EDCP619R: PRACTICUM IN REHABILITATION COUNSELING  
Spring 2010

Version 3.0 (02/24/2010)

1. COURSE INSTRUCTOR/FACULTY SUPERVISOR

Paul B. Gold, Ph.D., Assistant Professor, Licensed Psychologist  
3214D Benjamin Building  
Phone: 301.405.8414  
pgold@umd.edu

2. COURSE TIME, LOCATION, & OFFICE HOURS

Thursday, 4:30-7:00 pm, Room 3233 Benjamin Building  
Office Hours: Tuesday & Thursday, 1:00-4:00 pm, & by Appointment

3. COURSE GOALS

In this initial field experience, to develop skills, knowledge, and behaviors to practice as a professional rehabilitation counselor.

4. COURSE OBJECTIVES

• Developing rehabilitation counseling skills
  ♦ Conduct individual counseling sessions with consumers  
  ♦ Develop and maintain a counseling relationship with consumers  
  ♦ Establish, in collaboration with the consumer, individual counseling goals and objectives  
  ♦ Assist the consumer with crisis resolution  
  ♦ Facilitate the consumer’s decision-making and personal responsibility in a manner consistent with the individual’s culture and beliefs  
  ♦ Recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process  
  ♦ Explain the implications of assessment/evaluation results on planning and decision-making  
  ♦ Demonstrate consultation and supervisory skills on behalf of and with the consumer  
  ♦ Assist the consumer in developing acceptable work behavior  
  ♦ Adjust counseling approaches or styles to meet the needs of individual consumers;  
  ♦ Terminate counseling relationships with consumers in a manner that enhances their ability to function independently
Recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate

Interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer

Assist consumers in modifying their lifestyles to accommodate individual functional limitations; and

Assist consumers to successfully deal with situations involving conflict resolution and behavior management

Develop understanding ethical and legal actions guiding rehabilitation counseling

Identify and resolve ethical and legal problems in counseling

Apply knowledge of legislation and advocacy resources to benefit individuals with disabilities

Facilitate access to community resources

Become familiar local organizations’ policies and procedures, and how these affect counseling

Protect confidentiality and identify legal and clinical circumstances under which confidentiality must be broken (i.e. counselor disclosure of individual’s information)

Develop personal growth and self-understanding

Become aware of and describe personal reactions to clients and their impact on the counseling relationship

Share personal reactions and experiences with clients for enhancing the counseling relationship

Practice self-reflection and pursue personal growth as a counselor

5. COURSE FORMAT

Weekly class and group supervision, including

Review didactic material

Clinical case presentations - counseling session tapes

Discuss clinical experiences at the practicum site

Bi-weekly individual clinical supervision with course instructor

Course assignments

Personal Growth Journal

Practicum Logs – record of activities at practicum (weekly/monthly)

Clinical Case Presentations in Class (context, session tapes, review/critique)

Clinical Case Report of a Practicum Site Client

Ethics Essay on a challenging ethical dilemma faced by rehabilitation counselors
6. ON-SITE PRACTICUM REQUIREMENTS

The practicum is a minimum of 100-clock hour supervised field experience with associated coursework (EDCP 619R), which provides for the development of individual and group counseling skills with adolescents and adults who have disabilities. This experience is completed in one semester, generally at the end of the first year or the beginning of the second year. Satisfactory completion of the Practicum is the pre-requisite for the Internship (EDCP 888R). A minimum of 40 hours of DIRECT CLIENT CONTACT IS REQUIRED FOR THE PRACTICUM. (See “Field Experience Manual for Practicum & Internship – Rehabilitation Counselor Program, Revised 06/2009; p. 4)

PERSONNEL INVOLVED IN PRACTICUM

University: University Practicum Supervisor (Course Instructor)
Academic Advisor
Practicum Student

Agency: Executive Director
Agency Supervisor

7. REQUIRED TEXTBOOK & READINGS


Other Required and/or Optional Readings: To be jointly determined by the instructor and class members, based on class members professional interests, specific practicum experiences, and other.

8. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
</table>
| 1    | 01/28/2009 | • Introduction to Practicum
• Review of Helping Skills
• Introduction to Motivational Interviewing | • Student Data Sheet (Form #01)
• Student Self-Assessment of Skills-PRE (Form #06)
• Tarvydas (2009) |
| 2    | 02/04/2009 | • Foundations of Motivational Interviewing
• Setting Practicum Goals
• Supervision Process
• Handling Practicum Site Demands & Relationships with Co-workers | • Practicum Placement (Form #02)
• Practicum Agreement (Form #03) |
<p>| 3    | 02/11/2009 | • CANCELLED - SNOW                             | • CANCELLED SNOW                        |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 4    | 02/18/2009 | • Identity as a Rehabilitation Counselor  
• Personal & Professional Values as Counselor  
• “Taking Care of Yourself”  
• Voluntary Informed Consent  
• Confidentiality | • Rosengren, Chp. 1-2; Exercises 2.1, 2.2, 2.4  
• Practicum Contract (Form #04)  
• Individualized Practicum Plan (Form #05) |
| 5    | 02/25/2009 | • Counseling Process: Reflective Listening,  
Open-Ended Questions, Affirmations, and Summaries | • Rosengren, Chp. 3 & 4  
• Ethics Inventory Due |
| 6    | 03/04/2009 | • Recognizing, Reinforcing, and Eliciting Change Talk  
• Clinical Presentations | • Rosengren, Chp. 5 |
| 7    | 03/11/2009 | • Managing Client Resistance  
• Clinical Presentations | • Rosengren, Chp. 6 |
| 8    | 03/18/2009 | **SPRING BREAK** | |
| 9    | 03/25/2009 | • Opening a Session or Topic  
• Clinical Presentations | • Rosengren, Chp. 7 |
| 10   | 04/01/2009 | • Working with Client Ambivalence  
• Clinical Presentations | • Rosengren, Chp. 8  
• Practicum Site Supervisor Assessment of Student Skills-Mid-Term (Form #07) |
| 11   | 04/08/2009 | • Information Sharing, Offering Concern,  
Giving Advice  
Self-Disclosure - Personal/Professional Boundaries  
Clinical Presentations | • Rosengren, Chp. 9 |
| 12   | 04/15/2009 | • Recognizing & Enhancing Client Readiness to Change  
• Clinical Presentations | • Rosengren, Chp. 10 |
| 13   | 04/22/2009 | • Ethical Decision-Making/Resolving Ethical Dilemmas  
• Clinical Presentations | • Reading-TBD  
• Ethics Essay Due |
| 14   | 04/29/2009 | • Negotiating Treatment Plans with Clients  
• Learning Motivational Interviewing  
• Clinical Presentations | • Rosengren, Chp. 11  
• |
| 15   | 05/06/2009 | • Consolidating Learning  
• Semester Wrap-Up Managing Client Crises & Anticipating Counseling Risks of Harm | • Final Journal Entry – (Sum up your experience)  
• Clinical Case Report on a Client Due  
• Evaluation & Feedback  
• Preparation for Internship  
• Practicum Site Supervisor Assessment of Student Skills Final (Form #08)  
• Practicum Supervisor Final Narrative Assessment of Student (Form #10)  
• Student Self-Assessment of Skills-POST (Form #09)  
• Student Evaluation of Practicum |
9. ASSIGNMENTS

A. **Class Participation**: General contributions in class, which we will conduct as if were discussing service delivery matters as a team in a professional setting.

**Practicum Logs**: Please keep *weekly logs* (Form #13) and a *monthly summary log* (Form #14) of practicum activities and hours in accordance with the Council on Rehabilitation Education (CORE, 2004) requirements for accredited master’s-level rehabilitation counseling training programs. Log forms will be available on the course’s Blackboard website, and must be signed by your practicum site supervisor and University of Maryland, College Park faculty instructor/supervisor, Paul B. Gold, Ph.D. Please retain copies of all logs for eventual submission CRC certification and licensure as a professional counselor.

**Professional Growth Journal**: weekly entries throughout the semester.

The Journal provides a great opportunity to identify and explore your thoughts and feelings that arise from your work at the site, with specific clients, from individual and group (class) supervision, or from thoughts stimulated by readings or class activities. It is a personal journal to be shared only with your instructors (and anyone else you choose). Frequent statements about feelings and reasons should be made, with comments and questions related to the origins of those feelings as they arise. The journal is a subjective account of your self-exploration, in contrast to an objective report of your practicum activities. *(Participation, Logs, & Journal = 10% of total grade).*

B. **Clinical Presentations in Class**: Please present three (3) session tape selections during class meetings to give all class members and supervisors additional opportunities to learn from each other’s experiences. Class review of tapes will be integrated with discussions about course readings, supervision sessions, and practicum site activities. Class members will be encouraged to present additional session tapes covering counseling challenges for which they would like additional feedback and suggestions for future work *(15% of total grade).*

C. **Clinical Case Report of a Practicum Site Client**: Please prepare a written narrative assessment and rehabilitation plan for one client. Describe a person’s illness symptoms, impairments, disabilities, and activity restrictions (e.g., employment) that provide a “story” of his/her current life circumstances. Where relevant, describe a person’s strengths that can be leveraged with other formal and natural supports (e.g., professional services, family/social networks, respectively) to deal with these problems. In your assessment focus attention on those factors most responsible for preventing a person from living a fulfilling life, and provide any relevant history for those factors. Develop a rehabilitation plan for this person that specifically addresses those key factors interfering with life quality, whether these factors are modifiable or not, and strategies for overcoming and/or bypassing those factors standing in the way of quality life. Emphasize client strengths and incorporate client (and
support network, if relevant) input into both the formulation and plan, especially preferences for specific interventions. This assignment offers you a great deal of flexibility in selecting and prioritizing assessment and rehabilitation elements. (15% of total grade).

D. **Ethics Paper:** Please select a challenging ethical dilemma that rehabilitation counselors face in their work, or a problem you dealt with in your practicum placement, and describe ways in which problem can be resolved. Use at least two published sources to support you’re your plan to resolve the ethical dilemma (e.g., published journal articles or book chapters). (10% of total grade).

E. **EDCP Individual Clinical Supervision with Instructor:** Each class member will meet 4 times with instructor to review taped counseling sessions, with special emphasis on counseling process and reactions to challenging client interactions (10% of total grade).

F. **Practicum Site Supervisor Evaluations of Class Members:** Each class member’s practicum site supervisors will submit two brief evaluations of class member performance and progress at the (1) midpoint and (2) conclusion of the semester to the class instructor. The class instructor and the site supervisors will review class member activities at the (1) beginning, (2) midpoint, and (3) conclusion of the semester. All these reports constitute routine monitoring in graduate counseling training programs (40% of total grade).

10. **GRADING PROCEDURES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number or Weeks</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>A Class Participation</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Practicum Logs: Weekly (Monthly)</td>
<td>13 (3)</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Journal: Weekly</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>B Clinical Case Presentations in Class</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>C Clinical Case Report of a Practicum Site Client</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>D Ethics Paper</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>E EDCP Individual Clinical Supervision with Instructor</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>F Practicum Site Supervisor Evaluation of Class Members</td>
<td>2 (Midterm/Final)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>100%</td>
</tr>
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11. **INSTRUCTOR’S RESPONSIBILITIES**

(see [http://www.faculty.umd.edu/teach/reasonable.html](http://www.faculty.umd.edu/teach/reasonable.html))

- The instructor will ensure that class members are treated equitably and not discouraged or devalued based on their differences. He will be particularly sensitive to equitably offering opportunities to class members to answer questions in class, to contribute their own ideas, and to participate fully in projects in and outside of the classroom.

- The instructor will avoid devaluing class members by stereotyping any group and/or overlooking the contributions of a particular group to the topic under discussion.
• The instructor will behave in a professional manner consistent with University policies, with the ethical principles of the American Psychological Association, and his licensure as a Psychologist.

• A syllabus will describe in general terms the content and nature of assignments, examination procedures, and the basis for determining final grades. In cases where all or some of this information cannot be provided at the beginning of the course, a clear explanation of the delay and the basis of course development shall be provided.

• The instructor will provide reasonable notice of major papers in the course and will meet with class members to permit evaluation of student progress throughout the course.

• The instructor will provide a reasonable opportunity to review papers and examinations after evaluation by the instructor, while materials are reasonably current.

• The instructor will facilitate discussions aiding class members in considering different points of view about important issues in psychiatric rehabilitation.

• The instructor will be available for meetings during regular office hours or by appointment.

• The instructor will be present at all class meetings except when prevented by circumstances beyond the control of the faculty member (e.g., jury duty, illness).

• Reasonable confidentiality of information gained through class member-faculty contact shall be maintained. The instructor will publicly acknowledge significant assistance provided by class members in preparing class materials, articles, books, devices and the like.

• The instructor will assign materials to which all class members can reasonably expect to have access.

12. CLASS MEMBERS’ RESPONSIBILITIES

• Class members will be expected to respect the confidentiality of any personal and sensitive information shared in class meetings. Class members are expected to ask questions, and raise issues and express opinions about “topics on the table” for discussion.

• Class members will arrive on time for class meetings and inform the instructor in advance of absences and lateness. Class members will contact the instructor about difficulties completing assignments prior to class assignment due dates.

• Class members will inform the instructor about reasonable accommodations necessary for class participation and completion of assignments (see Section #** below).
13. ATTENDANCE POLICY (quoted verbatim from UM documents)

- **Attendance Guidelines**

  “University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation, e.g., medical documentation. Course syllabi should specify the nature of the in-class participation expected and the effects of absences on the student's grade. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student.”

- **Inclement Weather**

  “Faculty should clarify their policy on handling official schedule adjustments (closings and delays) including associated rescheduling of examinations and assignments due to inclement weather and campus emergencies. If necessary, they should make arrangements to communicate with students directly if weather conditions preclude meeting with students for a normally scheduled class. Official closures and delays are announced on the campus website and snow phone line (301-405-SNOW) as well as local radio and TV stations. If bad weather forces a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance.”

- **Religious Observances**

  “The University of Maryland policy on religious observance states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they should be allowed to makeup academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Instructors should take the validity of these requests at face value. For your reference, an extensive list of religious holidays appears at [http://www.interfaithcalendar.org](http://www.interfaithcalendar.org). The university specifically requires that no assignments and/or tests are to be completed and submitted during the following two holidays during the Fall 2009 semester.”

  **Days identified by UM: None for Spring 2010 Semester** (instructor & class member will handle on a case-by-case basis)

  “The University of Maryland makes it the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Accordingly, faculty should make every feasible effort to accommodate students' requests based on attendance of religious observances.”

- **Excused absences** (instructor & class member will handle on a case-by-case basis)
University of Maryland H1N1 Flu Preparations for Spring 2010

“The University of Maryland has developed a response strategy to the H1N1 flu. The University’s Incident Response Team (IRT), convened by Linda Clement, Vice President for Student Affairs, is a coordinating body that responds critical campus H1N1 flu incidents. The IRT will provide guidance in accord with the CDC Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-2010 Academic Year.” See http://www.umd.edu/umnews/h1n1fall09.cfm for more information.

“The campus will rely on the University homepage to post regular updates on campus conditions. Targeted e-mails will be sent as needed. The University has existing communications resources that can be mobilized for quick response as necessary. Media relations and use of campus media outlets (UMTV, 1640 AM, WMUC, Terrapin TV) are additional assets that can be used.”

“Faculty and staff have been specifically encouraged to take precautions to stay well, but also have been advised to have back-up plans for covering their classes/essential job duties should they become ill, and consider how they can adapt their courses if they have students who are sick. This may require adjusting attendance policies and appropriate ways how students can make up missed classes, assignments, and exams.”

“Have faculty establish class e-mail listservs so they can communicate consistent messages. Online teaching platforms, alternate forms of instruction and contact (e.g., Blackboard, blogs, podcasts, conference calls, etc.) should be pursued where feasible. Special workshops will be offered to faculty about the use of this technology.”

14. ACADEMIC INTEGRITY & HONORS PLEDGE

(From the Student Honor Council - http://www.shc.umd.edu)

“The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.”

“To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."
15. INSTRUCTOR COURSE EVALUATION

CourseEvalUM Spring 2010

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

Why should I fill out the evaluations?

• If you fill out all of the evaluations in your dashboard, the next semester you can view a summary of submitted evaluations for ALL classes with a 70% or higher response rate for their evaluations

• Your evaluations help instructors improve their courses

• Your evaluations help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions

• Your evaluations will help current and future students decide on classes

16. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

“The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the department chair and Dr. Jo Ann Hutchinson at Disability Support Services (314-7682, email Dissup@umd.edu). She will make arrangements with the student to determine and implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their life on campus and you may wish to refer them to the Counseling Center (314-7651) or the Mental Health Service in the Health Center (314-8106). Note that the Disability Support Service (Rm. 4155) and the Counseling Center have moved to temporary locations in Susquehanna Hall. In cases of violent or potentially violent behavior, you should contact the Campus Police (405-3333) or Dr. Jonathan Kandell (314-7658) or other members of the BETA group.”