: Selecting and Applying for a Practicum/Internship <i>* Signed Memorandum of Responsibility due by Wednesday, August 31st, 4:00 p.m</i> <i>* Professional Disclosure Recording due by Wednesday, August 31st, 4:00 p.m</i> <i>* Initial Agency and University Supervisor Site Visit This or Next Week</i>
3	September 7	Different Settings in Rehabilitation Counseling <i>* Practicum Goals and Objectives due by Wednesday, September 7th, 4:00 p.m.</i> <i>* Agency Presentations</i> <i>* Activity Log #1 due by Wednesday, September 7th, 4:00 p.m.</i>
4	September 14	Receiving Feedback in Rehabilitation Counseling <ul style="list-style-type: none"> • Chapter 6: Classroom and Site Supervision • Assigned reading #1 <i>* Case Presentation #1 (2 students)</i> <i>* Activity Log #2 due by Wednesday, September 14th, 4:00 p.m.</i> <i>* Audio Recording #1 due by Wednesday, September 14th, 4:00 p.m</i> <i>* Microskills Matrix & Reflection #1 due by Wednesday, September 14th, 4:00 p.m</i>
5	September 21	Ethical and Legal Issues in Rehabilitation Counseling <ul style="list-style-type: none"> • Chapter 3: Ethical and Legal Issues

		<p>* Case Presentation #1 (2 students) * Activity Log #3 due by Wednesday, September 21st, 4:00 p.m.</p>
6	September 28	<p>Ethical Applications in Rehabilitation Counseling</p> <ul style="list-style-type: none"> Assigned reading #4 Code of Professional Ethics for Rehabilitation Counselors <p>* Case Presentation #1 (2 students) * Activity Log #4 due by Wednesday, September 28th, 4:00 p.m. * Bring CRCC Code of Ethics to class</p>
7	October 5	<p>Clinical Issues in Rehabilitation Counseling</p> <ul style="list-style-type: none"> Chapter 4: Clinical Issues in Practicum/Internship <p>* Mid-Semester Evals (Self & Site Supervisor) due by Wednesday, October 5th, 4:00 p.m. * Mid-term Agency and University Supervisor Conference This or Next Week * Activity Log #5 due by Wednesday, October 5th, 4:00 p.m</p>
8	October 12	<p>Crisis Intervention and Problem-Solving Techniques in Rehabilitation</p> <ul style="list-style-type: none"> Chapter 9: Crisis Intervention in Practicum/Internship Chapter 10: Protecting Yourself During Practicum/Internship <p>* Case Presentation #2 (2 students) * Activity Log #6 due by Wednesday, October 12th, 4:00 p.m. * Audio Recording #2 due by Wednesday, October 12th, 4:00 p.m. * Microskills Matrix & Reflection #2 due by Wednesday, October 12th, 4:00 p.m.</p>
9	October 19	<p>Clinical Writing Skills and Theory-Based Case Conceptualization</p> <ul style="list-style-type: none"> Chapter 5: Clinical Writing Skills Assigned reading #2 <p>* Case Presentation #2 (2 students) * Activity Log #7 due by Wednesday, October 19th, 4:00 p.m.</p>
10	October 26	<p>Stress and Coping in Practicum</p> <ul style="list-style-type: none"> Chapter 8: Managing Stress During your Practicum/Internship Assigned reading #3 <p>* Case Presentation #2 (2 students) * Activity Log #8 due by Wednesday, October 26th, 4:00 p.m.</p>
11	November	Managing Resistance, Motivational Interviewing

	2	<ul style="list-style-type: none"> Assigned reading #5 <p><i>* Activity Log #9 due by Wednesday, November 4th, 4:00 p.m.</i></p>
12	November 9	<p>Cultural Implications in Rehabilitation Counseling Relationships</p> <ul style="list-style-type: none"> Chapter 7: Multicultural Issues and Considerations <p><i>* Ethical Dilemma Presentations (3 students)</i> <i>* Activity Log #10 due by Wednesday, November 9th, 4:00 p.m.</i></p>
13	November 16	<p>Wrapping Things Up</p> <ul style="list-style-type: none"> Chapter 11: Termination in Counseling <p><i>* Ethical Dilemma Presentations (3 students)</i></p>
14	November 23	<p>Technology in Rehabilitation Counseling *****NO CLASS*****</p> <p><i>* Audio Recording #3 due by Wednesday, November 23rd, 4:00 p.m.</i> <i>* Microskills Matrix & Reflection #3 due by Wednesday, November 23rd, 4:00 p.m.</i> <i>* Post Course Self-Assessment due by Wednesday, November 23rd, 4:00 p.m.</i></p>
15	November 30	<p>Social Security, Medicare, and Medicaid</p> <p><i>* Final Evals (Self & Site Supervisor) due by Wednesday, November 30th, 4:00 p.m.</i> <i>* Final Agency and University Supervisor Conference This or Next Week</i></p>
16	December 7	<p>Course Conclusion</p> <ul style="list-style-type: none"> Chapter 12: Completing the Practicum/Internship and Preparing for the Future <p><i>* Professional Portfolios due by Wednesday, December 7th, 4:00 p.m</i></p>

Curriculum and Classroom Policies:

Students are responsible for reading and adhering to UTEP's *Academic Regulations*.

Classroom Attendance: The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline.

Academic Integrity: The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures* (HOP) and available in the Office of Student Life and the homepage of the Office of Student Life at www.utep.edu/dos, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Grades and Grade Point Averages: Graduate students must maintain a 3.0 or higher cumulative grade point average (CGPA) in both their major field and in any and all upper-division undergraduate and graduate-level work. Credit is given in the Graduate School for the grades A, B, and C only.

In some courses, the standard grading system is not practical; such grades are not used to compute the GPA. These grades include I (incomplete), P (in progress), W (withdrawal), and S or U (pass/fail). For information on the grade appeal process, students should refer to the [Student Grievance Procedures](#) in the Student Life Policies and Procedures section of this catalog.

Course Policy:

Students are responsible for reading and adhering to the *Master of Rehabilitation Counseling Student Handbook* and the *Practicum Manual*.

The course is designed to adjunct student practicum placement. Students in the course will complete a minimum of 100 hours at their practicum site. In addition, at least 40 hours of the time spent will be in direct contact with clients, counseling individuals and/or families.

Attendance Requirements:

1. Regularly report to agency to complete the required minimum hours.
2. Meet with their site supervisor on a weekly basis.
3. Meet with university supervisor on a weekly basis for group and/or individual supervision.
4. Missed classes must be made up. Consult instructor.

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

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Information for Students with Disabilities:

If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services Office (CASS) at 747-5148. You can also email the office at cass@utep.edu or go to Room 106, Union Building East. For additional information, visit the CASS website at www.sa.utep.edu/cass.