Course Description and Objectives

This course is mandated in curriculum requirements for the Licensed Professional Counselor (LPC) credential in the State of Wisconsin and addresses a number of curriculum standards specified by the Council on Accreditation of Counseling and Related Educational Program (CACREP), which is the accrediting body for our master’s degree program in rehabilitation counseling. The course will be divided into three modules, each focusing on an area of assessment, diagnosis, and planning and is designed to facilitate understanding, knowledge, and skill related to the three following content areas:

1. Strategies to advocate for clients with disabilities and rehabilitation counseling.

2. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, and applications of assessment procedures for treatment planning.

3. Career and work-related assessments, including job analysis, work site modification, transferable skills analysis, and job readiness.

The course addresses the following CACREP standards:

CACREP Professional Counseling Identity Curriculum Standards

2.F.7. Assessment and Testing

e. use of assessments for diagnostic and intervention planning purposes
i. use of environmental assessments and systematic behavioral observations

j. use of symptom checklists and personality and psychological testing

k. use of assessment results to diagnose developmental, behavioral, and mental disorders

CACREP Specialty Area of Clinical Rehabilitation Counseling Curriculum Standards

5.D.1. Foundations

d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

g. screening and assessment instruments that are reliable and valid for individuals with disabilities

5.D.2. Contextual Dimensions

f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

n. transferable skills, functional assessment, and work related supports for achieving and maintaining meaningful employment for people with disabilities

5.D.3. Practice

a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

b. career and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

c. strategies to advocate for persons with disabilities

d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams

e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations
Texts

In addition to the following primary text, required readings for various class sessions will be posted on the Canvas website for the course.


Learner Outcomes/Objectives:

This course is designed to enable students to:

1. Learn how to advocate for individuals with disabilities at the individual, group, institutional, and societal levels to:
   a. Promote opportunity and access
   b. Improve the quality of life for individuals with disabilities
   c. Remove potential barriers to the provision of access to services.
2. Recognize when disability occurs in tandem with other social justice issues (e.g., poverty, homelessness, trauma) and provide appropriate support to address these issues.
3. Use different classification systems such as the DSM, ICD, ICF for diagnostic purposes.
4. Learn to take an effective intake interview and gather the necessary information for initial formulation of a treatment plan and a comprehensive understanding of the client and the presenting problem.
5. Write a treatment plan for a client that includes measurable goals, objectives, cultural considerations, and that includes advocacy as an intervention.
6. Understand the role of clinical formulation in treatment planning and be able to effectively document biopsychosocial case conceptualizations.
7. Develop comprehensive perspective of assessments in vocational rehabilitation and understand how to apply assessment results for consumers’ career planning.
8. Understand demand-side approach including job analysis and worksite accommodations.
9. Understand factors which support meaningful career development.

Course Format and Methods of Instruction:

Class meetings are a time for synthesis and application of readings, knowledge, and prior experiences. The course will rely on using lecture, small and large group discussions, and activities that will reinforce the skillset required for this course. Each of you brings a unique background of experience and perspectives on the material presented in this course. Please share these experiences and reactions with the instructors and the other class members Class meetings also offer direct experiences in participating, demonstrating, and/or observing role play sessions. Students are encouraged to play an active role in the organization and facilitation of the course.

Your participation is critical to your learning, to the learning of your peers, and to the success of the course. Attendance and participation will be important factors in evaluating your performance in this course.
Course Assignments

**Class attendance & participation:** Students are expected to attend all class periods unless you have received prior approval to be absent from the instructor. The instructor reserves the right to give an out of class assignment to make up for in-class work missed (due the following week). Class procedures will include a significant amount of large group discussion and small group activities. Your full participation is required in all in-class activities in order to facilitate your own learning and the learning of other students in the class.

**Weekly reflection papers:** Students are expected to complete 4 reflection papers throughout the term in response to a reflection question(s) which relates to the course content in the areas of advocacy, diagnosis, and treatment planning. Reflection questions will be posted on Canvas on Friday evenings and are due beginning of class the following Thursday. Students are expected to answer the question(s) completely, and the paper has to be double-spaced, no more than two pages, and must use APA style format.

**In-class activities:** Three in-class activities will be conducted pertaining to the material covered in class for that week, usually in the form of small group activities. These assignments will be completed in class on the assigned day and are intended to facilitate the application of material learnt in class and to enable critical thinking skills while working with clients.

**Small group diagnostic exercise:** Students will participate in a small group activity which requires completion of a complete diagnostic assessment, treatment plan, and documentation. Students will be assigned to groups of three (September 21st) and a case vignette will be presented to each group by the instructors in class on September 28th. Over the subsequent classes, students will work up their client (conduct an intake, arrive at a diagnostic formulation, decide on assessments to use, conceptualize the case and develop a treatment plan with measurable goals and planned interventions, and finally on how they would document the case to present to an interdisciplinary team). The groups will present their cases in the beginning of class on October 12th, October 26th, November 2nd, and November 9th. Details on presentations and the grading rubric will be provided on Canvas, and students are encouraged to discuss these with the instructors.

**Case Study from Practicum Site:** To facilitate the application of content learned in class, students are requested to choose a client from their practicum site and write a case study incorporating the content covered in class from all the weekly lectures and discussions that are deemed applicable. Detailed instructions for writing the case studies will be provided to you as we go along the lectures, and in sufficient time for you to conceptualize and work through the case. The cases would need to be approved by the instructor (by October 12th, 2017) so please plan on arranging for in-person meetings to discuss this segment of the requirement. **The case study is due on December 14th, 2017.**
Course Requirements:

<table>
<thead>
<tr>
<th>Points Each</th>
<th>Points Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>15</td>
</tr>
<tr>
<td>4 Weekly reflection papers</td>
<td>5</td>
</tr>
<tr>
<td>3 In-class activities</td>
<td>5</td>
</tr>
<tr>
<td>Small group diagnostic exercise over four weeks</td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Evaluation and Grading

- 94 % - 100 % or 94 - 100 points = A
- 87 % - 93 % or 87 - 93 points = AB
- 82 % - 86 % or 80 - 86 points = B
- 77 % - 81 % or 73 - 79 points = BC*
- 70 % - 76 % or 66 - 72 points = C*
- 0 % - 59 % or 0 - 65 points = F*

* Students performing at this level should establish a contact with the instructor to discuss a plan for improvement.

Late Assignments: All written assignments are due before the start of class on the day they are due. Late assignments will receive an automatic 15% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter unless there are extenuating circumstances.

Accommodations

The University of Wisconsin-Madison supports the right of all students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform Divya, the lead course instructor, of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will then work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.
Course Schedule and Reading Assignments

Module 1: Planning and Implementing Advocacy Strategies

September 7  Introduction and overview for the course

Advocating for people with disabilities & interfacing with medical and allied health professionals, including interdisciplinary treatment teams


September 14  Consulting with and educating employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations


Assignment: In-Class Activity # 1
Module 2: Applications of Assessment in Diagnosis and Treatment Planning in Rehabilitation Counseling

September 21  Introduction to the biopsychosocial model of case conceptualization

Schwitzer & Rubin text, Chapter 1.


Due: Reflection Paper # 1

September 28  Diagnostic classification systems: The DSM, ICD, ICF.

Schwitzer & Rubin text – Chapter 2


October 5  Assessment procedures: Clinical interviews, brief assessments, & biopsychosocial histories

Schwitzer & Rubin Text- Chapter 3


Assignment: In-class Activity # 2
October 12  Assessment procedures: The role of standardized assessment in diagnosis and treatment planning


Due: Reflection Paper # 2

October 19  Assessment procedures: Applications of positive psychology constructs in assessment and treatment planning


October 26  Case conceptualization, treatment, and service planning

Schwitzer & Rubin – Chapters 3 & 4 (with selected case illustrations)


November 2  Principles, models, and documentation formats of biopsychosocial case conceptualization


**Module 3:** Applications of Career and Work-Related Assessments and Intervention Planning

**November 9** Assessment in vocational rehabilitation (e.g., functional assessment and systematic behavior assessment)


**Due:** Reflection Paper # 3

**November 16** Job readiness and job planning (e.g., transferable skills, job matching).


**Assignment:** In-class activity # 3

**November 23** No Class - Thanksgiving

**November 30** Job analysis, and assessment for worksite modifications and accommodations


**Due:** Reflection Paper # 4
December 7  Applications of work related supports for achieving and maintaining meaningful employment for people with disabilities


Please note that this syllabus is subject to change with notice