**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:**  Denise Bozek, PhD, ALC, NCC, CRC

[dcb0065@auburn.edu](mailto:dcb0065@auburn.edu)

**Semester/Year:** Summer 2025

**Location:** College of Education | Room 3245

**Meeting time:** Monday 12:00 – 3:45 & online asynchronous

**2. Date Syllabus Prepared: January 2015; April 2015; January 2016; May 2017; May 2019, May 2020, May 2021, April 2023, April 2024; April 2025**

**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 2024 Standards**

Upon completion of this course, students will be able to demonstrate and 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 | Assignments*(due at the end of the module)* |
| Week 1  5/19 | Module 0: Introduction to course  Module 1: Advocacy | ***Discussion #1***  ***Counseling Roleplay Partners*** |
| Week 2  5/26 | NO CLASS |  |
| Week 3  6/2 | Module 2: Evidence Based Practices | ***Discussion #2*** |
| Week 4  6/9 | Module 3: Motivational Interviewing |  |
| Week 5  6/16 | Module 4: Motivational Interviewing Practice | ***MI practice session & feedback*** |
| Week 6  6/23 | Module 5: Brief Solution Focused Therapy |  |
| Week 7  6/30 | Module 6: Brief Solution Focused Therapy Practice | ***BSFT practice session & feedback*** |
| Week 8  7/7 | NO CLASS  Module 7: Demonstrating MI & BSFT | ***MI recording***  ***BSFT recording*** |
| Week 9  7/14 | Module 8: Rehabilitation Planning | ***MI reflection***  ***BSFT reflection*** |
| Week 10  7/21 | Module 9: Individualized Placement & Support | ***Treatment Plan*** |
| Week 11  7/28 | Module 10: Advocacy Project Presentations | ***Advocacy Project*** |

**7. Assignments/Projects:**

**Discussion Board (20 points total)**

There will be two discussion board posts. The first one will require students to upload a video of themselves talking about advocacy. The second discussion, each student will find an article to read related to evidence-based practices (EBP) in rehabilitation counseling. Refer to the discussion boards for more information.

**Recordings and Reflections (50 points total)**

In groups of THREE students will complete recordings for the Motivational Interviewing (MI) and the Brief Solution Focused (BSFT).

*Practice sessions* will be completed to give you the opportunity to practice with a partner and provide peer feedback using the rubric in Canvas. In groups each student will be a counselor, client, AND observer. The observer will complete the rubric for the counselor that round. These practice sessions will be **10-20 minutes**. You will turn in the recording and the rubric you complete as the observer.

*Final recordings* will be completed and uploaded in the same format BUT 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). Students will also complete a brief reflection for the two graded recordings. The reflective questions are in the assignment on Canvas.

**Treatment Plan (10 points)**

Students will complete a case study treatment plan based off a fictional case study that will be provided. A template is uploaded to Canvas.

**Advocacy Project (20 points)**

Rehabilitation Counseling Services is often deemed "the best-kept secret" in the counseling field. 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. Students may work independently or in pairs to complete this project.

1. Create the PSA/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/Campaign is.
   * **Who** your PSA/Campaign is designed to reach (i.e., healthcare providers, service providers, potential consumers, transition-age youth, and/or the general public).
   * **Why** your PSA/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/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/Campaign.

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).

**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:

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| --- | --- | --- |
| **Assignment** | **Points** | **CACREP Standards** |
| Practice Sessions & Feedback (2) | 20 | 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 | 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 Reflections (2) | 10 | 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 (2) | 20 | 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., |
| 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 |
| **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. Accommodations Statement: 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. Policy Related to the Use of AI for Classroom Assignments: The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.
  3. Policy Related to the Use of Zoom for Class Meetings:
     + Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
       - If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
       - Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
       - Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
       - Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
       - If you have questions during class, you can raise your hand (in real time or via Zoom).
       - Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
     + Although you may be participating from your domicile, our Zoom meetings are professional interactions.
       - You should dress and behave as you would in a normal F2F classroom.
       - Please minimize distractions in the background as much as possible.
       - Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
     + Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
       - Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
       - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
       - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
     + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
     + As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
     + If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.
  4. 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.
  5. 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