COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7110

CALL NUMBER: 14139

COURSE TITLE: Techniques of Rehabilitation Counseling

COURSE CREDIT: 3 Credit Hours

SEMESTER: Fall 2015

COURSE LOCATION: 300 Education Building

TIME: Friday, 5:00 - 8:00 PM

INSTRUCTOR: George Parris, Ph.D., LPC, NCP, CCRC
License Professional Counselor
Certified Rehabilitation Counselor
Nationally Certified Psychologist
Assistant Professor (Clinical)
311 College of Education
(313) 577-1619 Office
(519) 890-6167 Cell
gparris@wayne.edu

OFFICE HOURS: Tuesday: 3:00 – 4:30 PM
Friday: 3:00 – 4:30 PM
Or By Appointment

GUEST LECTURER: Pearl Weiss

TEACHING ASSISTANTS: Chris Cowen, Tyrone Austin & Camisha

PROGRAM SECRETARY: Lei Juan Stewart-Walker (313) 577-1613

COURSE DESCRIPTION:

This course will present effective approaches and a variety of techniques of intervention with individuals with psychological, physical, cognitive disabilities. The focus will be on models and approaches that have been empirically shown to enhance well-being and quality of life in this unique population. Techniques and the process of counseling and psychotherapy including: facilitative relationships, case conceptualization, goal setting, intervention, and outcome evaluation will be explored. Development of counseling and psychotherapeutic skills to facilitate growth or change with respect to psychological, vocational, and social concerns.
through self-advocacy, cognitive, affective, and behavioral interventions will be thought through analysis and practice using simulated counseling experiences.

COURSE OBJECTIVES:

Students will become familiar with the central tenets and techniques of several major counseling and psychotherapeutic approaches to people with disabilities and others experiencing a variety of psychological and emotional disturbances. The emphasis will be on learning to address mental health issues related to trauma and life experiences. A range of techniques will be taught within the context of an understanding of the theory, rationale, and implication of each technique. Thus, students will gain specific, pragmatic knowledge of the treatment of adolescents and adults with disabilities experiencing emotional.

The objectives for this course are to develop the knowledge and skills requisite for comprehensive case analysis, clinical intervention, and psychotherapeutic approaches including the following:

1. Counseling Skills
   a. Basic Relationship and Counseling Skills
   b. Diagnostic Interviewing
   c. Problem Specification
   d. Case Conceptualization
   e. Goal Setting
   f. Intervention Planning
   g. Progress/Outcome Evaluation

2. Develop awareness of issues related to the application of theory and techniques of counseling clients from culturally diverse backgrounds.

3. Develop awareness and skills related to the application of theory and techniques of counseling clients with physical, cognitive, and psychiatric related disabilities.

4. Ways of understanding and perceiving others.

5. Develop skills required to complete a comprehensive case conceptualization.

6. Understanding the dynamics of resistance, along with the importance of respecting and reframing resistance.

7. Understanding the dynamics of transference and countertransference as it pertains to client growth and development.

8. Understanding the role of the past, present and future as it pertains to counseling clients.

9. Understand evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation and clinical mental health counseling.

10. Develop skills in postmodern approaches to counseling, including solution-focused, narrative, and motivational interviewing.
11. To increase students' knowledge of the interpretation and application of the legal requirements and ethical codes related to the practice of counseling.

**REQUIRED TEXTS:**


**Supplemental:**


**ASSIGNMENTS:**

A. **READINGS**

Readings assigned in the Course Schedule should be completed as indicated. Students should be prepared to summarize, discuss, and/or react to all readings.

B. **SKILL COMPETENCE (Performance)**

Students must demonstrate competence in the various skills and stages of counseling from intake through termination. Skill competency assessment will be based primarily on observation and tapes. Each student's performance will be graded by the instructor during the Counseling Process dyads. Activities will include those in class and ongoing counseling triads conducted in the counseling laboratory. Specific assignments are:

**DYAD ROLES**

a. **Observer Role**

Each student must observe a Counseling Process Triad session weekly and complete a written Basic Skill Observation form for each as listed on rotation schedule.

b. **Counselor Role**

Each counselor must complete an *Interview Summary* Form for each Skill Practice and Counseling Process dyad session conducted as the counselor.
c. **Client Role**
Each student must present a concern appropriate for Counseling Process Triads. Criteria to be applied include genuineness and willingness to disclose and work on the issue presented. Role-playing is discouraged. Cooperation is expected.

1. **SKILL PRACTICE TRIADS**
   a. As counselor, students must complete an **Interview Summary Form** for each Skill Practice Dyad session conducted.
   
   b. As observers, students must complete the following forms for each Skill Practice Dyad session observed:
      
      Skill Practice Dyad Session #1 - **Disclosure Statement Practice Activity Form**
      
      Skill Practice Dyad Sessions #2 - **Basic Skill Observation Form**
      
   c. As clients, students must present an appropriate issue.

2. **SKILL PROCESS TRIADS**
   Basic roles and paperwork documentation are the same in the Practice Triads. As counselors, you are to demonstrate all stages of the counseling process in accordance with the model provided.

   For each session:
   - **Counselor completes:** Interview Summaries
   - **Observer completes:** Basic Skills Observation Form

3. **TAPE SCRIPTS - COUNSELOR RESPONSES**
   The actual counselor/client dialog on the tape segment used for tape script assignment will be evaluated as an element of the skill grade.

C. **CONCEPTUAL KNOWLEDGE**

1. **Treatment Planning Report**
   **Counseling Process Report**
   
   Typewritten report must include the following steps of the process:
   1. Develop rapport
   2. Explore areas of concern
   3. Select a tentative area of concern for counseling
   4. Monitor/assess problem related behavior
   5. Formulate goals and treatment strategies.
2. **Tape Script Analyses**: (model provided)
   
a. **Tape Script Analysis #1**

   Typewritten tape script analyses of 5 minutes of **skill practice triad session #3** (use outline provided). The evaluation format requires labeling and rating counselor statements, analysis of counselor behavior and the generation of appropriate alternative counselor responses. Points will be awarded based on basic skill performance (**Tape Script-Counselor Response**) and knowledge of the counseling process (**Counselor Analysis**). You must turn in the tape with your script.

   **DUE: October 23rd, 2015**

b. **Tape Script Analysis #2**

   Typewritten tape script analyses of 5 minutes of **counseling process triad session #7** (use form provided). The evaluation format requires analysis of counselor behavior and the generation of appropriate alternative counselor responses. Points will be awarded based on basic skill performance (**Tape Script-Counselor Response**) and knowledge of the counseling process (**Counselor Analysis**).

   **DUE: November 20th, 2015**

3. **Examination**

   A final exam covering material from lectures and texts will be given (**ONLINE**).

   **December 16th, 2015**

**EVALUATION & GRADING:**

**Attendance/Participation:**
   Attendance at all class sessions 10 points

**Counseling Lab Experience:**
   Being an Observer (10 scheduled sessions) 10 points
   Being a Client (10 scheduled sessions) 10 points
   Being a Counselor (10 scheduled sessions) 10 points

**Counseling Skills Competency:**
   Instructors Evaluation of Skills 100 points
   Tape Script #1 (Counselor Response) 20 points
   Tape Script #2 (Counselor Response) 40 points
Conceptual Knowledge:
- Tape Script #1 (Counselor Analysis): 40 points
- Tape Script #2 (Counselor Analysis): 80 points
- Counseling Process Treatment Report: 80 points

Examination: 100 points

Total: 500 points

GRADING SCALE:
- 475 - 500 points = A
- 450 - 474 points = A-
- 433 - 449 points = B+
- 416 - 432 points = B
- 400 - 415 points = B-
- 383 - 399 points = C+
- 366 - 382 points = C
- 350 - 365 points = C-
- under 400 points = below graduate standards

CLASS POLICIES:
1. Class and laboratory attendance are mandatory. Please contact instructor if as a result of an emergency you are unable to be present. Missing any class without permission from the instructor will result in a loss of a letter grade. Missing three classes will result in failure of this course.

2. Each student must complete 9 of the 10 sessions to earn any laboratory experience points. Only in extreme, unforeseeable circumstances will make-up sessions be allowed for counselors.

3. Participation, involvement and commitment are necessary.

4. Professional ethics and conduct (i.e., confidentiality, etc.) are necessary and required.

5. All papers (excluding weekly interview summaries and observation forms) must be typed and comply with current APA standards for publication.

6. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.

7. Assignments are to be completed on time. If an assignment due date cannot be met as a result of an emergency, it must be discussed and agreed to by instructor before the due date. Extension may, if granted, result in loss of points for grading.

8. Incomplete grades are only allowed for the most extenuating and unforeseeable circumstances.
CELL PHONES AND PAGERS

The inappropriate use of these devices can be quite disturbing. Either turn these devices off or set to “ring” silently. In addition, during counseling practice sessions, cell phone use is prohibited.

CLASS SCHEDULE

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<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC/ACTIVITY</th>
<th>BOOK/CHAPTER</th>
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<tbody>
<tr>
<td>09/04</td>
<td>5:00 - 8:00PM</td>
<td><strong>Introduction and Overview of Syllabus</strong></td>
<td>Cochran, Ch. 1</td>
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<td>From Natural Helper to Professional Counselor</td>
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<td><strong>An Integrative Approach to Counseling</strong></td>
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<td>09/11</td>
<td>5:00 – 8:00PM</td>
<td><strong>Striving for Empathy</strong></td>
<td>Cochran, Ch. 3, 4, 5 &amp; 6</td>
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<td><strong>Expressing Empathy</strong></td>
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<td><strong>Communicating Unconditional Positive Regard</strong></td>
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<td><strong>Being an Effective Counselor</strong></td>
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<td>• Ethical, Professional, Legal and Cross-Cultural Issues</td>
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<td><strong>Getting Started as a New Counselor</strong></td>
<td>Cochran, Ch. 7, 8</td>
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<td>• Disclosure Statement</td>
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<td>(Understanding the Client’s Concerns)</td>
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<td>09/18</td>
<td>5:00 - 6:00PM</td>
<td><strong>Developing a Therapeutic Relationship</strong></td>
<td>Handouts</td>
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<td>• Rapport and Trust Building</td>
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<td>• Problem Identification</td>
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<td>• Goal Setting and Treatment Planning</td>
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<td>• Attitudes and Characteristics of the Effective Clinianan</td>
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<td><strong>COUNSELING PROCESS TRIAD #1</strong></td>
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<td>• Practice Disclosure Skills</td>
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<td>• Practice Foundational Skills</td>
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<td>• Personal Reflection Period</td>
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<td>09/25</td>
<td>5:00 – 6:00PM</td>
<td><strong>Foundational Skills</strong></td>
<td>Cochran, Ch. 2 &amp; 9</td>
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<td>• Nonverbal Behavior</td>
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<td>• Self-Disclosure, Confrontation, Information Giving</td>
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6:15 – 8:00PM  
**COUNSELING PROCESS TRIAD #2**
- Continuation of Foundational Skills
- Rapport Skills Building
- Personal Reflection Period

10/02 5:00 – 6:00PM  
**Psychotherapeutic Skill Building**
- Affirmation Giving
- Encouragement, Modeling
- Information and Advice Giving

6:15 - 8:00PM  
**COUNSELING PROCESS TRIAD #3**
- Develop Therapeutic Relationship
- Opening Skills and Goal Development
- Personal Reflection Period

10/09 5:00 – 6:00PM  
**Continuation of Psychotherapeutic Skill Building**

6:15 – 8:00PM  
**COUNSELING PROCESS TRIAD #4**
- Continuation of Therapeutic Relationship
- Personal Reflection Period

10/16 5:00 – 6:00PM  
**Narrative Techniques**
- Techniques
- Strategies

6:15 – 8:00PM  
**COUNSELING PROCESS TRIAD #5**
- Continuation of Therapeutic Relationship
- Personal Reflection Period

10/23 5:00 - 6:00PM  
**Solution Focused Techniques**
- Techniques
- Strategies

**TAPE SCRIPT ANALYSIS #1 DUE**
*(Use counseling process triad #3)*

6:15 - 8:00PM  
**COUNSELING PROCESS TRIADS # 6**
- Continuation of Therapeutic Relationship
- Personal Reflection

10/30 5:00 – 6:00PM  
**Motivational Techniques**
- Techniques
- Identifying Problems
- Working with Resistance

6:15 – 8:00PM  
**COUNSELING PROCESS TRIADS # 7**
- Continuation of Therapy
• Managing Client Crises
• Monitoring and Documenting Change
• Personal Reflection Period

11/06 5:00 - 6:00PM  Foundations of Strength Centered Psychotherapy
  • Principles
  • Steps

  DVD TAPE (Counseling Process)

  6:15 – 8:00PM  COUNSELING PROCESS TRIADS # 8
  • Continuation of Therapy
  • Managing Client Crises
  • Monitoring and Documenting Change
  • Personal Reflection Period

11/13 5:00 – 6:00PM  DVD TAPE (Counseling Process)

  6:15 – 8:00PM  COUNSELING PROCESS TRIADS # 9
  • Continuation of Therapy
  • Managing Client Crises
  • Monitoring and Documenting Change
  • Personal Reflection Period

11/20 5:00 -6:00PM  DVD TAPE (Counseling Process)

  6:15 – 8:00PM  COUNSELING PROCESS TRIAD #10
  • Ending Therapeutic Relationships
  • Personal Reflection Period

  TAPE SCRIPT ANALYSIS #2 DUE
  (Use counseling process triad #7)

11/27  HAPPY THANKSGIVING

12/04 5:00 - 8:00PM  FINAL SUPERVISION
 COURSE EVALUATION
 COURSE SUMMARY

12/11  FINAL EXAM (ONLINE)
REFERENCES:


**Manuals:**


**Journals:**

*Counseling Psychologist*
*Educational and Psychological Measurement*
*Journal of College Student Personnel*
*Journal of Counseling and Development*
*Journal of Cross Cultural Counseling*
*Journal of Educational Measurement*
*Journal of Mental Health Counseling*
*Journal of Multicultural Counseling and Development*
*Journal of the Applied Rehabilitation Counseling*
*The Journal of Rehabilitation*
*Measurement and Evaluation in Counseling and Development*
*Michigan Journal of Counseling and Development*
*Rehabilitation Counseling Bulletin*
*Rehabilitation Education*
*School Counselor*
*The Journal for Specialists in Group Work*
ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a different day than the rest of the class.

ATTENDANCE POLICY

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

STATEMENT OF PROFESSIONALISM

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times. Active
participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers. Professional dress, behavior, and language are required at all times. Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php

RELIGIOUS OBSERVANCES POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person abilities, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had ____________", "the person has experienced ____________", or a person with ____________.

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.