**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:**  Dixie Powers

 daf0002@auburn.edu

**Graduate Assistant:** Lindsay Portela

 lkp0004@auburn.edu

**Semester/Year:** Summer 2017

**Location: Tuesday 4:00-7:50 pm; LRC Lab- HC 3472; 3rd floor**

**2. Date Syllabus Prepared: January 2015; April 2015; January 2016; May 2017**

**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.** **CACREP Standards**

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

**CACREP**

2.E. Current counseling-related research (is infused in the curriculum).

2.5.a. Theories and models of counseling

2.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationship

2.5.f. Counselor characteristics and behaviors that influence the counseling process

2.5.g. Essential interviewing, counseling, and case conceptualization skills

2.5.h. Developmentally relevant counseling treatment or intervention plans

2.5.i. Development of measurable outcomes for clients

2.5.j. Evidence-based counseling strategies and techniques for prevention and intervention

**CACREP Clinical Rehabilitation Counseling Standards**

5.A.1.b. Theories and models related to rehabilitation counseling

5.A.1.c. Social science theory that addresses psychosocial aspects of disability

5.A.1.d. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

5.A.1.f. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling

5.A.2.h. Impact of crisis and trauma on individuals with disabilities

5.A.2.i. Impact of biological and neurological mechanisms on disability

5.A.2.j. Effects of co-occurring disabilities on the client and family

5.A.2.k. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development

5.A.2.m. Effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)

5.A.3.a. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

**6. Course Content Outline**

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| --- | --- | --- | --- |
| Date | Topic | Readings & Assignments  | CACREP Standards |
| Week 1May 23 | Review syllabus, Introduce EBP & the main theories and general application within rehabilitation counseling | Introduction to course Begin EBP introduction **Discuss Case Summary Assignment** | 2.E., 2.5.d., 2.5.j., 5.A.1.b5.A.1.f., 5.A.3.a |
| Week 2May 30 | Evidence Based Practices& Motivational Interviewing | EBP In Rehab - Articles on CANVASMotivational Interviewing Overview Read - Ch. 1-6 | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.j.,5.A.1.b, 5.A.1.d., 5.a.2.h., 5.A.2.j.,  |
| Week 3June 6 | Motivational Interviewing (MI) *General CBT/MI (Video)* | Motivational Interviewing Read Ch. 12-15 & 18MI in Rehabilitation – Articles on CANVAS**CASE SUMMARY DUE** **(DE-6/11)** | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.i., 2.5.j.,5.A.1.b, 5.A.1.d., 5.a.2.h., 5.A.2.j., 5.A.3.a |
| Week 4 June 13 | Motivational Interviewing Process & Techniques*Lindsay**General CBT/MI (Video)* | Motivational Interviewing Ch. 19-22***MI Lab*** **(DE- 6/18)** | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.j.,5.A.1.b, 5.A.1.d., 5.a.2.h., 5.A.2.j.,  |
| Week 5June 20 | **MIDTERM &**Brief Solution Focused Therapy (BSFT) Overview  *Treatment Planning/ Process* | **MIDTERM (DE- 6/20-6/25)**(EBP, CBT, & MI)Power Point IntroductionUnderstanding the Problem & Constructing Solutions***MI TAPE*****(OC- 6/20; DE- 6/25)** | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.h., 2.5.i., 2.5.j.,5.A.1.b, 5.A.1.d., 5.A.1.f., 5.a.2.h., 5.A.2.j., 5.A.3.a2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.i., 2.5.j.,5.A.1.b, 5.A.1.d., 5.a.2.h., 5.A.2.j., 5.A.3.a |
| Week 6June 27 | Brief Solution Focused Therapy Techniques*Lindsay* | BSFT Techniques**REHAB TREATMENT PLAN DUE****(DE – 7/2)*****BSFT Lab*** **(DE-7/2)** | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.h., 2.5.i., 2.5.j.,5.A.1.b, 5.A.1.d., 5.a.2.h., 5.A.2.j., 5.A.3.a  |
| Week 7July 4th  | Holiday | Holiday***BSFT Tape*** **(OC – 7/4 & DE – 7/9)** | Holiday |
| Week 8July 11 | Individual Placement Services (IPS) Principles and Employment Outcomes*Intervention Planning in Rehab* | IPS Ch. 1 - 5  IPS article on CANVAS IPS in Rehab | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.h., 2.5.i., 2.5.j.5.A.1.b., 5.A.1.c., 5.A.1.d., 5.a.2.h., 5.A.2.j. 5.A.2.k., 5.A.2.m., 5.A.3.a.  |
| Week 9July 18 | IPS Implementation, Generalizability & Limitations | IPS Ch. 7 – 11Review for Final Exam  | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.h., 2.5.i., 2.5.j.5.A.1.b., 5.A.1.c., 5.A.1.d., 5.a.2.h., 5.A.2.j. 5.A.2.k., 5.A.2.m. |
| Week 10July 25 | **FINAL EXAM****DE - FINAL EXAM 7/25-7/30****DE – Final Intervention & Rehab Tx Plan Due 7/30** | **FINAL EXAM** **BSFT, IPS, & Treatment/ Intervention Planning**  **FINAL INTERVENTION**  **& REHAB TX PLAN DUE**  | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.h., 2.5.i., 2.5.j.5.A.1.b., 5.A.1.c., 5.A.1.d., 5.a.2.h., 5.A.2.j. 5.A.2.k., 5.A.2.m., 5.A.3.A |

**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 (2) and Tape (2) (30 points- 2 tapes - 15 points each)**

You will need to partner with another student to practice the Motivational Interviewing (MI) techniques and the Brief Solution Focused Techniques (BSFT). For those taking the class on campus you will be assigned an OC partner; for those taking the course via distance you will be assigned a DE partner. Labs will give you the opportunity to practice the skills with your partner (OC students will complete labs in class; DE students will complete the labs via Zoom with partner). Once you have completed the labs you and your partner will record a counseling demonstration tape with one person acting as the counselor and the other acting as the client, and then switch so the other student is the counselor, and tape again. The tapes will need to be between **40-45 minutes long**. You will need to demonstrate the specific counseling techniques discussed in class for each theory (MI & BSFT). Rubrics will be provided. The tapes will be recorded on Zoom using the split screen feature and then uploaded to Panopto/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 points)**

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 (10 points)**

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 (10 points)**

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:***

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Poss.** | **CACREP****Standards** |
| Midterm | 20  | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.h., 2.5.i., 2.5.j.,5.A.1.b, 5.A.1.d., 5.A.1.f., 5.a.2.h., 5.A.2.j., 5.A.3.a |
| Final exam | 20 | 2.E., 2.5.a., 2.5.d., 2.5.f., 2.5.h., 2.5.h., 2.5.i., 2.5.j.5.A.1.b., 5.A.1.c., 5.A.1.d., 5.a.2.h., 5.A.2.j. 5.A.2.k., 5.A.2.m., 5.A.3.A |
| Lab (2) & Tape (2) | 30 (Tape -15 pts. each) | 2.5.a., 2.5.d., 2.5.f., 2.5.g., 2.5.h., 2.5.j.,5.A.1.b, 5.A.a.1.c., 5.A.1.d., 5.a.2.h., 5.A.3.a |
| Case Summary | 10 | 2.5.a., 2.5.h., 2.5.i., 2.5.j.,5.A.1.b, 5.A.1.c., 5.A.1.d., 5.A.2.h., 5.A.2.j., 5.A.3.a |
| Treatment Plan | 10 | 2.5.a., 2.5.h., 2.5.i., 2.5.j.,5.A.1.b, 5.A.1.c., 5.A.1.d., 5.a.2.h., 5.A.2.j., 5.A.3.a |
| Intervention Rehab Plan | 10 | 2.5.a., 2.5.h., 2.5.i., 2.5.j.5.A.1.b., 5.A.1.c., 5.A.1.d., 5.a.2.h., 5.A.2.j. 5.A.2.k., 5.A.2.m., 5.A.3.a |
| **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