**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7930

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** Graduate Standing

**Course Instructor:**  Kevin White, PhD, LPC, NCC

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\* I do my best to respond to emails within 24 hours, Monday through Friday

**Semester/Year:** Summer 2024

**Location:** Haley 2011

**Meeting time:** Monday 12-3:45

**2. Date Syllabus Prepared: January 2015; April 2015; January 2016; May 2017; May 2019, May 2020, May 2021, April 2023, April 2024**

**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:

**3.A.4** The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

**3.E.1** Theories and models of counseling, including relevance to clients from diverse cultural backgrounds

**3.E.7** Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities

**3.E.10** Counseling strategies and techniques used to facilitate the client change process

**3.E.12** Goal consensus and collaborative decision-making in the counseling process

**3.E.14** Development of measurable outcomes for clients

**3.E.15** Evidence-based counseling strategies and techniques for prevention and intervention

**5.D.3** Environmental, attitudinal, and individual barriers for people with disabilities

**5.D.10** Strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence

**6. Course Content Outline**

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| --- | --- | --- | --- |
| Date | Topic | Readings & Assignments | CACREP Standards |
| Week 1  May 20th | Review syllabus and assignments.  Advocacy  in Rehabilitation Counseling | Introduction to course | 3.A.4, 5.D.3, 5.D.10 |
| Week 2  May 27th | Evidence Based Practices  In Rehabilitation Counseling | EBP In Rehab - Articles on CANVAS | 3.E.1, 3.E.7, 3.E.10, 3.E.15 |
| Week 3  June 3rd | Motivational Interviewing (MI) Overview & Process & Techniques | Motivational Interviewing  Read Ch. 1-6, 12-15 & 18  ***EBP Discussion Board due 6/9*** | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 4  June 10th | Motivational Interviewing (MI)  Application to Rehabilitation | Motivational Interviewing  Ch. 19-22  MI in Rehabilitation –  Articles on CANVAS  ***MI Practice in Class*** | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 5  June 17th | NO CLASS – Complete MI Recording | ***MI Recording and Reflection Due 6/25*** | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 6  June 24th | Rehabilitation Planning: Setting Goals and Objectives and Determining Appropriate Interventions | ***MI Recording and Reflection Due 6/24*** | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 7  July 1st | Brief Solution Focused Therapy Overview and Techniques | ***Treatment Plan Due 7/1*** | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 8  July 8th | Brief Solution Focused Therapy Continued | **EBP Discussion Board due 7/8**  ***BSFT Practice in Class*** | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 9  July 15th | Individual Placement Services (IPS) Principles and Employment Outcomes | ***BSFT Recording and Reflection Due 7/15*** | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 10  July 22nd | IPS Implementation, Generalizability & Limitations |  | 3.E.1, 3.E.7, 3.E.10, 3.E.12, 3.E.14, 3.E.15 |
| Week 11  July 29th | Advocacy Project Presentations | **Advocacy Project Due in Class** | 3.A.4, 5.D.10 |

**7. Assignments/Projects:**

**EBP Discussion Board (10 points)**

Each student will be assigned an article to read related to evidence-based practices (EBP) and EBP in rehabilitation counseling. For the discussion board, each student will need to summarize the assigned article (one paragraph) and discuss anything that stood out in the article, as well as applications to your current or future practice (one paragraph). Students will need to post their initial post in the DB by Sunday, June 9th and we will discuss the articles in class on June 10th.

**Practice Sessions (2) and Recordings (2) and Reflections (4) (50 points total)**

You will need to partner with other students to 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 OR can be completed using the counseling rooms in Haley Center. The practice sessions will be completed in class and will give you the opportunity to practice the skills with a partner. Once you have completed the practice sessions, 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 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.**

**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.

**Advocacy Project (20 points)**

Rehabilitation Counseling Services is often deemed "the best-kept secret" in the counseling field. In an effort to remedy the lack of awareness about rehabilitation counseling, for this assignment, students will create a Public Service Announcement (PSA) or Advocacy/Outreach Campaign to raise awareness of Rehabilitation Counseling Services to healthcare providers, service providers, individuals who could benefit from Rehabilitation Counseling Services, transition-age youth, and/or the general public. This PSA or Campaign can take a variety of formats including:

* YouTube, TikTok, or Facebook video
* Fliers, handouts, or pamphlets for mental health counseling offices, various specialty service providers offices, career counseling offices, school counseling offices, social work offices, etc.
* Information booth at a community resource fair, professional organization conference, or school career fair.
* Presentation for visiting special education and/or general education classrooms, professional organization conference, veteran’s groups, etc.
* Video spotlight designed for local news station.
* Audio, video, or popup/banner advertisement for local news stations, radio, Spotify, Pandora, etc.
* Social Media advertisement.
* Bus, subway, or billboard advertisement.
* Twitter campaign.
* Any other format of public visibility you deem fulfills assignment objectives (with instructor approval).

Students may work independently or in groups of 2 or 3 to complete this project.

There are three elements of this project:

1. Create the PSA or Campaign (i.e. create and record video or audio formats, design and deliver presentation formats, design and build flier, handout, or marketing materials, etc.)
2. In class, present the following:
   * **What** your PSA or Campaign is.
   * **Who** your PSA or Campaign is designed to reach (i.e. healthcare providers, service providers, potential consumers, transition-age youth, and/or the general public).
   * **Why** your PSA or Campaign is appropriate for your intended audience.
   * **How** you intend for it to be used (e.g. to bring awareness of services to individuals who could benefit from Rehabilitation Counseling, to increase advocacy efforts and reduce stigma among the general public, to help healthcare providers better inform/provide recommendations to their patients who could benefit from services, to inform transition-age youth of available services, etc.).
   * The**steps needed**to implement your PSA or Campaign.
     + Students are not required to publicly implement their PSA or Campaign but should be able to describe the steps necessary to carry out their PSA or Campaign.

**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** |
| Practice Sessions (2) | 10  (5 points per session) | 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 |
| MI and BSFT Recording (2) | 20  (10 points per recording) | 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 |
| Recording Reflection Assignments (4) | 20 (5 points per reflection) | 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 |
| Discussion Board | 10 | 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., |
| Consumer 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 |
| Advocacy Project | 20 | 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 |
| Class Participation | 10 |  |
| **TOTAL** | **100** |  |

**Grading Scale:**

**A 90% – 100% (90 pts – 100pts)**

**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. Diversity Statement: The primary mission of the CED programs (CED, CMHC, SC, CRC) is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area. The program’s focus is on the development of competencies addressing biopsychosocial, environmental, educational, and systemic barriers to mental health and wellness. Students engage in challenging educational and counseling practice experiences focused on enhancing their skills and knowledge with an emphasis on culturally sustaining practice. Further, the department seeks to foster an egalitarian culture in which individual creativity, ethical behavior, professional identity, and scholarship are reinforced and nurtured across all programs. A central foundation of this mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

* 1. Disability Accommodations: Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.
  2. 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.
  3. 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