**Auburn University**

**Course Syllabus**

Course Number: RSED 7300/7306

Course Title: Rehabilitation Counseling Techniques

**Credit Hours: 3 semester hours**

**Prerequisites: None**

**Day/Time: Tuesdays 9:30-11:50**

**Location: Haley 2011**

**Professor**: Jill Meyer, PhD, LCPC, CRC

Auburn University, SERC

1226 Haley Center

Office: 334-844-2109

Main Office: 334-844-7676

Fax: 334-844-7677

Email: Jill.Meyer@Auburn.edu

334-844-2109

**Office Hours**: By appointment

**Email**: [Jill.Meyer@Auburn.edu](mailto:Jill.Meyer@Auburn.edu)

**1. DATE SYLLABUS REVISED:** Spring, 2015;Spring, 2014;Spring, 2013; Spring, 2012

**2. Required Texts**

Ivey, A. E., & Ivey, M. B. (2009). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (7th ed.)*. Belmont, CA: Thomson Brooks/Cole.

Pope, M. (2006). *Professional counseling 101: Building a strong professional identity*. Alexandria, VA: American Counseling Association.

American Psychological Association. (2010). *APA publication manual* (6th ed.). Washington, DC: APA.

**Required Supplemental Readings** (Posted on Canvas)

Christensen, T. M. (2005). Research and writing in counseling. In D. Capuzzi & D. R. Gross (Ed.s), *Introduction to the Counseling Profession* (pp.100 – 122) 4th ed. Boston, MA: Allyn and Bacon.

**Course Description**

This course provides an in-depth view of the professional counseling field and is focused primarily on the development of beginning counseling skills. Attention is focused on the development of the helping relationship, including a review of research on factors that influence helping processes and rapport building. Another purpose of this course is to increase students' awareness about how their behaviors, values, and beliefs are related to the role of the counselor, and in the process to determine goodness-of-fit for the counseling profession. **NO CELL PHONES IN THIS CLASS.**

**CORE & CACREP Objectives & Standards as applied to Clinical Rehabilitation and Mental Health Counseling**

Through assigned readings, in-class exercises, videotaped simulated counseling experiences and literature reviews, students will demonstrate:

***CACREP***

1. Knowledge about counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP.II.G.2.e.)
2. Knowledge of theories for facilitating optimal development and wellness over the life span (CACREP.II.G.3.h.)
3. An orientation to wellness and prevention as desired counseling goals (CACREP.II.G.5.a.)
4. Counselor characteristics and behaviors that influence helping processes (CACREP.II.G.5.b.)
5. Essential interviewing and counseling skills (CACREP.II.G.5.c.)
6. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP.II.G.5.d.)

***CORE & CMHC***

1. Demonstrate the ability to apply and adhere to ethical and legal standards in Rehabilitation clinical mental health counseling (CORE & CMHC.B.1.)
2. Demonstrates an integrated personal theory of rehabilitation counseling. (CORE B.3.)
3. Describe the principles of rehabilitation and mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote wellness and mental health in a multicultural society (CORE E 1 & CMHC.C.1.)
4. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (CORE E. 2.)
5. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CORE E. 5. & CMHC.C.7.)
6. Understands professional issues relevant to the practice of rehabilitation counseling. (CORE E. 7.)
7. Use the principles and practices of diagnosis, treatment, referral, wellness, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CORE F.1. & CMHC.D.1.)
8. Apply multicultural competencies to rehabilitation and clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of various conditions including mental and emotional disorders (CORE F. 2. & CMHC.D.2.)
9. Apply effective strategies to promote client understanding of and access to a variety of community based resources (CORE F.3.)
10. Demonstrate the ability to recognize his or her own limitations as a rehabilitation and clinical mental health counselor and to seek supervision or refer clients when appropriate (CORE F 6. & CMHC.D.9.)
11. Understands how living in a multicultural society affects clients seeking rehabilitation counseling services. (CORE G.1.)
12. Maintains information regarding community resources to make appropriate referrals for clients with disabilities (CORE H.1.)
13. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for people with disabilities. (CORE H.3.)
14. Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy, psychopathology, and wellness leading to diagnoses and appropriate counseling treatment plans (CORE I. 1. & CMHC.G.1.)
15. Screens for danger to self and/or others, as well as co-occurring disabilities (e.g., intellectual disability and major depression; addiction and Hepatitis C). (CORE J.3.)
16. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CORE J.6.)
17. Understand how to critically evaluate research relevant to the practice of rehabilitation and clinical mental health counseling (CORE K. 1. & CMHC.I.1.)
18. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation and clinical mental health counseling (CORE K.3. & CMHC.I.3.)

**Instructional Methods**

Course objectives will be achieved through assigned readings, lectures and discussions, demonstrations, videotaping, experiential training, and course assignments.

**Course Requirements**

1. **Taping Practice**  – With a partner you will tape one session in the next two weeks in the on-campus lab. Practice session will last 5-10 minutes as the counselor. You must be the counselor and client each time. Each person (when you are the counselor) has to tape and upload her/his own tape to the G drive.
2. **Tapes MicroSkills Practice Sessions (4) -** Meet with your tape partner 4 times to practice basic counseling skills. You must not meet with your tape partner before I give you instructions for that session, as you will need to have (watched) the lecture prior to taping. These practice sessions are to be videotaped so that you and the supervisor can review your skill development. Keep all tapes until the end of the semester. Do not delete from the G drive until instructed.
   1. **Counseling rooms are assigned through SERC 2084.** There is a book at the reception desk for scheduling rooms. Do this as soon as you can.
   2. **Counseling rooms –** 1120a or 1120b – sign up now…
   3. **Dawn Browning & Brian Phillip –** AV/IT will meet us in the lab to provide training on the rooms/computers
3. **\*Experiential Training -** Participate in the experiential training exercises. We will have weekly lectures on microskills and other content (crises & diagnoses) in counseling. You get credit for participation, which means you MUST be present and participate to receive credit\*.

**\*Role Play only for Tapes and Weekly Practice. Do not divulge personal information\***

1. **Literature Review.** Using APA style (6th ed.), write a10 page narrative (not including title page, abstract, and references), double-spaced paper on a counseling topic. See the Literature Review Guidelines.
2. **Personal Growth and Development Paper.** Write a 5 page, double-spaced paper through which you incorporate all your experiences over the duration of the course and describe your path, your discoveries, and your changes throughout this course, including any changes in behavior, feelings, attitudes, perceptions, etc. In this paper it is important that you integrate your observations of yourself as a counselor ***(insight and reflection***) with material presented in class and in readings. **Self-reflection is a must!** ***Please do not engage in a summary of assignments from class or a review of the course in any way.***

**Grades and Evaluation**

Video Practice 5%

Counseling Tapes - Microskills sessions (4) 25%

Experiential Training (practice with partner) 25%

Literature Review 25%

Personal Growth and Development Paper 20%

100%

A = 90% - 100% B = 80% - 89% C = 70% -79%

Your grade for this course will reflect your performance on all assignments as well as the professor's and supervisors’ assessment of interpersonal characteristics and your potential for counseling effectiveness. While academic skills are an essential element in successful completion of this course and the counseling program, your grade will reflect not only your academic performance but your personal characteristics. Therefore, it is possible to excel academically and receive a final grade less than an A or B.

The program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities***. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty***. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

The following are qualities of effective counselors and will form the basis for the professor's assessment:

1. Communicate a genuine interest in others;

2. Able to be emotionally affected by experiences of others;

3. Open-minded;

4. Accepting of human differences;

5. Open to feedback from others;

6. Self-acceptance;

7. Demonstrates emotional stability and confidence;

8. Awareness of personal issues and actively works to resolve them;

9. Objectivity;

10. Sense of humor;

11. Awareness of personal needs, values, strengths, and weaknesses;

12. Willingness to learn and grow psychologically;

1. Demonstrates core conditions;
2. Has effective written and verbal skills.

**Notes:**

1. Please note the due dates. All written assignments are to be turned in through CANVAS on the day they are due. Tapes must be available the day they are due. Late assignments will be marked down. Problems with meeting deadlines should be discussed as early as possible, ***but prior to being missed.***
2. Maintaining confidentiality is the primary ethical principle of counselors. In the interaction between class members’ self-disclosure and personal examination will occur. All interactions in this class fall under the same umbrella of confidentiality as client/counselor relationships. If a student fails to maintain the confidentiality of clients or classmates, he or she will be referred for review, which may result in possible disciplinary action, including dismissal from the program. You will sign a consent form to participate and keep information confidential.

**CLASS PARTICIPATION:**

The format of the class is designed to maximize student-student discussion and to facilitate personal and professional growth as a counselor. Participation/Viewing lectures, discussion, and practice are essential element of this course. It is expected that you will complete the reading assignments, ask questions, and participate in all practice and taping sessions.

# ACADEMIC INTEGRITY:

As a graduate student in the Special Education, Rehabilitation, and Counseling department, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to General Counsel Policy.

(see <https://sites.auburn.edu/admin/universitypolicies/default.aspx>)

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new research and writing.

The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and, if in doubt, ask.

According to the Publication Manual of the American Psychological Association (2010), plagiarism (p. 15) involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else’s work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else’s words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author’s sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.

**DO NOT USE ANY QUOTES IN THE PAPERS IN THIS CLASS.**

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility (OoA), but need accommodations, make an appointment with The OoA, 1228 Haley Center, 844-2096 (V/TT)."

**General Counsel Policies**

General Counsel now maintains a single website that serves as the collection of all University Policies:  <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. This replaces the previous Tiger Cub policies.

## 

## Literature Review Guidelines

Writing a literature review serves three purposes: a) to introduce you to the scholarly counseling literature, b) to provide a vehicle through which to learn library resources to access and obtain information, and c) to gain experience reading, integrating, and applying scholarly information to a specific problem or question. The goal of your paper should be to review and evaluate the relevant scholarly knowledge about a particular counseling or rehabilitation counseling related topic.

You can turn in a 1-2 page outline of your paper, including references. I’m primarily interested in the content of the body of your paper (see below under Format). You must set this up with me in advance.

**PLEASE SUBMIT YOUR PAPERS ON CANVAS**

I. Format of Paper

1. Title Page: a standard APA style title page
2. Abstract: a brief, comprehensive summary of contents of the paper.
3. Introduction: a statement of the issue or problem under consideration and the purpose of focus of the literature review. This section should introduce the topic to the reader and give the reader an overview of what to expect in the paper.
4. Body of Paper: you should organize all the relevant literature into a logical, cohesive format.
5. Conclusion: should include the author's conclusions about the reviewed literature. What are the strengths and weaknesses of this body of research? What are directions for future research? What are the needs related to counselor training? What are the implications for counseling practice, etc.?
6. References: APA style see pages 180-192 on crediting sources (for examples refer to APA Manual p. 198-224). For information on citing references within the text see pages 174-179.

II. References:

The paper should include as many references as necessary to sufficiently cover the topic. **A minimum of 10 references is required (within 5 years)**. Most of your references should be from rehabilitation, counseling, and psychology related journals. You must have at least **6** references that are journal articles; the rest of the references may be books (scholarly books, NOT self-help books) or journal articles. Magazines and newspapers are not acceptable sources of information; **neither are web pages**. If you have questions about whether you have enough references, please talk with me.

Example of good counseling journals include: *Journal of Counseling and Development, The Journal of Counseling Psychology, Rehabilitation Psychology, The Rehabilitation Counseling Bulletin, The Counseling Psychologist, Journal of Specialists in Group Work, The School Counselor, The Elementary Counseling Journal*, *The American Psychologist, The Journal of Consulting and Clinical Psychology, The Journal of Family Psychology.*

III. Evaluation:

The grading of the paper will be based on a rubric we will discuss later in the semester. Main areas to consider are:

a. Statement of theme or problem e. Adherence to APA format

b. Logical development of ideas f. Relevance of citations

c. Depth of literature review g. Competency in written language

1. Use of transitions h. Overall organization

IV. Guidelines to follow:

* have a paragraph at the beginning of your paper that talks about the importance of the topic and information that describes how your paper is organized (this will orient the reader as to what to expect)
* follow an outline! Make it specific so that you know topic by topic what you are going to cover
* use headings! These will greatly help you to organize your paper and they will help the reader comprehend the topics
* use transitions between paragraphs to help the flow of the paper
* use summary paragraphs at the end of big sections to help the reader get the main points
* remember that this paper is in essay form or narrative. DO NOT USE LISTS, BULLET POINTS, OR ANYTHING SIMILAR.
* emphasize findings of studies, not just methodologies or the names of variables studied
* point out trends or themes in the literature that you have reviewed
* point out gaps in the literature. What are important things that we do not yet know?
* point out weaknesses in the research that you are summarizing. Be critical in your reading – don’t just summarize
* DO NOT USE QUOTES
* you should have at least one reference cited per paragraph, and often you will have more than one. Sometimes you will have numerous sentences in a row that each have a citation.

Helpful Strategies

1. Do not procrastinate! You may need to order articles through interlibrary loan, read all of the articles, chapters, books, etc., understand them, and integrate them into a coherent paper. This cannot be done well if you wait until the last minute. Although this paper is anxiety-provoking for many of you, try to manage your anxiety by working on it early and in small doses, rather than waiting until full-panic mode sets in. EMAIL me once if you have a question and leave a detailed message.
2. Getting your topic narrowed down to a focus that is appropriate for this paper takes some time and work. Expect to access the library multiple times. This will take longer than you anticipate so start right away.
3. Pay attention to the areas discussed above to make sure you have covered everything.
4. Specific areas of APA style that you should pay attention to:

p. 10 definition of a literature review

p. 23 elements of the title page

p. 25 abstract

p. 61 organization

p. 65 writing style

pp. 70-76 guidelines for reducing bias in language

p. 77- 95 grammar & style

p. 169 citation of sources

p. 170 quoting

p. 174 references in text

p. 180 reference list

p. 229 spacing, etc.

p. 228 typeface, etc.

p. 41 sample review paper

5. Please do not try to make your paper look longer by doing things such as triple-spacing, spacing between paragraphs, using extra large fonts, using boldface type, etc. You should have 1 inch margins, double-space the entire paper, and use a 12-point Times New Roman font.

**Semester Outline**

Date Class Topic Assignments

Introductions

1/20 Course Overview/Introductions Tour & tutorial on counseling rooms

**COSE** **Take Counselor Evaluation Assessment**

**Practice Tape due by Fri (1/30).**

1/27 Intro to Counseling & Ethics Ivey & Ivey 1-2; Pope 1-2, & 10-11

Research Skills Christensen (2005)

Attending Behavior Ivey & Ivey Ch. 3

2/03 Questioning Skills/Identity Ivey & Ivey 4; Pope 3-6

2/10 Observation Skills Ivey & Ivey 5

Core Conditions

2/17 Encouraging/Paraphrase Ivey & Ivey 6

Active Listening Skills **TAPE ONE DUE (2/20 5:00 pm)**

2/24 Reflecting Feelings Ivey & Ivey 7

3/03 Integrating Listening Skills Ivey & Ivey 8: Pope 7-9

Counseling Indiv. w/ Disabilities

3/10 Confrontation Skills Ivey & Ivey 9

Supporting & Challenging **TAPE TWO DUE (3/13 5:00 pm)**

**3/17** Focusing the Interview Ivey & Ivey 10

**PAPER:** **Literature Review Due**

3/24 **SPRING BREAK SPRING BREAK**

3/31 Reflections & Reframing Ivey & Ivey 11; Pope 12-17

**TAPE THREE DUE (4/03 5:00 pm)**

04/07 Strategies for Change: Ivey & Ivey 12

Influencing Skills

04/14 Skill Integrations Ivey & Ivey 13

Termination & Feedback Session **Personal Growth Paper due**

4/21 NCRE Rehab Conference **TAPE FOUR DUE (4/24 5:00 pm)**

4/28 Wrap up & Feedback **COSE POST-ASSESSMENT DUE (email)**