**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7930/7936

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** Graduate Standing

**Course Instructor:**  Julie Hill, PhD., NCC, CRC, ALC

 (334) 844-7695

 jch0153@auburn.edu

 \* I do my best to respond to emails within 24 hours

**Graduate TA:** Aisha Warner (azw0124@auburn.edu)

**Semester/Year:** Summer 2022

**Location: Online**

**2. Date Syllabus Prepared: January 2015; April 2015; January 2016; May 2017; May 2019, May 2020, May 2021, April 2022**

**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, and assignments 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  |
| Week 1May 18th | Module 0Review syllabus and assignments. | Introduction to course  |
| Week 2May 23rd  | Module 1Advocacy in Rehabilitation Counseling |  |
| Week 3May 30th | Module 2Evidence Based PracticesIn Rehabilitation Counseling | EBP In Rehab - Articles on CANVAS***Complete EBP Discussion Board***  |
| Week 4June 6th | Module 3 Part 1Motivational Interviewing (MI) Overview & Process & Techniques | Motivational Interviewing Read Ch. 1-6, 12-15 & 18MI in Rehabilitation – Articles on CANVAS |
| Week 5 June 13th  | Module 3 Part 2Motivational Interviewing Cont. Application to Rehabilitation | Motivational Interviewing Ch. 19-22MI in Rehabilitation – Articles on CANVAS |
| Week 6June 20th  | Module 4Rehabilitation Treatment Planning |  |
| Week 7June 27th  | Module 5 Part 1Brief Solution Focused Therapy Overview and Techniques | BSFT Manual |
| Week 8July 4th  | Module 5 Part 2Brief Solution Focused Therapy Continued |  |
| Week 9July 11th  | Module 6 Part 1Individual Placement Services (IPS) Principles and Employment Outcomes | IPS Ch. 1 - 5  IPS article on CANVAS IPS in Rehab |
| Week 10July 18th  | Module 6 Part 2IPS Implementation, Generalizability & Limitations | IPS Ch. 7 – 11 |
| Week 11July 25th  | Advocacy Project Work Week |  |
| Week 12August 1st  | **Advocacy Project Due** |  |

**7. Assignments/Projects:**

 **Discussion Board (10 points each)**

Students will be required to participate in **2 group discussions** throughout this course. Depending on the discussion, you may be required to complete a short activity or watch a film or video before engaging in discussion.

You will be provided with a prompt for each discussion. This prompt will provide guidelines for your response, as well as include directions on any activity needing to be performed before engaging in the discussion.

1. Submit a discussion post to the provided prompt. Guidelines for posting discussions are as follows:
	* Discussion postings should reflect authentic thoughts or feelings about the prompt.
	* Postings should clearly convey that critical thought and analysis has been applied to the prompt.
	* Correct grammar and sentence structure is expected.
	* While outside sources may not be necessary to complete the posting, you should provide proper APA 7 citation if you choose to incorporate sources (e.g. journal articles, books, webpages, videos, etc.).
	* Students who wish to include information relating to client care experiences should comply with HIPPA guidelines and take measures to ensure their client's confidentiality.
2. Pose an original response to AT LEAST **TWO** peer's discussion posting. Guidelines for posting responses are as follows:
	* Response postings should be sincere and explain why you agree or disagree with your classmates posting.
	* Responses should clearly convey that critical thought and assessment has been applied to the classmate's original posting.
	* Responses should be respectful in nature and never include belittling or demeaning comments.
	* Engagement and debate related to the topic are encouraged, but conversation should maintain professional and related to the provided prompt or activity.

While there is no required length for discussion postings or responses, particularly brief entries may not earn full credit if the instructor feels the posting lacks adequate thought.

Though you are only required to respond to two classmates, it is beneficial to read all postings and respond to any or all which pique your interest. The more you engage with your classmates, the greater your learning experience will be!

**Practice Recordings (2) and Demonstration Recordings (2) and Reflections (2) (40 points total)**

You will need to partner with other students to practice and complete the recordings for the Motivational Interviewing (MI) techniques and the Brief Solution Focused Techniques (BSFT). The recordings will be completed and recorded via Zoom using the split screen/gallery view feature. The practice recordings will give you the opportunity to practice the skills with a partner. Once you have completed the practice recordings, you and your partner will record a counseling demonstration 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 record again. It is recommended that you use a different partner for each practice recording and each assignment recording to get a variety of experiences, but at a minimum you should have one partner to practice with and one partner to record with. The recordings need to be between **30-45 minutes long**. You will need to demonstrate the specific counseling techniques discussed in class for each theory (MI & BSFT). Rubrics will be provided. Recordings will be uploaded to Panopto via Canvas. Students will also complete a brief reflection for the two graded recordings. A reflection worksheet is provided in the Files tab on Canvas. **See due dates as posted.**

**Consumer Case Study & Treatment Plan (10 points)**

Students will complete a case study treatment plan based off of a fictional case study that will be provided. A template will also be provided.

**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.** |
| Practice Recordings (2) | 10 (5 points per recording) |
| MI and BSFT Recording (2) | 20 (10 points per recording) |
| Recording Reflection Assignments (4) | 20 (5 points per reflection) |
| Discussion Boards (2) | 20 (10 points each) |
| Consumer Treatment Plan | 10 |
| Advocacy Project | 20 |
| **TOTAL** | **100** |

**Grading Scale:**

 **A 90% – 100% (90 pts – 100 pts)**

 **B 80% – 89% (80 pts – 89 pts)**

 **C 70% – 79% (70 pts – 79 pts)**

 **F 69% & below**

1. **Class Policy Statements:**
	1. Attendance: Students are expected to 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 Policy 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. Late Assignments: Late assignments (assignments turned in after the due date listed on the syllabus) are not accepted unless prior arrangements have been made with the instructor PRIOR to the due date of the assignment.
	4. 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.
	5. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy 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.
	6. 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).
	7. 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.
	8. 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