

REHABILITATION COUNSELOR TRAINING PROGRAM

Rehabilitation Counseling Theories and Practice

Rehb 551 – Fall 2016

Rm. 13 Rehn Hall – Thursday 12:30 – 3:50pm

Instructor:

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Office Hours:

By appointment

Disability Statement:

It is the policy of the Rehabilitation Counseling and Administration program to facilitate reasonable accommodations for any otherwise qualified students with disability, which will assist them in completing their degree programs. Students requiring such accommodations should notify their faculty and faculty advisors, and work through the SIUC Disability Support Services (DSS), whose offices are centralized at B150 Woody Hall.

Course Overview and Objectives:

The major focus of this course will be on basic counseling theories and the therapeutic process as they relate to the counseling individuals from diverse backgrounds including persons with disabilities. Additionally, this course will review diagnosing and treatment planning.

Goals/Objectives:

1. To develop a personal counseling theory based on individual experiences, beliefs as well as knowledge and understanding of the counseling theory literature.
2. To differentiate between major counseling theories based on their basic goals, techniques, and strategies.
3. To describe how each of the major theories would address the issues of human nature, adaptation to the environment, individual power, the change process, the self, mental health, counseling techniques, and methods for maintaining mental health.
4. To identify the general process of therapy associated with each major theory.
5. To gain an understanding of the historical origin of the major theories.
6. To develop an understanding of the use of general counseling theories when working with individuals from different populations including individuals with disabilities.
7. To apply counseling theory, including theories of identity development and multicultural competencies, to cross-cultural interactions. Students will

identify significant communication and relationship patterns that can impede or enhance the cross-cultural counseling process.

8. To develop an awareness of diagnostic procedures, including a review of select psychiatric disabilities and the principles of diagnosis.
9. Demonstrate the use of diagnostic tools, including the current Diagnostic and Statistical Manual of Mental Disorders (DSM).
10. Demonstrate the ability to principles of case conceptualization, treatment planning and diagnosing.
11. To develop an awareness of ethical principles and standards.
12. To examine your own qualities that support and/or hinder your attempts at being therapeutic for others.

Textbooks:

Required: Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed). Brooks/Cole: Belmont, CA.

Suggested: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Jongsma, A. E., Peterson, L. M., Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Additional Readings: Additional readings will be assigned and will be made available through the courses D2L website.

Additional Materials:

Nelson, J. (Director). (2001). *I am Sam* [Motion picture]. United States: New Line Cinema.

Course Expectations, Requirements, and Grading Scale:

Expectations:

1. Read the course material prior to class and be prepared to discuss them in class.
2. **Attendance is required.** This is a seminar type course, attendance and participation is expected. Comprehension of the information presented in class requires attendance and participation.
Assignments are to be turned in on the specific date assigned. Late assignments will lose 5 points for each day in which they are late.

Requirements:

1.	Quizzes	15 pts each (150 pts)
2.	Intake Assignment	50 pts.
3.	Treatment Plan	50 pts
4.	Case Study/Diagnosis	25 pts (50 pts)
5.	Theory Role Play/Presentation	25 pts
6.	MC Event/Interview	75 pts
7.	Personal Theory/Final Paper	50 pts
8.	EXTRA CREDIT	15 pts.

Grading Scale:

450 – 405	A
404 – 359	B
358 – 313	C
312 – 267	D

Quizzes: There will be twelve quizzes (at a minimum). The quizzes will cover information in the assigned readings for that day as well as lecture information from the previous day. Quizzes are worth 15 points each and will be made up of multiple choice, true/false and/or short answer essay questions. The two lowest quiz scores will be dropped. Quizzes will be taken on blackboard. Quizzes will be posted 24 hrs prior to the start of class. Once the quiz is started students will have 30 min to complete quizzes (unless previous arrangements have been approved by the instructor).

Intake Report: Using the assigned film students will develop an Intake report on an individual character within the film. An Intake outline will be available on the D2L site. **Due Date: 09/22/2016**

Case Study/Diagnosis: Students will be provided four case studies throughout the semester. Using the DSM 5 students will provide diagnostic information for each of the fictitious clients. For each of the case studies your diagnosis must be congruent with the behavioral patterns and/or symptoms presented. Along with the diagnosis students will be expected to provide a rationale for their diagnosis. **Due Date: Oct 20th & Nov. 3rd**

Treatment Plan: Using the assigned film students will develop a treatment plan for the character used in the Intake report. Treatment plan will include information on the counseling theory to be used with the character as well as a tentative diagnosis, using the DSM 5 formatting. Treatment plan development information will be available on D2L course website.

Due Date: 11/17/2016

Theory Role Play/Presentation: In pairs (2) students will prepare a short role play for an assigned theory. The role play should address the counseling techniques that fit with that theory. It is expected that students will provide a brief (1 page) write up on the theory and its techniques. Role plays will be due based on the theory that is assigned. **Due Dates: Sept. 15th – Nov. 17th**

Multicultural Event and Interview: Students will choose a specific cultural event or activity either on or off campus. Students will choose a cultural group (racial group, gender, sexual orientation, etc.) that is different than their own and attend the activity or event in its entirety. In connection to the event/activity each student will interview an individual from this particular cultural group. During the activity and interview students should find out general information about the culture, information about how the individual fits into their culture, their level of acculturation/assimilation, the individuals or cultural beliefs about counseling and cultural or individual beliefs about disabilities. The paper should include the information addressed above as well as compare/contrast of how this culture differs from your own. **Due Date: 12/8/2016**

Personal Theory/Final Paper: Students will develop their own “theoretical orientation”. Theoretical orientation should address which theories you would most likely use. Explain how these theories work together and address any possible conflicts in theory tenants. Identify the basic philosophies, key concepts, goals of therapy, therapeutic relationship, techniques (if any), application, contributions and limitations as well as Multicultural and disability implications. Using APA format papers should cite the references used to develop the theoretical orientation. **Due Date: 12/15/2016**

Extra Credit: Up to one research critique can be substituted for up to 1 quiz score. Students will complete a critique of a professional, peer-reviewed journal article, published in the last five years (2008-2013), that relates to counseling theory focused either on individuals with disabilities or individuals from different cultures or from a cultural perspective. The article should include how a particular theory or theories are used to work with a particular cultural group or disability population. The critique will include a correct APA citation, and a complete description (approximately 3-4 typed double spaced pages). The critique must include three parts: 1. APA 6th edition citation, 2. Summary of the article’s content including its major findings, conclusions, and recommendations, and 3. Evaluation of the content that consists of the student’s opinion of the article (i.e., how useful is the article, how reliable is the information, is the source biased, how applicable is the article to treatment, etc.). The critique is to be turned in to the instructor and will not be accepted after the due date. **DUE DATE: 12/15/2016**

Academic Integrity Statement:

Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable within this class. The University policy concerning academic dishonesty will be strictly

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adhered to in this course. All occurrences of academic misconduct will be handled in accordance the University Academic Misconduct Policy. If you have any questions concerning academic integrity, please contact the instructor or refer to the section on academic dishonest in the SIU Graduate or Undergraduate Catalog (Graduate Catalog: <http://www.siu.edu/gradschl/catalog.htm>; Undergraduate Catalog: <http://registrar.siu.edu/eval/catalog.htm>).

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the *Emergency Response Guidelines* pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Tentative Course Schedule:

- Aug. 25 Syllabus – Overview – Counseling as a Profession
Reading: Syllabus
- Sept. 1 Disability Models – Disability Adjustment
Reading: Models of Disability & The Power of Models of Disability
The Individual's Response to Disability (Audio clips)
- Sept. 8 Goal Setting, Case Conceptualization
DSM Diagnosis Overview
Ch. 3 & Assigned Readings
Video – *I am Sam*
- Sept. 15 Ethics & Multicultural Counseling Issues
Initial Interviewing
Reading: Ch. 2 – 3 & Assigned Reading
- Sept. 22 Psychoanalytic Approaches to Counseling – Overview & Basic Skills –
Diagnosis & Conceptualization
Psychoanalytic & Jungian
Reading: Ch. 4 & Assigned Readings
- Sept. 29 Adlerian & Transactional Analysis
Bipolar and Related Disorders
Reading: Ch. 5 & Assigned Reading
- Oct. 6 Behavioral Approaches to Counseling – Overview & Basic Skills –
Behavioral Therapy
Depressive Disorders
Reading: Ch. 9 & Assigned Reading
- Oct. 13 Reality Therapy & Motivational Interviewing
V Codes and Adjustment Disorders
Reading: Ch. 11 & Assigned Reading
- Oct. 20 Cognitive Approaches to Counseling – Overview & Basic Skills Cognitive
& REBT
Reading: Ch. 10
- Oct. 27 Social Learning & Attribution Theories
Trauma and Stressor-Related Disorders
Reading: Assigned Reading
- Nov. 3 Social Constructivism & Feminist Theory
Treatment Planning

Reading: Assigned Reading, Ch. 13 & Ch. 12

Nov. 10 Persons Centered

Feeding and Eating Disorders

Reading: Assigned Reading & Ch. 7

Nov. 17 Emotion Focused

Reading: Emotions and Emotional Intelligence (Assigned reading)

Nov. 24 **Thanksgiving Break – No Class**

Dec. 1 Existentialism & Gestalt

Personality Disorders

Reading: Assigned and Ch. 6 & 8

Dec. 8 Integrative Perspectives in Counseling – Overview & Basic Skills –
Evidence Based Practices & Integrative

Reading: Ch. 14 & Assigned Reading

Dec. 15 **Final Paper & Extra Credit Assignment Due**