**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**SPRING SEMESTER 2018**

**Course Number: RSED7306**

**Course Title: Rehabilitation Counseling Techniques**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: DE**

**Prerequisties: None**

**Corequisites: None**

**Date Syllabus Revised:** Spring 2018

Professor: Jinhee Park, PhD, CRC

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**Text(s):**

Required:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2017). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th Ed.). Belmont, CA: Thomson Brooks/Cole.

Additional readings will be posted in Canvas.

Recommended Readings:

Cochran, J., & Cochran, N. (2006). *The heart of counseling: Counseling skills through therapeutic relationships* (2nd Ed.). New York, NY: Routledge.

Hackney, H., & Cormier, S. (2014). *Counseling strategies and interventions* (8th Ed.). Pearson.

Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques* (6th Ed.). Boston, MA: Pearson.

**Primary Journals**

Journal of Applied Rehabilitation Counseling

Journal of Counseling and Development

Journal of Cross Cultural Counseling

Journal of Mental Health Counseling

Journal of Multicultural Counseling and Development

The Journal of Rehabilitation

Measurement and Evaluation in Counseling and Development

Rehabilitation Counseling Bulletin

Rehabilitation Research, Policy, and Education

**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.

**Course Objectives** (Based on CACREP 2016 standards)**:**

**CACREP 2. F. 5. Counseling and Helping Relationships**

2.F.5.a. Knowledge of theories and models of counseling

2.F.5.b. Understanding of a systems approach to conceptualizing clients

2.F.5.c. Knowledge of theories, models, and strategies for understanding and practicing consultation

2.F.5.d. Understanding of ethical and culturally relevant strategies for establishing and maintaining in- person and technology-assisted relationships

2.F.5.e. Understanding of the impact of technology on the counseling process

2.F.5.f. Counselor characteristics and behaviors that influence the counseling process

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills

2.F.5.j. Knowledge of evidence-based counseling strategies and techniques for prevention and intervention

2.F.5.n. Support students in processing and developing a personal model of counseling

**CAREP 5. D. Clinical Rehabilitation Counseling – Specialty Area**

5.D.1.b. Understanding of theories and models related to rehabilitation counseling

5.D.2.a. Knowledge of the roles and settings of rehabilitation counselors

5.D.2.s. Understanding of cultural factors relevant to rehabilitation counseling

**Course Format:**

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

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

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| **Assignments:** | Points |
| 1. Practice Interview | 5 |
| 2. Interviews - Four | 40 |
| 3. Practice Sessions | 25 |
| 4. Self-Assessment Form - Four | 30 |
| **Total** | **100** |

**Grading Scale**

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| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89 Points |
| C 70-79% | 70-79 Points |
| D 60-69% | 60-69 Points |
| F Below 60% | 59 or below Points |

**1. Practice Interview (Due January 28th) (5 points):**

With your partner, you will tape one practice session and upload to CANVAS. Practice session will last about 5 minutes as the counselor. You must be the counselor and client each time. You will need to use Zoom (free software <https://zoom.us>) to video and tape (up to 40 min. free) and then upload to CANVAS. File name must be: Practice\_First name\_Last name\_Course # (ex: Practice\_Jinhee\_Park\_RSED7306).

**2. Interview Sessions (four) to Practice Micro-Skills (5 points for the first session; 10 points for 2 & 3 sessions; 15 points for the last session):**

Meet with your partner 4 times to practice basic counseling skills we are learning throughout the semester. You must not meet with your tape partner before you receive 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 your assigned supervisor can review your skill development. Keep all tapes until the end of the semester. You will need to use Zoom (free software https://zoom.us) to video and tape (up to 40 min. free). You will then upload to CANVAS. The file name for each session should be as follows:

Interview1\_First name\_Last name\_Course # (ex: Interview1\_Jinhee\_Park\_RSED7306)

Interview2\_First name\_Last name\_Course # (ex: Interview2\_Jinhee\_Park\_RSED7306)

Interview3\_First name\_Last name\_Course # (ex: Interview3\_Jinhee\_Park\_RSED7306)

Interview4\_First name\_Last name\_Course # (ex: Interview4\_Jinhee\_Park\_RSED7306)

Taping sessions are required to get longer as you go - a good goal is 10 min. - session 1, 20 min. session 2, 25 min. session 3, and 30 min. session 4. You many lose points if they are significantly shorter.

**3. Practice Sessions**

Active, relevant, and regular participation in class exercise is the most important requirement of the class and a vital way for you to actively learn this material. We will have weekly lectures on microskills used in counseling. You will need to watch the weekly lecture and meet with your partner via Zoom to practice skills once every week. You get credit for participation, which means you MUST participate to receive credit. You will verify your participation by the Due Date in CANVAS.

**4. Self-Assessment Forms (7.5 points each):**

After completing each interview session, you will complete a self-assessment and reflection of your counseling interviews by using the **“Self Assessment and Reflection Form” (please see attached;** must be 2-3 pages, single-spaced**).** For this assignment, you will first briefly identify your interview session plans (i.e., goals and strategies to have an interview session with your simulated client). Once you record the session with your partner, you will be required to review the videotape of your interview and analyze and critique your interview behavior to assist you in continuing to refine your skills, considering both the directions you have pursued in the interview and the interview responses you have utilized. Students should be descriptive, thoughtful, and comprehensive in their assessments and reflections. Post each Self-Assessment and Reflection Form in CANVAS by the due dates (see the course schedule).

**Course Content and Tentative Course Schedule: Spring 2018**

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| Class # | Date | Topic | Readings/Assignments Due |
| 1 | 01/16/18 | Introduction Course Overview Syllabus Review  Assign Partners | **Counseling self-efficacy assessment** |
| 2 | 01/22/18  ~  01/28/18 | Intro to Counseling  Ethics, Multicultural Competence | Chapter 1-2  **Practice Interview Due by 01/28** |
| 3 | 01/29/18  ~  02/04/18 | Attending and Empathy Skills | Chapter 3 |
| 4 | 02/05/18  ~  02/11/18 | Observation | Chapter 4  **Interview 1 Due by 2/11** |
| 5 | 02/12/18  ~  02/18/18 | Questions | Chapter 5  **Self-Assessment 1 Due by 2/18** |
| 6 | 02/19/18  ~  02/25/18 | Encouraging/Paraphrasing/  Summarizing | Chapter 6 |
| 7 | 02/26/18  ~  03/04/18 | Reflecting Feelings | Chapter 7  **Interview 2 Due by 3/4** |
| 8 | 03/05/18  ~  03/11/18 | Five-Stage Counseling Session Using Listening Skills | Chapter 8  **Self-Assessment 2 Due by 3/11** |
| 9 | 03/12/18  ~  03/18/18 | No Class  Spring Break |  |
| 10 | 03/19/18  ~  03/25/18 | Empathic Confrontation | Chapter 10  **Interview 3 Due by 3/25** |
| 11 | 03/26/18  ~  04/01/18 | Reflection of Meaning and Interpretation/Reframe | Chapter 11  **Self-Assessment 3 Due by 4/1** |
| 12 | 04/02/18  ~  04/08/18 | Action Skills for Building Resilience and Managing Stress | Chapter 12 |
| 13 | 04/09/18  ~  04/15/18 | Integrate Microskills | Chapter 13 |
| 14 | 04/16/18  ~  04/22/18 | Skill Integration | Chapter 14  **Interview 4 Due by 4/22** |
| 15 | 04/23/18  ~  04/29/18 | Course Wrap-up | **Counseling self-efficacy assessment**  **Self-Assessment 4 Due by 4/29** |
| 16 | 04/30/18 | FINAL WEEK |  |

**General Class Policy Statements:**

1. 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, 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. Given the online format of this class, I strongly suggest that you evaluate and plan your schedule to allow yourself sufficient time to complete all assignments within the required time limits. Failure to submit assignments on time will result in losing assigned points, and make-up for the late assignments or extra points will not be allowed for this course.

2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

3. Students with Disabilities Statement Disability Accommodations: Students who

need accommodations are asked to electronically submit their approved

accommodations through AU Access and to arrange a meeting during office hours the first

week of classes, or as soon as possible if accommodations are needed immediately. If you

have a conflict with my office hours an alternative time can be arranged. To set up this

meeting, please contact me by e-mail. If you have not established accommodations through

the Office of Accessibility, but need accommodations, make an appointment with the Office

of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

4. 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.

5. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality

7. Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix).

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible via an email.

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| **SELF ASSESSMENT AND REFLECTIONS FORM**  **Name: Session Date:**  **Client’s Initials: Session Length:**  **Session Number with Client:** |

1. **Plans for the session (goal, strategies to be used, and identifying what you will try to do and try to avoid doing)**
2. **Background Information (client description, demographics, presenting issue or concern)**
3. **Session Notes (What was your goal for the session? How were you attempting to accomplish this goal? What happened in the session? Any behavioral observations?)**
4. **Communication Microskills (What microskills were predominantly used in this session? Were these appropriate to the timing and issues being discussed?)**
5. **Conceptualization (Counselor’s interpretation of what was happening with the client, hypotheses concerning possible treatment approaches)**
6. **Counselor’s reaction to session (Your thoughts and feelings about what happened in the session, what went well (or didn’t go well) in the session, and why)**
7. **What counselor would have done differently and why (What are some different counseling skills, responses, and interventions that you might have used instead and why.)**
8. **How does this assignment relate to your future work as a counselor? In other words, how will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a counselor?**
9. **What additional supervision and feedback do you feel you need from the instructor on this assignment?**