Welcome everyone!

Course Goal
To develop and hone the application of facilitative communication skills and problem solving skills to rehabilitation counseling practice in different settings and with clients having different needs and backgrounds.

Course Objectives
This is a core course in the master’s degree program in rehabilitation counseling/rehabilitation psychology. It focuses on basic clinical skills in preparation for supervised clinical practice coursework (practicum and internship). The rationale underlying the course is that two clusters of skills are particularly important to effective clinical practice - facilitative communication skills and systematic problem solving skills. In accordance with this rationale, the major course objectives focus on the development and refinement of skills in the following areas:

1. Facilitative communication in interpersonal interaction.
2. Systematic problem solving - identifying client problems and needs, setting goals, and selecting and implementing intervention strategies.

3. The application of communication and problem solving skills to rehabilitation counseling practice in different settings and with clients or consumers with different needs.

Following are knowledge areas addressed, as specified in Council on Rehabilitation Education (CORE) program standards:

- Counseling and personality theory
- Mental health counseling
- Interviewing and counseling skill development
- Theories and models for consultation
- Assistive technologies
- Vocational consultation
- Supervision theories, models, and techniques
- Consumer empowerment and rights
- Boundaries of confidentiality
- Ethics in the counseling relationship
- Multicultural issues in counseling
- Gender issues in counseling
- Conflict resolution strategies
- Computer-based counseling tools
- Internet resources for rehabilitation counseling

Following are outcomes to be achieved through completion of the course, as specified in the CORE program standards and demonstrated by the ability to:

C.5.1 conduct individual counseling sessions with consumers;
C.5.2 develop and maintain a counseling relationship with consumers;
C.5.3 establish, in collaboration with the consumer, individual counseling goals and objectives;
C.5.4 assist the consumer with crisis resolution;
C.5.5 facilitate the consumer’s decision-making and personal responsibility in a manner consistent with the individual’s culture and beliefs;
C.5.6 recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;
C.5.7 explain the implications of assessment/evaluation results on planning and decision-making;
C.5.8 demonstrate consultation and supervisory skills on behalf of and with the consumer;
C.5.9 assist the consumer in developing acceptable work behavior;
C.5.10 adjust counseling approaches or styles to meet the needs of individual consumers;
C.5.11 terminate counseling relationships with consumers in a manner that enhances their
ability to function independently;
C.5.12 recognize consumers who demonstrate psychological problems (e.g., depression,
suicidal ideation) and refer when appropriate;
C.5.13 interpret diagnostic information (e.g., vocational and educational tests, records and
medical data) to the consumer;
C.5.14 assist consumers in modifying their lifestyles to accommodate individual functional
limitations; and
C.5.15 assist consumers to successfully deal with situations involving conflict resolution and
behavior management.

Overview
Course activities will include assigned readings, lectures, discussions, video demonstrations, and
practice exercises. In addition to assigned readings, preparation outside of class should include
continuing practice of the skills covered throughout the course, including recommended
exercises from the texts and other exercises recommended in class, in order to refine those skills.
You will develop both knowledge and skills in this course but there will be a primary focus on
skill development. To obtain maximum skill acquisition requires repeated practice beyond
classroom time.

Requirements
1. You will complete two “interviews” with classmates in a group of three, one being an
observer when the other two are in the interview session. These will be recorded and you will
observe and critique yourself. Guidelines and questions will be given for the critique. (15
points each, first interview is “practice” and is not graded)

2. You will conduct three interviews with a “client”. This will be set up as a 30 minute session
and 3 classmates will conduct the interview together, with each person interviewing for 10
minutes. (45 points total, 15 points each)

   You will receive instructions for each interview in advance and brief reviews of the check-
outs will occur with the instructor as well as self-evaluations. The interviews will offer an
excellent opportunity for self-evaluation in refining skills and helping prepare you for the next
assignments.

3. You will create a folder or binder of information that you may need to fully act as a
professional counselor. Your folder or binder should include a cover sheet or title with your
name on it; DO NOT HAND WRITE THIS INFORMATION. (25 points total, 5 points per section)

You may add more to this but the four required sections should include:

a) Web links to job/employment information; 1-2 pages: list and print and place in folder.
b) Articles and peer reviewed web sites containing information about Generalized Anxiety Disorder; 2-4 pages (Do Not include web links from therapists; instead include more professional links such as NAMI OR NIMH)
c) Information on intervention techniques or strategies to use when anxious (e.g., prior to an interview, on the job, to help with sleep, etc.).
d) Two (recent) articles on multicultural counseling. These articles should be from professional journals dating between 2008 to present. You may choose articles on how counseling may be different or changed to better meet the needs of certain individuals, cultures or religious values. Your book has good links and references.
e) Find one app for a cell phone or computer that a client might use in addition to counseling (e.g., meditations for relaxation, reminders to do something, or a tracking program that might be useful). Be creative!

5. In class assignments:
a. Create a consent form for counseling based on the Ethics Code (10 points)
b. Critiques of your interviews (20 points, 5 points each)

My Philosophy
Your behavior in class should reflect how you would act as a counselor and professional in the community.

Thus, it is important that your behaviors include:

- Being on time
- Respecting differences between people and viewpoints
- Having an open mind and learn about different cultures and technology
- Being responsible to obtain missed material
- Doing readings and practice outside of class to enhance your knowledge and skills as a counselor

Accommodations
I wish to fully include all students in this class. Therefore, any students who may need accommodations in the curriculum, instruction, or examination/assessment procedures should discuss their needs with me, within the first three weeks of the semester. Every possible effort will be made to accommodate special needs so as to include all students fully in all aspects of this course. I understand and respect and will do all I can to maintain the confidentiality of information provided.

Also, if any students have conflicts between class sessions or requirements and religious holidays, please notify me at the beginning of the semester so that alternative arrangements can be made.
Email Correspondence and Learn@UW
You are welcome to email me questions and concerns. I will do my best to respond in a timely manner. Please allow 24 hours for me to adequately respond. I will post information to Learn@UW for the 810 course and you are encouraged to use this site for power point lectures and other hand-outs.

Texts

Required:
ISBN-10: 0840028571

ISBN-10: 1285065352

Evaluation (100 points total)
- The interviews will be worth 15 points (total of 60 points, first one is practice and not graded).
- Sections in the folder/binder will be worth 5 points (total of 25 points).
- In class assignments will be worth a total of 15 points.
- Professional behavior, including being to class on time, showing respect to your peers, participating in class, notifying the instructor ahead of time, if possible, if you cannot make class, will be worth 5 points. You need to attend class; you risk failing if you do not; much work takes place during the class time, including role-playing and in class assignments.

Grades will be determined by the following:
92-100% = A
87-91% = AB
79-86% = B
73-78% = BC
66-74% = C

In cases of borderline grades, class participation and improvement during the semester will be considered.

Please keep track of your own points as it is clearly outlined how the points will be derived.
TENTATIVE SCHEDULE AND READING ASSIGNMENTS

September 7
Introductions; Review Syllabus and expectations
Overview of counseling model
Confidentiality & Informed Consent
Homework: Consent forms (will discuss and work on in class)

September 14
Ethics
Fundamental Relationship Skills and Building a Foundation
Counseling Relationships; Observations
Ethics Code (Read) Section L
C&N: Chapter 1, 2, & 3
I&I: Chapters 1, 2, & 15
Work on informed consent documents

September 21
Nonverbal & Attending Behavior
Influence or Counseling Skills
Questions, Information and Directing and Integration
C&N: Chapters 4 & 5
I&I: Chapters 3, 4, 6, & 8
Set up for first interview practice

September 28
Interview practice – Details to be provided
Meet in Room 323 in Education Psychology Building
Enter from Mills/Johnson and go to 3rd floor

October 5
Assessment; Problem Conceptualization
Assessment Models
Goal setting
C&N: Chapter 8
The Interview as an Assessment Tool
C&N: Chapters 6 & 7
I&I: Chapters 5
Set up for the following interview sessions

October 12
Interview with your classmates
Meet in Room 323 in Education Psychology Building
Enter from Mills/Johnson and go to 3rd floor
October 19
Initial interview with Ms. Madison Lane
Meet in Room 323 in Education Psychology Building
Enter from Mills/Johnson and go to 3rd floor

October 26
Review recordings
Reflecting Meaning & Feelings
Cognitive Restructuring & Stress Management
C&N: Chapters 10, 11, & 12
I&I: Chapters 7, 11, & 13

November 2
E-Counseling Lecture, looking ahead to the future of counseling
Grief Counseling Presentation
C&N: Chapter 13
I&I: Chapter 9

November 9
Working with Resistance
Confrontation & Feedback
Modeling and Social Skills
Cognitive Restructuring
C&N: Chapter 14
I&I: Chapter 10, 12
Set up for the following interview sessions

November 16
Second session with Ms. Madison Lane
Recorded Interviews; NO CLASS
Meet in Room 323 in Education Psychology Building
Be at your taping early

November 23
No Class: HAPPY THANKSGIVING

November 30
Third session with Ms. Madison Lane
Recorded Interviews; NO CLASS
Meet in Room 323 in Education Psychology Building
Be at your taping early

December 7
Review of Interviews
C&N: Chapter 15
Treatment Planning & Relapse Prevention
C&N: Chapter 9
I&I: Chapter 14
Determining Personal Style
Self-Management Strategies
Termination of Counseling
Future directions
I&I: Chapter 16

December 14 Consultation – Readings to be determined
Course Wrap up

- Some other readings will be assigned and handed out in class and when possible added to Learn at UW site.

- Power point lectures and other information will be on the Learn@UW site