Instructor: Rene Gonzalez, Ph.D., CRC

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Office: Health Affairs Building West, RM 1.306

Office Hours: Wednesday: 2:00pm - 4:30pm
    Thursday: 2:00pm - 5:30pm
    (Request Appointment via E-mail)

Semester / Year: Fall 2018
Course Number: REHS 6370.01
Course Title: Techniques in Rehabilitation Counseling

Class Time: Wednesday: 4:40pm - 7:10pm
Class location: Health Affairs Building West, RM 1.138


Additional readings may be assigned during the semester.

Course Description
The purpose of this course is to provide a basic overview of the current counseling techniques used in psychotherapeutic relationships. The course will emphasize various counseling techniques and their applicability as it relates to working with clients/consumers with a multitude of disabilities, including physical, cognitive, and emotional issues. Techniques and the process of counseling and psychotherapy including facilitative relationships, case conceptualization, goal setting, intervention, and outcome evaluation will be explored. Structured learning experiences through analysis and practice using simulated counseling experiences for development of competencies in utilization of the techniques with rehabilitation clients/consumers will be emphasized. The major course objectives focus on the development and refinement of skills in the following areas:

1. Facilitative communication in interpersonal interaction.
2. Systematic problem solving - identifying client problems and needs, setting goals, and selecting and implementing intervention strategies.

Course Objectives / CACREP Standards:
As specified in the CACREP 2016 Professional Counseling Identity & Clinical Rehabilitation Counseling Standards and upon successful completion of the course:

1. Students will demonstrate multicultural counseling competencies (CACREP 2.F.2.c.).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: exams, quizzes, counselor role-playing activities, student conferences, and taped quasi-counseling sessions
2. Students will demonstrate an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP 2.F.2.d.).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: counselor role-playing activities, student conferences, and taped quasi-counseling sessions

3. Students will demonstrate a systems approach to conceptualizing clients (CACREP 2.F.5.b.).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: exams, quizzes, counselor role-playing activities, student conferences, verbatim form, self-evaluation form, and taped quasi-counseling sessions

4. Students will demonstrate an understanding of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2.F.5.d)
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: exams, quizzes, counselor role-playing activities, student conferences, verbatim form, self-evaluation form, and taped quasi-counseling sessions

5. Students will demonstrate an understanding of the impact of technology on the counseling process (CACREP 2.F.5.e).
   - Teaching Method: lecture, reading assignments, and class discussion
   - Assessment: exams and quizzes

6. Students will demonstrate counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: exams, quizzes, counselor role-playing activities, student conferences, self-evaluation form, and taped quasi-counseling sessions

7. Students will strengthen their interviewing, counseling and case conceptualization skills (CACREP 2.F.5.g.).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: exams, quizzes, counselor role-playing activities, student conferences, verbatim form, self-evaluation form, and taped quasi-counseling sessions

8. Students will demonstrate evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j.).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: exams, quizzes, counselor role-playing activities, student conferences, verbatim form, self-evaluation form, and taped quasi-counseling sessions

9. Students will demonstrate suicide prevention models and strategies (CACREP 2.F.5.l.).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities, and suicide on-line training
   - Assessment: screening for suicide certificate, counselor role-playing activities, student conferences, and taped quasi-counseling sessions

10. Students will develop a personal model of counseling (CACREP 2.F.5.n.).
    - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
    - Assessment: counselor role-playing activities, student conferences, and taped quasi-counseling sessions
11. Students will demonstrate legal and ethical considerations specific to clinical rehabilitation counseling (CACREP 5.D.2.w).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: exams, quizzes, counselor role-playing activities, student conferences, self-evaluation form, and taped quasi-counseling sessions

12. Students will demonstrate diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs (CACREP 5.D.3.a).
   - Teaching Method: lecture, reading assignments, class discussion, observer of role-playing activities
   - Assessment: counselor role-playing activities, student conferences, verbatim form, self-evaluation form, and taped quasi-counseling sessions

UTRGV Policy Statements

**STUDENTS WITH DISABILITIES:**
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations TBA.

**UTRGV Calendar of Activities**
The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Some important dates for Fall 2018 include:

<table>
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<tr>
<th>Fall 2018 Term (August 27 – December 13)</th>
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<tbody>
<tr>
<td>Aug. 27 (Mon.)</td>
<td>Fall classes begin</td>
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<tr>
<td>Sept. 3 (Mon.)</td>
<td>Labor Day Holiday. No classes.</td>
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<tr>
<td>Sept. 12 (Wed.)</td>
<td>Census Day (last day to drop without it appearing on the transcript)</td>
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<tr>
<td>Nov. 14 (Wed.)</td>
<td>Last day to drop (DR grade) a class or withdraw (grade of W)</td>
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<tr>
<td>Nov. 22 – Nov. 24 (Thurs. – Sat.)</td>
<td>Thanksgiving Holiday. No classes</td>
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<tr>
<td>Dec. 6 (Thurs.)</td>
<td>Study Day. No classes.</td>
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<td>Dec. 7 – Dec. 13 (Fri. – Thurs.)</td>
<td>Final Exams</td>
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<tr>
<td>Dec. 17 (Mon.)</td>
<td>Grades Due at 3 p.m.</td>
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ATTENDANCE:
Attendance records will be maintained by the instructor. Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Attendance-Related Special Policies
- Students who repeatedly leave class early will be asked to drop the course.
- Students are expected to stay for the entire class period. Leaving class early interrupts the learning processes of fellow students and should be reserved for unusual circumstances.
- Students are expected to arrive to class on time and return from breaks on time. Late arrivals interrupt the learning processes of fellow students. Students who are repeatedly tardy to class will be asked to drop the course.
- If one or more class sessions are missed leading to a scheduled quiz or exam, the student will not be permitted two (2) attempts to take the quiz and exam. Rather, the student will have one (1) attempt to take the quiz and exam.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; 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; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop a class (DR grade) or withdraw (grade of W) until the official drop date of November 14. Following that date, students must be assigned a letter grade and can no longer drop the class.
Course Requirements

I. Three (3) online exams: 300 points (100 points each)
Exams provide multiple choice and true/false questions to assess students’ mastery of content.
- Exams: Open Wednesday at 8:00am. Close Saturday at 10:00pm, unless re-scheduled.

II. Three (3) online quizzes: 30 points (10 points each)
Quizzes provide multiple choice and true/false questions to enhance students’ understanding of the material. Quizzes serve as precursors for the exam.
- Quizzes: Open Wednesday at 8:00am. Close Saturday at 10:00pm, unless re-scheduled.

Exam and Quiz - Special Policies
- Exams and quizzes may not be taken in advance.
- Missed exam or quiz will receive a grade of zero (0) points.
- Exams and quizzes will be based on lectures and assigned readings.
- Students may refer to the textbook and any other course materials during the exam and quiz.
- Students may not collaborate via text messaging, cell phone, IM, in person, or by any other means during the exam and quiz.
- If one or more class sessions are missed leading to a scheduled exam and quiz, the student will not be permitted two (2) attempts to take the exam and quiz. Rather, the student will have one (1) attempt to take the exam and quiz.

III. Demonstration of Counseling Techniques: 365 points
Students are required to submit four (4) taped quasi-counseling sessions. The student will demonstrate the ability to apply general knowledge of theoretical approaches to human behavior, counseling techniques, facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors. In addition, the students will demonstrate the ability to apply general knowledge of psychiatric rehabilitation, and medical and psychosocial aspects of disability learned in previous courses.
  a. Tape I (intake session) (50 points)
     ➢ One (1) Disclosure Statement and Informed Consent Form: (10 points)
  b. Tape 2 (50 points)
  c. Tape 3 (75 points)
  d. Tape 4 (100 points)
     ➢ Four (4) Verbatim Form: 40 points (10 points each session)
     ➢ Four (4) Self-evaluation Form for Quasi-counseling Session: 40 points (10 points each session)
- See Blackboard “Course Materials” tab for assignment directives.
- Quasi-counseling Sessions due dates corresponds with the student conference date.

IV. Screening for Suicide: 50 points
- See Blackboard “Course Materials” tab for assignment directives.

V. Student Conferences
Mandatory student conferences will be held for all taped quasi-counseling sessions.
- See Blackboard “Course Materials” tab for assignment directives.

VI. Class Participation: 15 Points (5 points each)
Students are required to demonstrate counseling techniques three (3) times during the duration of the course by partnering with another student in class. The quasi-counseling interaction will range from 7 to 10 minutes in length and will be observed by the other class members.
- See Blackboard “Course Materials” for assignment directives.
Extra Credit
Extra credit is not offered nor accepted in this course.

Late Assignments
Late assignments will not be accepted without prior consent of the instructor. If prior approval is obtained from the instructor, a 10-point penalty, per day, will be assessed to the grade of that assignment. If the assignment is not submitted on the agreed upon date, the student will receive a grade of zero (0) points for that assignment.

Grading Scale
The total number of possible points for this course is 760.
A - 760 – 686 Points
B - 685 – 608 Points
C - 607 – 532 Points
F - 531 Points.
Course Outline

This schedule is tentative. Additional assignments and schedule changes may be announced in class.

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<thead>
<tr>
<th>WK</th>
<th>Starts</th>
<th>Topic</th>
<th>Materials</th>
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<tbody>
<tr>
<td>01</td>
<td>Aug. 29</td>
<td>Orientation to Class</td>
<td>Syllabus, Chapter 1, 2</td>
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<td>Intentional Interviewing</td>
<td>PowerPoint</td>
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<td>Ethics, Multicultural Competence, and Positive Psychology</td>
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<td>02</td>
<td>Sept. 5</td>
<td>Attending Behavior and Empathy</td>
<td>Chapters 3, 4</td>
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<td>Observation Skills</td>
<td>PowerPoint</td>
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<td>Sept. 8</td>
<td><strong>Due September 8 @ 10pm: Screening for Suicide</strong></td>
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<td>03</td>
<td>Sept. 12</td>
<td>Questioning: Opening Communication</td>
<td>Chapter 5, 6</td>
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<td>Encouraging, Paraphrasing, and Summarizing</td>
<td>PowerPoint</td>
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<td>04</td>
<td>Sept. 19</td>
<td>How to Conduct a 5-Stage Counseling Session</td>
<td>Chapters 8, 9</td>
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<td>Focusing the Counseling Session</td>
<td>PowerPoint</td>
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<td><strong>Sep. 19-22</strong></td>
<td><strong>Exam 1 and Quiz 1</strong></td>
<td>Chapters 1, 2, 3, 4, 5</td>
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<td><strong>Opens: Wednesday 8:00am Closes: Saturday 10:00pm</strong></td>
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<td>05</td>
<td>Sept. 26</td>
<td>Reflecting Feelings</td>
<td>Chapters 7, 10</td>
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<td>Empathetic Confrontation</td>
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<td>Experiential Demonstration of Counseling Techniques</td>
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<td><strong>-----Student Tape 1 Conferences-----</strong></td>
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<td>06</td>
<td>Oct. 3</td>
<td>Reflection of Meaning and Interpretation/Reframe</td>
<td>Chapter 11, 12</td>
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<td>Self-disclosure and Feedback, etc.</td>
<td>PowerPoint</td>
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<td>Experiential Demonstration of Counseling Techniques</td>
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<td><strong>Oct. 10-13</strong></td>
<td><strong>Exam 2 and Quiz 2</strong></td>
<td>Chapters 6, 7, 8, 9, 10</td>
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<td><strong>Opens: Wednesday 8:00am Closes: Saturday 10:00pm</strong></td>
<td>PowerPoint</td>
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<td>07</td>
<td>Oct. 17</td>
<td>Counseling Theory and Practice</td>
<td>Chapter 13, 14</td>
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<td>Skill Integration</td>
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<td>Experiential Demonstration of Counseling Techniques</td>
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<td><strong>-----Student Tape 2 Conferences-----</strong></td>
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<td>08</td>
<td>Oct. 24</td>
<td>Experiential Demonstration of Counseling Techniques</td>
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<td>09</td>
<td>Oct. 31</td>
<td>Experiential Demonstration of Counseling Techniques</td>
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<td><strong>-----Student Tape 3 Conferences-----</strong></td>
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<td>11</td>
<td>Nov. 7-10</td>
<td>Exam 3 and Quiz 3</td>
<td>Chapters 11, 12, 13, 14</td>
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<td><strong>Opens: Wednesday 8:00am Closes: Saturday 10:00pm</strong></td>
<td>PowerPoint</td>
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<td>12</td>
<td>Nov. 14</td>
<td>Experiential Demonstration of Counseling Techniques</td>
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<td>Nov. 21</td>
<td>Experiential Demonstration of Counseling Techniques</td>
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<td>14</td>
<td>Nov. 26</td>
<td><strong>-----Student Tape 4 Conferences-----</strong></td>
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<td>Nov. 28</td>
<td>Experiential Demonstration of Counseling Techniques</td>
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<td>15</td>
<td>Dec. 5</td>
<td>Experiential Demonstration of Counseling Techniques</td>
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