Meeting time and location: Thursdays, 2:25pm-5:25pm. Humanities 2111

Credits: 3.0

Instructor: Beatrice Lee, M.S., CRC
lee@neurology.wisc.edu

Office Hours: By Appointment

Teaching Assistant: Stuart Rumrill, M.S., CRC
rumrill@wisc.edu

Office Hours: By Appointment

Faculty: David Rosenthal, Ph.D., CRC
drosenthal@education.wisc.edu

COURSE DESCRIPTION

Theoretical bases of counseling and related individualized procedures used in rehabilitation counseling; relevance for professional practice with persons with physical, mental, and other disabilities, and cultural considerations; evaluation of related research. This course will provide the student with a number of counseling approaches that can be applied with people with disabilities and other diverse populations. It will familiarize the student with the approach and practice of each of the theories presented. The students will become familiar with the origin, key concepts, and practices of each of the therapies presented. This course will provide the student with the competence to select the form of counseling approach that will be most effective and appropriate to assist clients, families, and groups in the rehabilitation counseling setting. This course will help students develop flexibility while matching particular treatment theories to the unique needs of each client.

Requisites: Graduate/professional standing

Instructional Approach:

In this course we will meet weekly in-person. Active learning methods will be used in this class. Learning will take place through a combination of readings, lectures, student presentations, demonstration of counseling theories and techniques, reflective and research-based writing assignments, and roleplay and practice of counseling theory application and related techniques. Students will play a major role in teaching by teaching a counseling theory to peers through a presentation and demonstration.

Credit Hours are met by:

Traditional Carnegie Instruction – One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.
Student Professionalism:

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
- Using Person-First Language

COURSE OBJECTIVES | LEARNING OUTCOMES

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.

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) STANDARDS

2.F.5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling
b. a systems approach to conceptualizing clients
c. theories, models, and strategies for understanding and practicing consultation
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. the impact of technology on the counseling process
f. counselor characteristics and behaviors that influence the counseling process
g. essential interviewing, counseling, and case conceptualization skills
h. developmentally relevant counseling treatment or intervention plans
i. development of measurable outcomes for clients
j. evidence-based counseling strategies and techniques for prevention and intervention
k. strategies to promote client understanding of and access to a variety of community-based resources
l. suicide prevention models and strategies
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
n. processes for aiding students in developing a personal model of counseling
5.D.1. FOUNDATION (REHABILITATION COUNSELING)

b. theories and models related to rehabilitation counseling

MATERIALS AND RESOURCES

Course Webpage: Canvas

Required Texts:


Supplemental Texts: Additional texts will be available on Canvas.

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 Canvas.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS

I wish to fully include persons with disabilities in this course. 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 me, the 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 the 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.
McBurney Disability Resource Center
UW-Madison’s Office for Students with Disability
702 W. Johnson Street, Suite 2104
Madison, WI 53715-1007
Website: https://mcburney.wisc.edu/
E-mail: mcburney@studentlife.wisc.edu
Phone: 608-263-2741

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/

COURSE REQUIREMENTS

Assignments & Points

<table>
<thead>
<tr>
<th></th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Triad Participation</td>
<td>10</td>
</tr>
<tr>
<td>Theory Presentation and Demo</td>
<td>40</td>
</tr>
<tr>
<td>Counseling Theories Paper</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

94 % - 100 % = A
87 % - 93 % = AB
80 % - 86 % = B
73 % - 79 % = BC*
66 % - 72 % = C*
60 % - 65 % = D*
00 % - 59 % = F*

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

Note: Decimal points are not rounded at the end of the semester. A score of 93.9 receives an AB while a score of 94.00 receives an A.
Late Assignments

Late assignments will receive an automatic 10% 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. Extenuating circumstances (e.g. death in family, hospitalization, etc.) with documentation may serve to reduce this deduction.

DESCRIPTION OF ASSIGNMENTS

Attendance and Participation (10 points)

Students will be expected to actively participate in the weekly discussions/exercises.

Weekly Triad Participation and Processing (10 points)

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.

Counseling Theory Presentation and Demonstration (40 points)

Each student will teach one counseling theory to the class. For the first part of the assignment, students will prepare a 60-minute presentation using PowerPoint or similar format (you may get creative!) that will include: (a) brief history of the theory; (b) major contributor(s) of the theory; (c) overview of the theory and techniques (this is the bulk of your presentation); (d) application to multicultural groups; and (e) application in rehabilitation counseling. Students should read the corresponding book chapter carefully. The presentation should not be a regurgitation of the book chapter(s), rather made up of several sources. Include a minimum of 3 scholarly references.

Students will meet with the instructor 2 weeks prior to your presentation date to consult on your presentation outline. The instructor will provide seminal resources and guidance.

The second part of the presentation will include a 10-minute demonstration of the counseling theory and related techniques. Demonstrations may be via live role-pay or a video.

- Demonstration is worth 10 points
- The final presentation product (PowerPoint [or similar] and oral delivery) is worth 30 points

Rubric for Evaluation of the Theory Presentation

<table>
<thead>
<tr>
<th>Production Value</th>
<th>Outstanding (A)</th>
<th>Proficient (B)</th>
<th>Needs Work (C, D, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PowerPoint and handout are beautifully produced and are error-free.</td>
<td>PowerPoint and handout are attractive, well-produced and error-free.</td>
<td>PowerPoint and handout are basic and/or have errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Content</th>
<th>Outstanding (A)</th>
<th>Proficient (B)</th>
<th>Needs Work (C, D, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of incorporation of scholarly material and</td>
<td>Evidence of incorporation of web-</td>
<td>Little evidence of research beyond the</td>
<td></td>
</tr>
</tbody>
</table>
Counseling Theories Paper Rubric

Please organize your paper into the following categories:

Theory Discussion (15 points)

What is it about this theory or theories that fits into your way of thinking? How does it align with your thoughts/beliefs of how people change? How does it work for you emotionally and intellectually related to your professional competence development? Do not merely regurgitate the theory or theories. Write about the advantages and disadvantages of the theory or theories based on your critical thinking. Describe the client characteristics that would or would not make a person a good candidate for the approach(es) you have chosen. Write about ways your theory or theories can achieve a positive therapeutic alliance with clients.

Counseling Theories Paper (40 points)

The final paper will consist of you studying more in-depth, one of the theories you feel aligns with your personal values and will have applicability to the population you hope to work with. Paper must be typed, double spaced, in Times New Roman font, and should be 10-12 pages. Please keep to this length. The page limit does not include your title page and references. Your paper should be written in APA 6th edition format. This may be a helpful resources:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Include 10 references within the past 10-15 years. If there is a seminal reference and it was published earlier than the above time period, go ahead and use it. Do not rely on web-based sites only. You are expected to review the professional literature about interventions in refereed journals, book chapters, etc. The paper is expected to be logically organized, grammatically correct, proofread, and neat. The paper will include: discussion of theory (theories), interventions and techniques, intake questions. See rubric for details.

Counseling Theories Paper Rubric

Please organize your paper into the following categories:

Theory Discussion (15 points)

What is it about this theory or theories that fits into your way of thinking? How does it align with your thoughts/beliefs of how people change? How does it work for you emotionally and intellectually related to your professional competence development? Do not merely regurgitate the theory or theories. Write about the advantages and disadvantages of the theory or theories based on your critical thinking. Describe the client characteristics that would or would not make a person a good candidate for the approach(es) you have chosen. Write about ways your theory or theories can achieve a positive therapeutic alliance with clients.
**Interventions/Techniques (15 points)**

Each of the theories we have discussed involves a variety of techniques. Write about the research related to interventions/techniques. You can write about the technique and research related to the client population you wish to work with; other populations that it might work with; or ones that it was found to not be effective with. Address any issues of multiculturism and diverse populations. A point will be given for each of the 10 references that you research and reference in your paper.

**Intake Questions (10 points)**

Develop a list of intake questions that you would use as part of your initial assessment to explore the type of information you would want to be looking at if you were using a particular theory (theories) with a client. This is an attempt by you to take the components of the theory (theories) and make them practical. Think about what you would need to know about your client to understand them before you would propose using the theory (theories) using the interventions related to the approach(es).

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Assigned Readings</th>
<th>Topics &amp; Discussion</th>
<th>Activities &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 09/05/19</td>
<td>– Syllabus&lt;br&gt;- (S&amp;R) Ch 1 &amp; 2</td>
<td>– Introduction and course overview</td>
<td>– Welcome!</td>
</tr>
<tr>
<td>2: 09/12/19</td>
<td>– (S&amp;R) Ch 3 &amp; 6&lt;br&gt;- (CB&amp;T) Ch 9</td>
<td>– Psychoanalysis&lt;br&gt;- Brief Psychodynamic Theory</td>
<td>– Triads</td>
</tr>
<tr>
<td>3: 09/19/19</td>
<td>– (S&amp;R) Ch 4 &amp; 5&lt;br&gt;- (CB&amp;T) 10</td>
<td>– Individual Psychology&lt;br&gt;- Analytical Psychology</td>
<td>– Triads</td>
</tr>
<tr>
<td>4: 09/26/19</td>
<td>– (S&amp;R) Ch 8&lt;br&gt;- (CB&amp;T) Ch 2 &amp; 12</td>
<td>– Person-Centered Counseling&lt;br&gt;- Motivational Interviewing</td>
<td>– Triads</td>
</tr>
<tr>
<td>5: 10/03/19</td>
<td>– (S&amp;R) Ch 13 &amp; 16&lt;br&gt;- (CB&amp;T) Ch 6 &amp; 7</td>
<td>– Rational Emotive Behavior Therapy&lt;br&gt;- Behavior Therapy</td>
<td>– Triads</td>
</tr>
<tr>
<td>6: 10/10/19</td>
<td>– (S&amp;R) Ch 14 &amp; 16&lt;br&gt;- (CB&amp;T) Ch 5</td>
<td>– Cognitive Therapy&lt;br&gt;- Cognitive Behavioral Therapy</td>
<td>– Triads</td>
</tr>
<tr>
<td>Date</td>
<td>Readings</td>
<td>Topics</td>
<td>Assignments</td>
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<tr>
<td>7: 10/17/19</td>
<td>(S&amp;R) Ch 9 &amp; 10 (CB&amp;T) Ch 4</td>
<td>Existential Therapy, Gestalt Therapy</td>
<td>Triads</td>
</tr>
<tr>
<td>8: 10/24/19</td>
<td>(S&amp;R) Ch 11 (CB&amp;T) Ch 3</td>
<td>Narrative Therapy, Solution-Focused Brief Therapy</td>
<td>Triads</td>
</tr>
<tr>
<td>9: 10/31/19</td>
<td>(S&amp;R) Ch 16 &amp; 17</td>
<td>Reality Therapy, Mindfulness-Based Therapy</td>
<td>Triads</td>
</tr>
<tr>
<td>10: 11/07/19</td>
<td>(S&amp;R) Ch 18 &amp; 19 (CB&amp;T) Ch 14</td>
<td>Family Systems, Integrative Therapy</td>
<td>Triads</td>
</tr>
<tr>
<td>11: 11/14/19</td>
<td>(CB&amp;T) Ch 16, 17, 18</td>
<td>Counseling Diverse Populations</td>
<td>Triads</td>
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<tr>
<td>12: 11/21/19</td>
<td></td>
<td>Positive Psychology</td>
<td>Triads</td>
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<tr>
<td>13: 11/28/19</td>
<td></td>
<td></td>
<td>No class</td>
</tr>
<tr>
<td>14: 12/05/19</td>
<td>(CB&amp;T) Ch 19</td>
<td>Wrapping up the course, Considerations</td>
<td>Class wrap-up, Theory Paper due</td>
</tr>
</tbody>
</table>

*Syllabus is subject to change with notice*