



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS
Department of Rehabilitation

Course Syllabus RECN 642: Techniques of Interviewing and Case Management

General Information

Program : Master of Science Rehabilitation Counseling
 Academic Term : Fall 2022
 Course Codification : RECN 642
 Course Title : Techniques of Interviewing and Case Management
 Credit Hours : 3 (45 contact hours)
 Learning Modality :
 Class Time :
 Class Location :
 Instructor :
 Email :
 Phone :
 Office Location :
 Office Hours :
 Program Assistant :
 Email :
 Phone :

Course Description

The purpose of this course is to develop professional competencies necessary to provide timely and cost-efficient case management services required to effectively serve individuals with disabilities and chronic illness and their families. Knowledge base component of this course are in service philosophies, practices, and case management procedures applicable to a variety of public or private rehabilitation settings. Skill base component will put emphasis on intake interview techniques, rehabilitation counseling planning, and documentation. An emphasis will be placed on systematic, service planning and coordination, evidence-based practice, utilization of community resources and referrals, multicultural considerations, ethical decision-making, and evaluation procedures for assessing effective service delivery

Add/Drop

Process	Last day
Add/drop period ends	September 7, 2022
Withdrawal period ends	December 9, 2022

See [Academic Calendar Fall 2022](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives and Key Performance Indicators

KPI-2: Graduates will apply and demonstrate counseling knowledge, skills, and practices to provide services and advocate for individuals, families, and groups through culturally appropriate practice promoting social justice, equity, and access.

KPI-10: Demonstrate competence in essential interviewing, counseling, case conceptualization skills, and case management within the scope of practice in rehabilitation counseling.

KPI-11: Graduates will be able to understand and apply professional and ethical behaviors to work collaboratively with individuals with disabilities, their support systems, and their environment, promoting goals achievements in personal, social, psychological, and vocational areas.

Course Objectives	CACREP Standard	Assessment
1. Review history, legislation, system, philosophy, and current trends of rehabilitation counseling.	5H-1a	Comprehensive Final Exam M1 Assignment
2. Develop essential individual intake interviewing and counseling skills and techniques.	2F-5c, 2F-5g	Comprehensive Final Exam M3 Assignment 2 M7 Assignment 1
3. Demonstrate effective case management strategies to help clients understand the available community-based resources and develop the skill to access said environmental resources.	2F-5k	Comprehensive Final Exam M3 Assignment 1
4. Employ developmentally relevant evidence-based preventive and interventive counseling treatment plans based on the client's needs.	2F-5h, 2F-5j	Comprehensive Final Exam M8 Assignment 1
5. Generate measurable outcomes for clients during the counseling process (2F-5i).	2F-5i	Comprehensive Final Exam M8 Assignment 1
6. Develop awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations.	5H-2i	Comprehensive Final Exam M11 Assignment 1
7. Recognize and apply principles of independent living, self-determination, and informed choice.	5H-1d	Comprehensive Final Exam

Course Objectives	CACREP Standard	Assessment
8. Understand professional rehabilitation counseling scope of practice, roles, and settings	5H-2a	Comprehensive Final Exam M12 Assignment 1
9. Identify administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping.	5H-2r	
10. Understand evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning	5H-3a	Comprehensive Final Exam
11. Recognize informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities	5H-3b	Comprehensive Final Exam
12. Evaluate consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention.	5H-3m	Comprehensive Final Exam M13 Assignment 1

Resources

Required textbook	Roessler, R. T., & Rubin, S. E. (2018). <i>Case management and rehabilitation counseling: Procedures and techniques</i> (5th ed.). Pro-Ed, Inc.
Complimentary texts	Egan, G. (2013). <i>The skilled helper: A problem-management and opportunity-development approach to helping</i> . Cengage Learning.
Recommended References and Resources	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> . (7th ed.). The Author.

Evaluation strategies

1. Comprehensive Final Examination (200 pints)

The final examination will consist of 100 test items that include multiple choice, true/false and short answers questions. Students will be assessed on material presented both in the class and derived from the reading material and assignments.

2. Case management electronic file

The case management electronic file is the main assignment of this course. It will be divided in various component, to be turned in throughout the semester. For this assignment, the student needs to be familiar with Therapy Notes (<https://www.therapynotes.com/>), which is an electronic health record (EHR) for behavioral health. The instructor will create a login name and temporary password for each student and will send it in an email. In the HER, students are responsible to create the patient's demographic and contact information, intake interview documentation, informed consent form, and rehabilitation counseling treatment plan. It is the student's responsibility to, also, submit the evidence in Canvas.

a. Intake interview video (100 points)

The instructor will assign a case to each student. The student will review the provided information and will find a person to conduct an intake interview, where the student will assume the role of a rehabilitation counselor. It is highly recommended for students to work in pairs with one of the classmates.

In Therapy Notes, the student will create a fictitious client to complete the demographic information. After, the student will schedule an appointment for the intake interview. Student should be familiar with the template provided by Therapy Notes and will need to be knowledgeable con the specific disability or chronic illness the client has (provided in the case study).

This exercise will require each student to conduct an intake interview (approximately 30-45 minutes) which will be videotaped. This video tape should be used to review intake information and to prepare a written intake case note in Therapy Notes. Both the video and summary of the intake interview will be due at the same time and should be uploaded in Canvas. Evaluation criteria are available in Canvas.

b. Informed Consent Form (50 points)

Student will develop an Informed Consent Form for a professional practice in counseling, that must be signed by the fictitious client and the rehabilitation counselor, in this case, the student. AN example of an Informed Consent Form will be provided by the professor. Students will upload the signed copy of the informed consent form in the HER and in Canvas.

c. Rehabilitation Counseling Plan (100 points)

Based on the assigned case and the intake interview, students will develop an Individualized Employment Plan (IEP), following the Maryland Department of Rehabilitation Services guidelines and considerations (will be provided by the professor). The plan should include:

- i. No less than two (2) goals based on the client's main concerns.
- ii. Evidence-based objectives to accompany each goal reflecting the specific counseling approach used to meet said goals (i.e., CBT, reality therapy, and motivational interviewing entre among others).

d. Referral Form to Services (25 points)

Based on the IEP, the students will create a referral form to an identified needed service. Also, the student will submit the form to the EHR and in Canvas. For the referral purpose, the student will create a referral case note in the EHR.

e. Consultation case note (25 points)

Student must create a case note in the EHR pertaining to a consultation with a rehabilitation professional and the identified needs of the client.

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the expectations
F	0-299	below 60	

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

All assignments are mandatory, even if they are not graded with points. Assignments will be “graded” using complete/incomplete format provided by Canvas. Failure to turn in all assignments will result in 5% less of your final grade. **Each missing assignment worth approximately 0.4%. Late policy doesn’t apply for assignments.**

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.

- B. Title IX:** The University of Maryland Eastern Shore (UMES) and its faculty are committed to creating a safe learning environment for all students. In compliance with Title IX, any form of sex discrimination (including sexual harassment, sexual assault, dating or domestic violence,

or stalking) is prohibited. Retaliation for asserting claims of sex discrimination is also prohibited under UMES policies and Title IX. If you experience discrimination, you are encouraged to report the incident to the UMES Office of Institutional Equity and Compliance (OIE). You can do so by calling 410-651-6135, emailing titleIX@umes.edu, or visiting the Early Childhood Research Center, Suite 1129. The OIE offers Supportive Measures to students who have experienced sexual misconduct regardless of whether or not an individual chooses to disclose their experience. Supportive Measures could include assistance to students with academics, housing, or other resources.

Please be aware that faculty members are "Responsible Employees" and required to report information about suspected or alleged sex discrimination to the Office of Institutional Equity and Compliance. If OIE receives information about an incident, they will reach out to offer information about resources, rights, and options. If you or another student you know would like to speak to a confidential resource who is not required to report, please contact the Counseling Center at 410-651-6449.

- C. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class

attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- D. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- E. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- F. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website.

For more information about your options at UMES, please visit www.umes.edu/OIE or call us at 410-651-6135 or through email at titleIX@umes.edu.

- G. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- H. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract.
<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>
- I. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- J. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- K. Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or

<https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 0 08/29/2022	☒ Getting Started	See policies described in Canvas Syllabus	M0 Assignment 1 <ul style="list-style-type: none"> • Syllabus Acknowledgement Form 	N/A
Module 1 08/29/2022	☒ The mission, role, and competencies of the rehabilitation counselor	Chapter 1 CRCC scope of practice Empirically Derived Test Specifications for the Certified Rehabilitation Counselor Examination: Revisiting the Essential Competencies of Rehabilitation Counselors CRCC Rehabilitation Counselor Scope of Practice	M1 Assignment 1 <ul style="list-style-type: none"> • Scope of practice and definitions (CRCC) 	5H-1a 5H-2i 5H-2a
Module 2 09/04/2022	☒ Vocational and career counseling skills for the rehabilitation counselor	Chapter 2	M2 Assignment 1 <ul style="list-style-type: none"> • Minnesota Work Adjustment Theory and The Crux Model Outline 	5H-1a 5H-1d 5H-2a

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 3 09/11/2022	<ul style="list-style-type: none"> The intake interview 	Chapter 3	M3 Assignment 1 <ul style="list-style-type: none"> Informed Consent Form M3 assignment 2 <ul style="list-style-type: none"> Intake interview draft (questions) 	2F-5c 2F-5g 2F-5k 5H-3a
Module 4 09/18/2022	<ul style="list-style-type: none"> Medical evaluation 	Chapter 4	M4 Assignment 1 <ul style="list-style-type: none"> Chapter outline 	5H-3b
Module 5 09/25/2022	<ul style="list-style-type: none"> Psychological evaluation 	Chapter 5	M5 Assignment 1 <ul style="list-style-type: none"> Chapter outline 	5H-3b
Module 6 10/02/2022	<ul style="list-style-type: none"> Vocational evaluation 	Chapter 6	M6 Assignment 1 <ul style="list-style-type: none"> Chapter outline 	5H-3b
Module 7 10/09/2022	<ul style="list-style-type: none"> Mid-term evaluation 		M7 Assignment 1 <ul style="list-style-type: none"> Intake interview video and case note 	
Module 8 10/16/2022	<ul style="list-style-type: none"> Vocational alternatives for clients not referred for vocational evaluations 	Chapter 7	M8 Assignment 1 <ul style="list-style-type: none"> Chapter outline 	2F-5i
Module 9 10/23/2022	<ul style="list-style-type: none"> Preparing and planning for the rehabilitation program 	Chapter 8	M8 Assignment 1 <ul style="list-style-type: none"> Rehabilitation counseling plan 	2F-5h 2F-5j
Module 10 10/30/2022	<ul style="list-style-type: none"> Job placement 	Chapter 9	N/A	5H-3b 5H-3m
Module 11 11/06/2022	<ul style="list-style-type: none"> Overcoming environmental barriers to employment through reasonable accommodation in the workplace 	Chapter 10	M11 Assignment 1 <ul style="list-style-type: none"> JAN recommendations 	2F-5k 5H-2a 5H-3m

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 12 11/13/2022	<ul style="list-style-type: none"> Systematic caseload management 	Chapter 11	M12 Assignment 1 <ul style="list-style-type: none"> Referral form to service 	2F-5k
Module 13 11/20/2022	<ul style="list-style-type: none"> Multicultural considerations in the rehabilitation counseling process 	Chapter 12	M13 Assignment 1 <ul style="list-style-type: none"> Consultation case note 	2F-5h 2F-5j
Module 14 11/27/2022	<ul style="list-style-type: none"> Family-centered rehabilitation case management 	Chapter 13	N/A	2F-5h 2F-5j
Module 15 12/04/2022	Final Exam			
Module 16 12/11/2022	Final Exam			

NOTE: This is a tentative calendar, and it might change under extraordinary circumstances. Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.