REHABILITATION COUNSELING PSYCHOLOGY

RPSE-820 THEORIES AND ISSUES

Theoretical Foundation of Rehabilitation Counseling Interventions

Fall, 2017

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Office Hours: By appointment

Day/Time: Thursday: 2:25-5:25

Location: Humanities 2261

REQUIRED READINGS:

Note: Students are responsible for completing all reading assignments prior to each class session. The text is available for purchase through the University Bookstore or other booksellers. Additional readings for the course will be accessible through Learn@UW.


COURSE OBJECTIVES:

1. To provide the student with an in-depth knowledge and understanding of the major theories of counseling and psychotherapy.
2. To promote an understanding of the ways in which the techniques and strategies associated with these theories can be used as interventions to facilitate the personal, vocational, and social adjustment of clients.
3. To promote a critical evaluation of these theories and associated techniques as they relate to the student’s own perspective, value system and the counseling process.
4. To promote a critical evaluation of the theories and associated techniques as they relate to clients and therapists as individuals with different backgrounds, experiences and priorities.
5. To promote an examination of some of the major ethical and professional issues confronting the counseling profession.
REQUIRED ACTIVITIES:

1. Class Participation and Attendance (20 points)
2. Weekly Triad Participation (30 points)-Two papers will be due to reflect on these experiences as well as weekly processing sheets you will hand in at the end of the class.
3. Paper (50 points)

Students will be expected to actively participate in the weekly case study discussions/exercises. Triad exercises will consist of each person role playing a counselor for approximately 10 minutes each session and then changing roles between role playing the client and being an observer. Observer sheets will be collected at the end of each exercise and will be used in the triad participation grade. The additional 15 points for this requirement will consist of two 2-3 page papers, summarizing learnings from the triad exercises during various times in the semester.

The final paper will consist of you studying more in-depth, one of the theories you feel will have applicability to the population you are thinking of working with. The paper must be typed, double spaced (approximately 10-12 page excluding reference pages), and in APA Style. You are expected to search journals, chapters, and books and to read at least 10 additional references, not counting your assigned readings. Prioritize your searches to current/recent documents (e.g. preferably within the past 10-15 years). Do not rely on web-based sites only-you are expected to review the professional literature about your interventions (e.g. professional journals and texts). This part of the paper is expected to be logically organized, grammatically correct, proofread, and neat.

STUDENT EVALUATION:

Final grades will be calculated as follows:

A= 92-100 points
AB= 85-91 points "I wish to fully include persons with disabilities in this course.
B=78-84 points Please let me know if you need any special accommodations
BC=73-77 points in order to fully participate in this class. I will maintain the
C=67-72 points confidentiality of the information you share with me."
D=61-66 points
F=60 points or less
**CLASS Structure:**

Each class will be structured in the following way to facilitate learning:

2: 35- 4:15 Didactic Information on Key Concepts/Viewing of Video on the Particular Theory

4:15- 4:30 Break

4:30- 4:55 Trial Rold Plays/Exercises/ Case Study

4:55- 5:35 Processing/Questions

**TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS:**

September 7  **TOPICS:**  Introductions, Course Introduction and Organization, Course Requirements, Therapeutic Alliance, Basic Counseling Techniques

Readings:  Chapter  1

Readings: Chan, Berven, & Thomas: Chapter  12

September 14  **TOPIC:**  Introduction to Treatment Systems Emphasizing Background

Readings:  Chapter  2

**TOPIC:**  Ethics Awareness and Imagination –Components of Professional Practice

Reading: Doctor Stories

September 21  **TOPICS:**  Background-Focused Theories and Interventions: Freud and Classic Psychoanalysis; Adler; Brief Psychodynamic Theory

Readings: Chapters  3, 4, 5, 6

Readings: Chan, Berven, & Thomas: Chapters  2, 3

September 28  **TOPIC:**  Theories Emphasizing Emotions and Sensations: Carl Rogers and Person Centered Counseling

Readings: Chapter  7, 8

Reading: Chan, Berven, & Thomas: Chapter  4

**FIRST ROLE PLAY PAPER DUE**
October 5  TOPICS: Emotion and Sensation-Focused Theory and Interventions: Existential, Gestalt, Solution Focused Therapy, Feminist Therapy

Readings: Chapter 9, 10, 11

Reading: Chan, Berven, & Thomas: Chapter 5

October 12  TOPIC: Introduction; Thought-focused Theory and Interventions: Albert Ellis and Rational Emotive Therapy

Readings: Chapters 12, 13

Readings: Chan, Berven, & Thomas: Chapter 9

October 19  TOPICS: Thought-focused Theory and Interventions: Aaron Beck and Cognitive Therapy

Reading: Chapter 14

October 26  TOPICS: Treatment Systems Emphasizing Action: Behavior Therapy and CBT

Readings: Chapters 15, 16

Reading: Chan, Berven, & Thomas: Chapter 7

SECOND ROLE PLAY PAPER DUE

November 2  TOPIC: Treatment Systems Emphasizing Action: Reality Therapy

Readings: Chapter 17

Reading: Chan, Berven, & Thomas: Chapter 10

November 9  TOPIC: Mindfulness and its Application

Reading: Chapter 16

November 16  TOPIC: Counseling Diverse Populations

Readings: Chan, Berven, & Thomas: Chapters 17, 18, 20

November 23  Thanksgiving

November 30  TOPIC: Integrated Treatment Systems

Readings: Chapter 19

December 7  Wrap Up. THEORY PAPER DUE LAST DAY OF CLASS