**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** RSED 7940/7946

**Course Title:** Advanced Theories in Rehabilitation Counseling

**Credit Hours:** 3 Semester hours (Lecture 3)

**Prerequisites:** Graduate Standing

**Course Instructor:**  Jill M. Meyer, PhD, LCPC, CRC

**Semester/Year:** Summer 2015

**Location: Tuesday 9:30 – 1:25; LRC Lab- HC 3rd floor**

**2. Date Syllabus Prepared: January 2015; April 2015**

**3. Text(s):**

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.,). New York: Guilford.

Drake, R. E., Bond, G. R., & Becker, D. R. (2012). *Individual placement and support: An evidenced based approach to supported employment.* New York: Oxford University Press.

**4. Course Description:**  An intensive study of evidence-based practice (EBP) and advanced theories within rehabilitation counseling, as well as an examination of outcome research relating to the use and application of these theories and techniques. Class format will include lecture, discussion, assignments, and exams designed to increase student’s knowledge and understanding of EBP, counseling theories and their application to rehabilitation counseling practice.

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

 Upon completion of this course, students will be able to:

*CACREP*

CACREP II.G.3.d. Understands theories and models of individual, cultural, couple, family, and community resilience

CACREP II.G.3.e. Possesses a general framework for understanding exceptional abilities and strategies for differential intervention

*CORE & CMHC*

CORE A 2. & CMHC A 2. Understands ethical and legal considerations specifically related to the practice of rehabilitation and mental health counseling.

CORE A 3. & CMHC A 3. Understands the roles and functions of rehabilitation and mental health counselors in various practice settings and the importance of relationships between counselors and other professionals (e.g., medical and allied health professionals), including interdisciplinary treatment teams.

CORE A 4. Understands the implications of environmental, attitudinal, and individual barriers for people with disabilities.

CORE A 5. & CMHC A 4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation and mental health counseling.

CORE A 6. Understands a variety of models and theories related to rehabilitation counseling.

CORE E 5. & CMHC C 7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

CORE E 6. & CMHC C 8. Recognizes the importance of family, social networks, and community in the provision of services for and treatment of people with disabilities, including those with mental and emotional disorders.

CORE E 7. & CMHC C 9. Understands professional issues relevant to the practice of clinical rehabilitation and mental health counseling.

**Student Learning Outcomes**

CORE F.1. & CMHC D.1. Uses disability-related and other principles and practices of diagnosis, treatment, referral, and wellness, including mental and emotional disorders to initiate, maintain, and terminate counseling.

CORE F.2. CMHC D.2. Applies multicultural competencies to rehabilitation and mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of various conditions including mental and emotional disorders.

CORE F. 3. & CMHC D.4. Applies effective strategies to promote client understanding of and access to a variety of community-based resources.

CORE F.6. & CMHC D.9. Demonstrates the ability to recognize his or her own limitations as a counselor and to seek supervision or refer clients when appropriate.

CORE L.1. Applies relevant research findings to inform the practice of rehabilitation counseling.

**6. Course Content Outline**

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| --- | --- | --- |
| Date | Topic | Readings & Assignments  |
| Week 1May 19 | Review syllabus, Introduce EBP & the main theories and general application within rehabilitation counseling | Introduction to course Begin EBP introduction **Discuss Case Summary Assignment** |
| Week 2May 26 | Evidence Based Practices  | EBP In Rehab - Articles on CANVASMotivational Interviewing Overview Read - Ch. 1-6 |
| Week 3June 2 | Motivational Interviewing (MI) *General CBT/MI (Video)* | Motivational Interviewing Read Ch. 12-15 & 18MI in Rehabilitation – Articles on CANVAS**CASE SUMMARY DUE (DE-6/7)** |
| Week 4 June 9 | Motivational Interviewing Process & Techniques*General CBT/MI (Video)* | Motivational Interviewing Ch. 19-22***MI Lab & Reflection*** **(OC-6/15 & DE- 6/18)** |
| Week 5June 16 | **MIDTERM** | **MIDTERM (DE- 6/18-6/21)**(EBP, CBT, & MI) |
| Week 6June 23 | Brief Solution Focused Therapy (BSFT) Overview  *Treatment Planning/ Process* | Power Point IntroductionUnderstanding the Problem & Constructing Solutions |
| Week 7June 30 | Brief Solution Focused Therapy Techniques  | BSFT Techniques**REHAB TREATMENT PLAN DUE****(DE – 7/5)*****BSFT Lab & Reflection*****(OC – 7/7 & DE – 7/12)**  |
| Week 8July 7 | Individual Placement Services (IPS) Principles and Employment Outcomes*Intervention Planning in Rehab* | IPS Ch. 1 - 5  IPS article on CANVAS IPS in Rehab |
| Week 9July 14 | IPS Implementation, Generalizability & Limitations | IPS Ch. 7 – 11Review for Final Exam  |
| Week 10July 21 | **FINAL EXAM****DE - FINAL EXAM 7/23-7/26****DE – Final Intervention & Rehab** **Tx Plan Due 7/26** | **FINAL EXAM** **BSFT, IPS, & Treatment/ Intervention Planning**  **FINAL INTERVENTION**  **& REHAB TX PLAN DUE**  |

**7. Assignments/Projects:**

 **Exams - 2 (20 points each; 40 questions each exam)**

Two exams will be given during the term (midterm exam and final exam) via canvas. Exams will consist of multiple choice, true/false, or matching questions based on the information covered in class up to that date. The exams will cover the instructor presented material and assigned readings.

**Lab and Reflection (20 - 10 points each; 2 labs)**

You will need to partner with another student to practice the Motivational Interviewing (MI) techniques and the Brief Solution Focused Techniques (BSFT). Once you have practiced your skills as discussed in class you will each write a two-page reflection (double-spaced) on use of the approach and skills. Explain the overall approach, the skills, how you used each skill, what you found useful, what was challenging, and how you could use the approach in rehabilitation counseling. Please make this double-spaced, with your name, your partner’s name, and the date at the top and upload to CANVAS. **You will have approximately one week from the class lecture/listing of the assignment to submit this on CANVAS. See due dates as posted.**

**Case Study & Treatment Plan (5-10 pages max.; double spaced)**

**A. Case Study Summary (10 pts.)**

Students will complete a case study summary for a treatment and intervention plan. This document should be comprehensive and informative. Students are asked to complete the first of three sections of the paper (per instructions) and submit for review via canvas.

**B. Rehab Treatment Plan (15 pts.)**

Students will develop a treatment plan based on their client scenario, including rehabilitation goals. This document should be reflective of a general CBT approach and practice. Students are asked to type up the treatment plan and submit to for review via canvas.

**C. Intervention Rehab Plan (15 pts.)**

Over the course of the semester, students are asked to identify one intervention to use with their client. This assignment is due by the end of the semester as students are permitted to identify and conceptualize the intervention and how it will best serve the client and his or her particular rehabilitation goals. Students will submit for review via canvas.

**8. Course Rubric and Grading Scale: All** assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

 ***Course Rubric/ Possible Points:***

|  |  |
| --- | --- |
| Midterm  | 20  |
| Final exam | 20 |
| Lab & Reflection (2) |  20 (10 pts. each) |
| Case Summary | 10 |
| Treatment Plan  | 15 |
| Intervention Rehab Plan | 15 |
| **TOTAL**  | **100** |

**Grading Scale:**

 **A 90 – 100**

 **B 80 – 89**

 **C 70 – 79**

 **F 69 & below**

1. **Class Policy Statements:**
	1. Attendance: Students are expected to attend all classes or watch lectures via canvas, and will be held responsible for all content covered.
	2. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
	3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
	4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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.
	5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Office of Accessibility, 1288 Haley Center, 844-2096 (V/IT).
	6. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
	7. 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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality