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**CURRICULA COLLECTION
2003**

COUNSELING SKILLS

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*****Not all contributors are represented in all subjects**

Counseling Skills

Behavioral Counseling

Crisis Counseling

Family Counseling

Group Counseling

Interviewing

UNIVERSITY OF WISCONSIN – MADISON
Department of Rehabilitation Psychology and Special Education

RPSE 660 Seminar – Healthcare and Disability Case Management
(3 credits)

Location

54 Bascom

Time

Monday, 2:25 pm – 5:25 pm

Instructor

Fong Chan

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Course Description

Case management services in health care and disability-related service delivery systems have grown enormously over the past decade. Rehabilitation counselor/case managers will increasingly be employed to manage the care of clients who experience chronic illness and disabilities throughout their recovery process (i.e., from medical treatment to return to work). As a result, case managers will have to be knowledgeable with respect to both medical and vocational case management to be effective in managing the care of individual clients throughout the full spectrum of the medical and vocational rehabilitation process. There appears to be a growing need to provide cross-training among those disciplines involved in case management (e.g., nurses, rehabilitation counselors, and social workers) in order to increase their knowledge of the entire process as well as the potential contributions of various types of professional providers.

This is a hands-on course. The purpose of this seminar is to acquaint students with contemporary case management practices in healthcare and rehabilitation settings. Case management will be addressed from a “process” or “how to standpoint” in rehabilitation counseling and other rehabilitation health professions. The seminar will bring together the knowledge underpinning case management practices in sufficient depth to prepare students and case managers for the demands of actual practice.

Required Text

Chan, F. & Leahy, M. (1999). *Health care and disability case management*. Lake Zurich, IL: Vocational Consultants Press.

Required Materials

3-Ring 1.5" loose leaf notebook

Course Requirements

Attendance and Participation: Students are expected to attend all class meetings. Students are expected to participate individually and within groups.

Midterm Examination: The midterm exam will consist of multiple choice and short essay.

Development of a Case File: Students are required to conduct a clinical interview, administer and interpret selected aptitude and interest tests, conduct a transferrable skills analysis, develop a rehabilitation plan, and identify community resources for a simulated client. Community resources may include: support groups, medical services, psychological services, housing, respite care, durable medical equipment, assistive technology, legal and benefits assistance, personal care attendant services, internet resources, substance abuse treatment, and community independent living center.

Case Presentation: Students will present his or her work with the simulated client in a mock staffing towards the end of the semester.

Extra Credit

Each student has the potential to obtain up to 50 extra credit points including attendance and participation at conferences, workshops appropriate to the case management with individuals with disability as well as participating in research related to case management practice.

Grading

| | |
|--------------------------|------------|
| Attendance/Participation | 50 points |
| Midterm | 100 points |
| Case File | 200 points |
| Final-Case Presentation | 150 points |
| Total possible | 500 points |

| | |
|----|-----------|
| A | 93-100% |
| AB | 88-92% |
| B | 83-87% |
| BC | 78-82% |
| C | 73-77% |
| D | 60-62% |
| F | Below 60% |

Course Sequence

| <u>Date</u> | <u>Topic</u> | <u>Assignment</u> |
|--------------------------|--|--------------------------------|
| Week 1 1/28 | Introduction | Article 1 & 2 Ch. 1, 2, & 3 |
| Week 2 2/4 | Historical development and trends Roles and Functions Case Management Models and Process | Ch. 7, Ch. 8, Ch.10 |
| Week 3 2/11 | Community Resources | Ch. 12 |
| Week 4 2/18 | Interviewing and case documentation techniques | Ch. 12 |
| Week 5 2/25 | Interviewing and case documentation techniques | Handouts |
| Week 6 3/4 | Psychological and Medical Evaluation | Handouts |
| Week 7 3/11 | Vocational Assessment/Job-Matching/ Transferrable Skills Analysis | Ch. 6, Ch.10 |
| Week 8 3/18 | Computer-based Job-Matching Systems/Review | Ch. 6, Ch. 10 |
| Week 9 4/1 | Midterm Exam | Ch. 12 and Handouts |
| Week 10 4/8 | Plan Development | Ch. 15 and Handouts |
| Week 11 4/15 | Principles of Caseload Management | Ch. 1, Ch.2, Ch. 6 |
| Week 12 4/22 | Forensic Rehabilitation | Ch. 14 |
| Week 13 4/29 | Life Care Planning | Ch. 16-22 |
| Week 14& 15 5/6, 5/13 | Final – Case Presentation | |

DEPARTMENT OF REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION

**University of Wisconsin-Madison
Summer 2002**

194-810 Rehabilitation Counseling Psychology—Techniques

Taping Room 310 Educational Sciences Building

Classroom 323 Educational Sciences Building

Instructor:

Kristine M. Eiring, Ph.D.
Rehabilitation Psychology
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Note: You may also leave a confidential voicemail message for me at 256-4848 at Ext. 5.

Administrative Support Staff:

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Course Goal

The application of facilitative communication skills and problem solving skills to rehabilitation counseling practice in different settings and with clients having different needs.

Course Objectives

This is a core course in the graduate program in rehabilitation counseling. It focuses on basic clinical skills in preparation for supervised clinical practice coursework (practicum and internship). The major course objectives focus on skill development in the following areas:

1. Facilitative communication in interpersonal interaction (basic counseling skills).
2. Systematic problem/identification (identifying client problems and needs).
3. Systematic application of intervention strategies (setting goals, and selecting and implementing intervention strategies).

Required Texts

Cormier, S., & Cormier, B. (1998). Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions (4th ed.). Pacific Grove, CA: Brooks/Cole.

Ivey, A.E., & Ivey, M. B. (1999). Intentional interviewing and counseling: Facilitating client development in a multicultural society (4th ed.). Pacific Grove, CA: Brooks/Cole.

CD (for optional practice). Basic Counseling Responses on Reserve at the CIMC.

Overview

Course activities will include assigned readings, lectures, discussion, video demonstrations, and practice exercises. In addition to assigned readings, preparation outside of class should include completion of exercises given in the textbooks and continuing practice in order to refine target skills. The primary focus of this course is on development of counseling skills, including facilitative communication and intervention strategies appropriate to identified problems.

Requirements

Development of target skills will be assessed through a series of four "check-outs" and homework assignments. The check-outs will serve as the course "examinations" and will involve interviews with a simulated client. Each of the interviews will be videotaped. Instructions for each check-out will be provided in advance and brief reviews with the instructor will be held with each student immediately following each check-out. The videotapes will offer an excellent opportunity for self-evaluation in refining skills. Also, a computer simulation will accompany the interview check-outs, allowing you to obtain case information and make case management decisions.

Grading

1. "Check-outs" are worth 10 points each for a total of 40 points.
2. Homework is graded on a check system
3. Professional Behavior (attending class, attitude, on time) 10 points; If you miss more than one class or are late to class more than one time than you will begin to lose points in this category.

The check-outs and professional behavior are generally graded using the following scale:

10-9 = A
8-7 = AB
6-5 = B
4 = BC

Evaluation Criteria

- (1) In addition to the four "check-outs" there will also be homework related to session check-outs.

Accommodations

Any students with limitations which might necessitate special accommodations in the curriculum, instruction, or examination/assessment procedures should discuss their needs with the instructor as early in the semester as possible. Every possible effort will be made to accommodate special needs so as to include all students fully in all aspects of this course and to maintain the confidentiality of information provided. Also, if any students have conflicts between class sessions or requirements and religious holidays, please notify the instructor at the beginning of the semester so that alternative arrangements can be made.

PROCEDURES FOR BASELINE INTERVIEWS

In this exercise you will be conducting a 10-minute interview with one of your fellow students. The interviews will be conducted at the Educational and Psychological Training Center (EPTC), Room 323 Educational Sciences Building, and will be videotaped. However, the interviews will not be evaluated by the instructor, and there is no need to prepare for this in advance. Rather, the purpose of the baseline interview is to try out your own interview skills at the beginning of the course in order to have a baseline tape available for use in future assignments. It can also serve as a comparison to your future taped interviews so that you can view the progress made in your own skill development.

In conducting the interviews, you should assume that the person to be interviewed has come to you for assistance in career planning. Your task is to explore the person's work history in sufficient breadth and depth to facilitate your future work with the person, while at the same time showing your interest and concern and building a good working relationship.

Three people (or possibly four) will be in the interview room at the same time. One will assume the role of the counselor and one the role of the client. The "client" should play him or herself, rather than trying to act out the role of someone else. The other person (or persons) in the room will keep track of time and signal the counselor when 5 minutes have elapsed. The process will then be repeated until each person has assumed each of the three roles (counselor, client, and observer/timekeeper). After completing the entire sequence of three (or four) interviews, you can take a few minutes to provide one another feedback regarding your observations of the interviews.

Again, these interviews will not be evaluated. They are merely intended for your own use to observe where you are with respect to your interviewing skills at the beginning of the course.

TENTATIVE SCHEDULE AND READING ASSIGNMENTS**KEY:**

C&C = Cormier & Cormier (1998)

I&I = Ivey & Ivey (1999)

July 15

Introduction/Overview
Fundamental Relationship Skills
C&C: Chapters 1 & 2
I&I: Chapters 1, 2, 3

July 16

Baseline taping
Counseling Relationships
Dual Relationships
C&C: Chapter 3, 4, 5

July 17

Observations/Nonverbals/Questions/ Listening/Reflection
C&C: Chapters 5, 6, 7
I&I: Chapters 3, 4, 5

July 18

CHECK-OUT #1

July 22

Listening/Reflection continued
Integration of basic (passive) skills

July 23

Influence/Problem Conceptualization
C&C: Chapter 8
I&I: Chapter 9

July 24

Confrontation/Assessment
C&C: Chapters 9
I&I: Chapter 8

July 25

CHECK-OUT #2

July 29

Reflecting Meaning/Goals
C&C: Chapters 7,8,9, &10
I&I: Chapters 10,12

July 30

Treatment Planning
C&C: Chapter 11

July 31

Modeling & Social Skills
C&C: Chapter 12
I&I: Chapter 13

August 1

CHECK-OUT #3

August 5

Cognitive Restructuring
C&C: Chapters 13 & 14

August 6

CHECK-OUT #4

August 7

Additional Coping and Problems Solving Strategies
Review of Counseling Model
Comparison with baseline interviews

August 8

Wrap Up

Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison

RP&SE 810 Rehabilitation Counseling Psychology-Techniques

Fall 2002

Instructor: Norm Berven, Professor
432 N. Murray St., Room 131
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Secretary: Mike Duckwitz
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Course Objectives

This is a core course in the graduate program in rehabilitation counseling. 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 necessary to effective clinical practice - facilitative communication skills and systematic problem solving skills. In accordance with this rationale, the major course objectives focus on skill development 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 having different needs.

Primary Text

Cormier, S., & Nurius, P. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Recommended Text

Ivey, A.E., & Ivey, M. B. (2003). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Overview

Course activities will include assigned readings, lectures, discussion, 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. The primary focus of this course is on skills rather than knowledge and, as is true with other types of skills, maximum skill acquisition can be accomplished only through continuing and repeated practice.

Requirements

Development of target skills will be assessed through a series of five interview "check-outs." The check-outs will serve as the course "examinations" and will involve interviews with simulated clients, and there will be no traditional examinations used in the course. Each of the interviews will be video taped for your independent review and critique, and you will be asked to provide a video tape that you will bring to each of the interview check-outs, positioned at the point where that interview should be recorded. Instructions for each check-out will be provided in advance and brief reviews with the instructor will be held with each student immediately following each check-out. The video tapes will offer an excellent opportunity for self evaluation in refining skills. Also, a computer simulation will accompany the last four interview check-outs, allowing you to obtain case information and make case management decisions.

Evaluation

All check-outs will be weighted equally in determining final grades. In cases of borderline grades, class participation and improvement during the semester will be considered.

Accommodations

Any students with limitations which might necessitate special accommodations in the curriculum, instruction, or examination/assessment procedures should discuss their needs with the instructor as early in the semester as possible. Every possible effort will be made to accommodate special needs so as to include all students fully in all aspects of this course and to maintain the confidentiality of information provided. Also, if any students have conflicts between class sessions or requirements and religious holidays, please notify the instructor at the beginning of the semester so that alternative arrangements can be made.

TENTATIVE SCHEDULE AND READING ASSIGNMENTS
(SUPPLEMENTAL READINGS FROM IVEY & IVEY IN PARENTHESES)

| | |
|--------------|--|
| September 3 | Introduction and Overview C&C: Chaps. 1 & 2 (I&I: Chap. 1) |
| September 5 | <u>BASELINE INTERVIEWS</u> |
| September 10 | Counseling Relationship, Nonverbal Behavior, and Attending C&C: Chaps. 3, 4, & 5 (I&I: Chap. 2) |
| September 12 | Questioning Skills C&C: Pp. 120-124 (I&I: Chap. 3) |
| September 17 | Questioning Skills C&C: Pp. 120-124 (I&I: Chap. 3) |
| September 19 | Listening Skills - Content C&C: Chap. 6 (I&I: Chaps. 4 & 5) |
| September 24 | Listening Skills - Affect C&C: Chap. 6 (I&I: Chap. 6) |
| September 26 | <u>PRACTICE CHECK-OUT</u> |
| October 1 | Integrating Listening Skills (I&I: Chap. 7) |
| October 3 | <u>CHECK-OUT NO. 1</u> |
| October 8 | Confrontation and Influencing Skills C&C: Pp. 124-50 (I&I: Chaps. 8 & 11) |
| October 10 | Intake Interviews C&C: Chap. 9 |
| October 15 | Intake Interviews C&C: Chap. 9 |
| October 17 | <u>CHECK-OUT NO. 2</u> |
| October 22 | Problem Identification C&C: Chaps. 8 & 9 |
| October 24 | Problem Identification C&C: Chaps. 8 & 9 |

| | |
|-------------|--|
| October 29 | Goal Setting C&C: Chap. 10 |
| October 31 | <u>CHECK-OUT NO. 3</u> |
| November 5 | Intervention Strategies & Treatment Planning C&C: Chap. 11 & Skim Chaps. 13-20 |
| November 7 | Modeling and Social Skills C&C: Chap. 12 (I&I: Pp 359-367) |
| November 12 | Modeling and Social Skills C&C: Chap. 12 (I&I: Pp. 359-367) |
| November 14 | <u>CHECK-OUT NO. 4</u> |
| November 19 | Problem Solving and Decision Making C&C: Pp. 351-361 (I&I: Chap. 12) |
| November 21 | Covert Modeling, Guided Imagery, Cognitive Modeling C&C: Chap. 13 & Pp. 344-351 |
| November 26 | Cognitive Restructuring & Reframing C&C: Chap. 15 |
| November 28 | <u>THANKSGIVING DAY</u> |
| December 3 | Relaxation and Stress Management C&C: Chaps. 16 & 17 |
| December 5 | <u>CHECK-OUT NO. 5</u> |
| December 10 | Multicultural Issues in Counseling Reviewed |
| December 12 | A Client/Consumer Perspective on Counseling |

REFERENCES

The following references include sources on communication skills, problem-solving skills, and strategies for accomplishing client growth and behavior change. In addition, selected references are included from the rehabilitation literature discussing more specific applications in rehabilitation counseling.

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Whiteley, J.M., & Flowers, J.V. (1978). Approaches to assertion training. Monterey, CA: Brooks/Cole.

Williamson, E.G. (1965). Vocational counseling: Some historical, philosophical, and theoretical perspectives. New York: McGraw-Hill.

Williamson, W.W., & Byrd, E.K. (1986). Some suggested counseling techniques in moving toward placement for persons with mental retardation. Journal of Applied Rehabilitation Counseling, 17(4), 48-50.

Wolpe, J. (1982). The practice of behavior therapy (3rd ed.). New York: Pergamon Press.

Worden, W. J. (1991). Grief counseling and grief therapy (2nd edition). New York: Springer.

Department of Rehabilitation Psychology & Special Education
University of Wisconsin-Madison

RP&SE 840 Rehabilitation Counseling Psychology - Group Procedures

Spring 2002

Instructor: Kristine M. Eiring
432 N. Murray Street, Room 424
263-5751; the best phone to call to leave a message: 257-4848
dreiring@mentalhealth-madison.com
Office Hours: By Appointment; I can be available before and after class

TA: Susan Stuntzer
432 N. Murray Street, Room 421
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Secretary: Mike Duckwitz
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263-5790
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Objectives

The course is a part of the core curriculum in the master's degree program in rehabilitation counseling/rehabilitation psychology. It provides basic instruction related to conducting group counseling and related types of group work in rehabilitation settings with people with disabilities. The family is considered a special type of group, and group dynamics and family work is also covered. More specifically, the course focuses on the development of knowledge and skill in the following areas:

1. The nature and potential roles of group and family work in rehabilitation settings
2. Ethical issues related to group and family work
3. Multicultural issues related to group and family work
4. Group dynamics and process, including family dynamics
5. Group leadership and counseling skills
6. Practical considerations in establishing groups

7. Facilitating involvement of family and significant others in rehabilitation programs

Primary Texts

Corey, M.S., & Corey, G. (1997). Groups: Process and practice (5th ed.). Pacific Grove, CA: Brooks/Cole.

Worden, M. Family therapy basics (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Recommended Text

Haney, H., & Leibsohn, J. (2001). Basic counseling responses in groups: A multimedia learning system for the helping professions. Belmont, CA: Brooks/Cole.

For those who do not purchase this multimedia learning system, materials will be available for check out and use at the Center for Instructional Materials and Computing (CICMC) in Teacher Education.

Requirements

Over the course of the entire semester, each student will develop a group work intervention that will be six sessions in length, addressing a particular problem or issue that would be appropriate for use in a rehabilitation setting. This will provide a group work intervention that could be implemented as a part of a future practicum or internship placements or in future professional positions.

Development of the group work intervention will require a review of literature to provide background for the conceptualization and conduct of the group, including a rationale for the importance of the group; establishment of objectives to be accomplished; development of procedures to address practical considerations (e.g., recruitment and selection of group members); detailed descriptions of the objectives, content, and procedures to be followed in each session of the group; and guidelines for leaders of the group, demonstrating application of content covered throughout the course regarding group dynamics, process, and leadership. Each student will prepare a manual for the group developed that will provide sufficient detail and materials to allow counselors to conduct the group as developed by the student. In addition, each student and another volunteer co-leader from the class will demonstrate a part of one session of the group, using the other students in the class as group members. Following are the specific requirements.

1. Attend class regularly
2. Complete all assigned readings and exercises

3. Complete the manual for the group, including the following components
 - a. Preliminary draft of the literature review (due February 15)
 - b. Preliminary draft of procedures to address practical considerations (due March 1)
 - c. Preliminary brief summaries of each of the group sessions, including a detailed summary of the first session (due March 22)
 - d. Final draft of the entire manual (one copy in hard-copy, printed form and one copy on computer disk) (due May 10)
4. Demonstrate part of one session of the group developed

Course Grades

Grades for the course will be determined as follows:

- 10% exercise in identifying and formulating counseling responses in groups
- 10% the three preliminary drafts of content for the group manual (all three combined)
- 20% group demonstration
- 40% group manual
- 20% participation in class over the entire semester

Tentative Schedule and Reading Assignments

- January 24 Introductions and Group Leadership (C&C – Chaps. 1 & 2)
Discussion of types of groups and topical issues
- January 31 Ethical and Legal Considerations (C&C – Chap. 3)
- February 7 Family Dynamics (W: Chap. 1)
Counseling Responses in Groups (H&L – Parts 1 & 2)
- February 14 Counseling Responses in Groups (H&L – Part 3)
Due: Draft of Literature Review Part of Manual
- February 21 Forming a Group (C&C – Chap. 4)
- February 28 Initial Stage of Group Process (C&C – Chap. 5)
Due: Draft of Practical Considerations Part of Group Manual
- March 7 Initial Stage of Group Process (C&C – Chap. 5)
- March 14 Initiating Family Work (W – Chaps. 2, 3, & 4)
Due: Draft of Content Summary of Group Sessions and Detail on First
 Session
- March 21 Transition Stage of Group Process (C&C – Chap. 6)
Change and Resistance in Family Work (W – Chap. 5)
- March 28 Spring Break
- April 4 Working Stage of Group Process (C&C – Chap. 7)
Change Techniques in Family Work (W – Chap. 6)
- April 11 Ending Stage of Group Process (C&C – Chap. 8)
Termination of Family Work (W – Chap. 7)
Student Group Demonstration (1)
- April 18 Student Group Demonstrations
- April 25 Student Group Demonstrations
- May 2 Student Group Demonstrations
- May 10 Wrap-Up
Due: Final Drafts of Group Manuals

Outline for Group Manual

- I. Introduction
 - A. Problem to be addressed by the group
 - 1. Overview of the problem
 - 2. Review of literature regarding conceptualization of the problem and strategies for addressing the problem
 - B. Review of literature on similar groups
 - C. Objectives for the group
- II. Practical considerations
 - A. Target population
 - 1. Recruitment procedures
 - 2. Screening procedures
 - 3. Selection procedures
 - B. Size of the group
 - C. Location and set-up of the space where the group will be conducted
 - D. Equipment and resources
- III. Plan for each of the six sessions of the group
 - A. Agenda or outline with suggested time line
 - B. Materials needed
 - C. Detailed instructions for the leaders
 - D. Copies of any hand-outs
- IV. Guidelines for the group leaders
- V. Evaluation

Clinical Practice Seminar/Supervised Practicum
194-860/880/890
Rehabilitation Psychology and Special Education
Spring Semester, 2002

Instructor: Jodi L. Saunders, Ph.D., CRC
#408 432 North Murray
(608) 263-5139

E-Mail: jsaunders@education.wisc.edu

Office Hours: By Appointment

Ph.D. Student Supervisor:

E-Mail: smmiller2@students.wisc.edu

Susan Miller, M.A.
#421 North Murray
(608) 262-7498

Class Time/Location: Wednesday 1:00 – 2:15
2101 Humanities

A. Course Description:

This course combination fulfills a clinical requirement for the Master's program and concentrates on the acquisition of clinical experience and skills. Student must participate in all of the following:

1. A field placement for a minimum of 12 hours per week in a setting that provides clinical rehabilitation experiences and on-site supervision.
2. Practicum seminar once a week to study and discuss clinical issues.
3. Individual supervision sessions once a week with a university-based supervisor.

B. Competencies:

Through informal lecture, readings, class activities and discussion, the student will develop knowledge competencies in the following areas:

1. Individuals, group and family counseling theories and practices.
2. Diversity issues including multi-cultural, disability, and gender issues.
3. Services to a variety of disability populations, including multiple disabilities in diverse settings.
4. Involvement of family members, guardians, and advocates in the rehabilitation process.
5. Identification and use of community resources and services in rehabilitation planning.
6. Case management process, including service coordination, referral to and utilization of other disciplines, and client advocacy.
7. Professionalism, ethics, informed choice and personal responsibility in the rehabilitation process.

C. Class Structure

Topic Discussions – 30 minutes

Client Discussions– 30 minutes

Open Discussions - 15 minutes (discussion of issues, questions, concerns)

Topic Discussions: The student will present on one topic. Presentations will be 30 minutes and students will be responsible for presenting information, material and resources to colleagues and for facilitating class discussion revolving around the topic.

Client Discussion: The student will prepare and present two case studies for discussion and problem solving as scheduled during the course of the semester (See Case Study Presentation handout). Each case presentation will be for 30 minutes. The student is responsible for providing relevant written and verbal information to colleagues for the purposes of the discussion, and for facilitating the 30 minute discussion. Students should provide:

1. Pertinent background information necessary for effective consideration of the case issues.
(see handout).
2. The tentative goal and objectives for counseling and conceptualization of the issues involved,
And
3. Students' need for consultation.

Confidentiality should be maintained in all written material and presentations.

Open Discussion: The open discussion is an opportunity for all students to identify and discuss questions, concerns or issues for group problem solving and/or processing.

- Each student is expected to attend weekly seminars and to contribute to each seminar through active participation in the discussions.

D. Course Materials and Resources

Required Text:

Corey, M.S. & Corey, G. (1998). Becoming a helper, (3rd ed.). Pacific Groves, CA: Brooks/Cole Publishing Company.

Additional Materials:

Guidelines for Supervised Practice in Rehabilitation Counseling – Dept. of RP&SE
Additional Handouts by instructor.

E. Reading Assignments:

In addition to assigned readings, the student is expected to read material relevant to current topics in the course and issues being experienced at the practicum site. Readings should not be limited to the required text and handouts.

F. Reasonable Accommodations:

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives, and fulfill the requirements of the course.

G. Grading Criteria

See “Student Evaluation” section of Guidelines for Supervised Practice in Rehabilitation Counseling – pg. 7.

General Guideline:

- A Very high levels of competence in all areas or almost all areas with high levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- AB High levels of competence in most areas, with acceptable levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- B Acceptable levels of competency in all areas with no major deficiencies (encompasses both clinical and classroom responsibilities).
- BC Acceptable level of competencies in most all areas with deficiencies in some areas. (encompasses both clinical and classroom responsibilities).
- C Deficient levels of competency in most areas (encompasses both clinical and classroom responsibilities).

H. Course Topics, Assignments and Activities by Session:

Session 1: January 23, 2002

- Introductions
- Course Overview
- Assignment of Presentations
- Brief meeting with clinical supervisor

Assigned Readings: None

Session 2: January 30, 2002

Introductions to Sites

Assigned Readings: Chapters 1 & 5.

Session 3: February 6, 2002

- Professionalism, ethics, confidentiality, informed consent & client rights

Assigned Reading: Shaw, L.R. & Tarvydas, V.M. (2001). The use of professional disclosure in rehabilitation counseling. Rehabilitation Counseling Bulletin, 45, (1), 40-47.

Session 4: February 13, 2002

- * No Class – Site Acclimation & Client Presentation preparation

Assigned Readings: Chapters 2 & 4.

Session 5: February 20, 2002

- Client Discussion
- Topic Discussion – Developing a relationship that facilitates trust and growth
- Open Discussion

Assigned Readings: Chapter 3.

Session 6: February 27, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapter 6.

Session 7: March 6, 2002

- Client Discussion
- Topic Discussion – Dealing effectively with diversity and values
- Open Discussion

Assigned Readings: Chapter 7.

Session 8: March 13, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapter 8.

Session 9: March 20, 2002

- Client Discussion
- Topic Discussion – Prevention of, and dealing with crisis situations
- Open Discussion

Assigned Readings: Chapter 11 & Additional readings as assigned.

Session 10: March 27, 2002

No Class – Spring Break

Session 11: April 3, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapters 9 & 10.

Session 12: April 10, 2002

- Client Discussion
- Topic Discussion – Dealing with “difficult” clients
- Open Discussion

Assigned Readings: Pages 98 – 111 & Additional readings as assigned.

Session 13: April 17, 2002

- Client Discussion
- Topic Discussion - Ethical decision making
- Open Discussion

Assigned Readings: Chapter 5.

Session 14: April 24, 2002

- Client Discussion
- Topic Discussion – Setting boundaries and dealing with stress
- Open Discussion

Assigned Readings: Chapters 12 & 13.

Session 15: May 1, 2002

- Client Discussion
- Topic Discussion – Terminating the counselor-client relationship
- Open Discussion

Assigned Readings: None

Session 16: May 8, 2002

- Client Discussion
- Review of clients presented
- Open discussion

Assigned Readings: None

Clinical Practice Seminar/Supervised Practicum
194-860/880/890
Rehabilitation Psychology and Special Education
Fall Semester, 2002

Instructor: Jodi L. Saunders, Ph.D., CRC
#412 432 North Murray
(608) 263-5139

E-Mail: jsaunders@education.wisc.edu

Office Hours: By Appointment

Ph.D. Student Supervisor:

Ana Pereira
432 North Murray
Room #420
University Club Annex

Class Time/Location: Monday 1:15 – 2:30
323 Educational Science Bldg.

A. Course Description:

This course combination fulfills a clinical requirement for the Master's program and concentrates on the acquisition of clinical experience and skills. Student must participate in all of the following:

1. A field placement for a minimum of 12 hours per week in a setting that provides clinical rehabilitation experiences and on-site supervision.
2. Practicum seminar once a week to study and discuss clinical issues.
3. Individual supervision sessions once a week with a university-based supervisor.

B. Competencies:

Through informal lecture, readings, class activities and discussion, the student will develop knowledge competencies in the following areas:

1. Individuals, group and family counseling theories and practices.
2. Diversity issues including multi-cultural, disability, and gender issues.
3. Services to a variety of disability populations, including multiple disabilities in diverse settings.
4. Involvement of family members, guardians, and advocates in the rehabilitation process.
5. Identification and use of community resources and services in rehabilitation planning.
6. Case management process, including service coordination, referral to and utilization of other disciplines, and client advocacy.
7. Professionalism, ethics, informed choice and personal responsibility in the rehabilitation process.

C. Class Structure

Topic Discussions – 20 minutes

Client Discussions– 30 minutes

Open Discussions - (discussion of issues, questions, concerns)

A sequence of videos on ethics will also be presented during class.

Topic Discussions: The student will present on one topic with one or two other students. Presentations will be 20 minutes and students will be responsible for presenting information, material and resources to colleagues and for facilitating class discussion revolving around the topic.

Client Discussion: The student will prepare and present two case studies for discussion and problem solving as scheduled during the course of the semester (See Case Study Presentation handout). Each case presentation will be for 30 minutes. The student is responsible for providing relevant written and verbal information to colleagues for the purposes of the discussion, and for facilitating the 30 minute discussion. Students should provide:

1. Pertinent background information necessary for effective consideration of the case issues.
(see handout).
2. The tentative goal and objectives for counseling and conceptualization of the issues involved,
And
3. Students' need for consultation.

Confidentiality should be maintained in all written material and presentations.

Open Discussion: The open discussion is an opportunity for all students to identify and discuss questions, concerns or issues for group problem solving and/or processing.

- Each student is expected to attend weekly seminars and to contribute to each seminar through active participation in the discussions.

D. Course Materials and Resources

Required Text:

Corey, M.S. & Corey, G. (2003). Becoming a helper, (4th ed.). Pacific Groves, CA: Brooks/Cole Publishing Company.

Additional Materials:

Guidelines for Supervised Practice in Rehabilitation Counseling – Dept. of RP&SE
Additional Handouts by instructor.

E. Reading Assignments:

In addition to assigned readings, the student is expected to read material relevant to current topics in the course and issues being experienced at the practicum site. Readings should not be limited to the required text and handouts.

F. Reasonable Accommodations:

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives, and fulfill the requirements of the course.

G. Grading Criteria

See "Student Evaluation" section of Guidelines for Supervised Practice in Rehabilitation Counseling – pg. 7.

General Guideline:

- A Very high levels of competence in all areas or almost all areas with high levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- AB High levels of competence in most areas, with acceptable levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- B Acceptable levels of competency in all areas with no major deficiencies (encompasses both clinical and classroom responsibilities).
- BC Acceptable level of competencies in most all areas with deficiencies in some areas. (encompasses both clinical and classroom responsibilities).
- C Deficient levels of competency in most areas (encompasses both clinical and classroom responsibilities).

H. Course Topics, Assignments and Activities by Session:

Session 1: September 2, 2002 No Class – Labor Day

Session 2: September 9, 2002

- Introductions
- Course Overview
- Assignment of Presentations
- Brief meeting with clinical supervisor

Assigned Readings: None

Session 3: September 16, 2002

- Introductions to Sites
- Informed Consent
- Video- Ethical guidelines & violations, licensure laws, & supervision.

Assigned Readings: Chapters 1, 2 & 6.

Session 4: September 23, 2002

- Site Updates
- Video- Terminating treatment, unethical conduct & confidentiality conflicts.
- Open Discussion

Assigned Readings: Chapters 3 & 4.

Session 5: September 30, 2002

- Client Discussion 1
- Video- Obligation to report unethical conduct & maintaining client files.
- Open Discussion

Assigned Readings: Chapters 5 & 7.

Session 6: October 7, 2002

- Client Discussion 2
- Video - Ethical considerations, elements of malpractice & kinds of hearings.
- Open Discussion

Assigned Readings: Chapter 9.

Session 7: October 14, 2002

- Client Discussion 3
- Video – Additional problems area, exceptions to confidentiality & testifying.
- Open Discussion

Assigned Readings: Chapter 10.

Session 8: October 21, 2002

- Client Discussion 4
- Topic Discussion – Dealing effectively with diversity and values
- Open Discussion

Assigned Readings: Chapter 8.

Session 9: October 28, 2002

- Client Discussion 5
- Client Discussion 6
- Open Discussion

Assigned Readings: Chapter 11

Session 10: November 4, 2002

- Client Discussion 7
- Topic Discussion – Prevention of, and dealing with crisis situations
- Open Discussion

Assigned Readings: Chapter 12.

Session 11: November 11, 2002

- Client Discussion 8
- Topic Discussion – Dealing with “difficult” clients, setting boundaries & dealing with stress.
- Open Discussion

Assigned Readings: Chapters 14 & 15.

Session 12: November 18, 2002

- Client Discussion 9
- Client Discussion 10
- Open Discussion

Assigned Readings: Chapter 13.

Session 13: November 25, 2002

- Client Discussion 11
- Client Discussion 12
- Open Discussion

Assigned Readings: None.

Session 14: December 2, 2002

- Client Discussion 13
- Client Discussion 14
- Open Discussion

Assigned Readings: None

Session 15: December 9, 2002

- Open Discussion & Client Updates

Assigned Readings: None

AHE 583a: Theory of Rehabilitation Counseling

Western Washington University

Fall, 2002

OnLine

Geraldine M. Hansen Ed.D.

Office: (425) 771-7424

FAX: (425) 774-9303

email: Geri.Hansen@wwu.edu

Goal of Course:

The purpose of this class is to provide students with an understanding of the major theoretical systems for counseling individuals and groups.

Course Objectives:

The objectives of this course are to increase students' knowledge and understanding of:

1. counselor and client characteristics that influence counseling (including ethnic background, gender, and other life circumstances).
2. current counseling theories and related therapies.
3. specific strategies, techniques, and interventions associated with each theoretical approach.
4. models and approaches to decision-making with individuals or groups with problems.

In addition, students will be able to demonstrate the ability to describe and apply a specific counseling theory and approach with a specific client population.

CORE Competencies:

1. behavior, personality, human growth and development.
2. individual. Group and family counseling theories and practices;
3. diversity issues including multicultural, disability, and gender issues
4. environmental and attitudinal barriers to individuals with disabilities

5. services to a variety of disability populations, including multiple disabilities, in diverse settings; and
6. involvement of family members, guardians, and advocates in the rehabilitation process.

Required Text:*

1. Corey, G. (1995). Theory and practice of counseling and psychotherapy (6th Ed.). Pacific Grove, CA: Brooks/Cole.

2. Corey, G. (1995). Student Manual for Theory and practice of counseling and psychotherapy (6th Ed.). Pacific Grove, CA: Brooks/Cole.

* Additional material will be assigned to supplement the text.

Instructional Methods:

This is an Internet-based course. In order for you to fully partake in this course you will need

1. The normal computer operation for the upcoming classes and to view the counseling videos or audios.
2. Windows Internet Explorer 5 or 5.5. Netscape navigator needs to be version 6 or at least 4.7.
3. Your monitor will need to be VGA or super VGA at the minimum.
4. You will need a sound card installed and installed speakers.
5. They should have the newest version of real player which can be downloaded for free at <http://www.real.com/player/index.html>? It is called real Player 8 Basic. It is about halfway down the page. This is a plug-in that starts automatically when you click on the link or double click a file.

Learning Environment:

Students are encouraged to approach this class as a learning community that includes a willingness to explore diverse ideas and perspectives, openness to feedback from multiple sources, and attitudes that promote genuine curiosity and learning. Counseling skills are never mastered, and there is always room for improvement. Students are invited to engage in critical thinking skills to examine their own values and attitudes as well as those of their peers, and to create an atmosphere of encouragement, honesty, congruity, and feedback that focuses on learning, not failing.

As a learning community, students will participate in dialogue, skill practice, and web-based experiences designed to enhance and increase the learning opportunity. Students will master

knowledge, theory, and skills through reading and reflection, conference calls and online dialogue, and exams.

This course is an Internet and a tele-conference course. Therefore, a student taking this course must have completed the self-paced, tutorial program using the WWU system for distance education courses. The instructor expects the students to be active learners. Students will read the text, obtain additional information from the Internet, participate in discussion groups, and submit assignments through the on-line class. **Due dates indicate when assignments/materials should be received by the instructor.** The instructor will respond to student questions and concerns and participate in discussion by asking questions and responding to students' discussion/comments. Guest lecturers will facilitate the classes on ethics and multicultural counseling **Students will be expected to participate in the telephone conferences and failure to participate will be a deduction of 3 % of your grade each time.**

Counseling theories and approaches will be explored via the text(s), Internet, and email discussion. The instructor will post discussion questions for each major theory. Students will post responses to the questions, discuss others' view/perceptions, and provide feedback to each other concerning the responses. Students will work individually and in small groups to complete assignments. In addition, students will choose among three options for the major class project. There will be two examinations.

Reasonable Accommodation:

Students who have a documented disability and seek accommodation should contact the Disabled Student Services at WWU. Please see **External Links>Student Supports>Disabled Student Services.**

Assessment & Evaluation Standards:

1. Examinations (40 points). Students will complete two objective tests based on the assigned readings (text and other sources). They will be posted **Oct 30 noon (PST)–11/2 6:00 PST** and **Dec 9 noon (PST) – 12/12 9:00 (PST)**

2. Counseling Transcript (50 points). Each student will be required to submit a counseling tape of 30 minutes. The tape will demonstrate the techniques of a clinical approach discussed in the course. The student will need to obtain written permission of a client in keeping with the host organization. The student will develop a summary statement identifying the counseling setting, presenting problem, client characteristics, and the clinical theory used with the client for each tape. The student will transcribe the tape and submit that along with the tape and a self-critique of the tape. Self-critique format will be provided. Tape will be due: November 6.

3. Putting it together (10 pts). This assignment is late in the term as it looks at the 10 perspectives covered in the text and videos and how you would use those approaches with the themes in Ruth's life. Read pp 193-200 of the student manual and select 2 of the

themes. For each theme describe how you would apply five perspectives to working with Ruth. Each theme can have different perspectives. This assignment is **due December 9 by noon**

4. Participation/Discussion (40 points). All students must participate in discussion as well as posting assignments. The discussion board is one way in which we will share, clarify, and explore ideas. Since the course is almost entirely conducted by distance education format, you will use the discussion board often in the course of the ten (10) week period. Each student will make at least two (2) substantive entries weekly, on two (2) different dates to questions posted by the instructors and directly related to the assigned readings. You will be graded on the basis of your participation (regularity, number, and timeliness) and the quality (the new information or comments/entries that qualify the discussion to that time) of your entries. Comments are expected to be thoughtful and insightful, reflecting both critical thinking skills, knowledge of the subject, and your professional experiences. Thus, terse comments like: "yes", or "I agree", etc. are not considered a substantive entry. Responses and questions should challenge ideas while reflecting courtesy & respect for the person. Lecture and Discussion questions will be posted each Wednesday. **Grading of the student's postings will be based on the following criteria: There are eight weeks that require student postings. Two quality statements posted at two different times during the week (Wednesday to Tuesday) = 5pts; Two quality statements posted on the same day = 3pts; and, One quality statement posted = 1pt.**

5. Student Manual: (110 points) See assignments. There are 55 assignments from the student manual that are required to be submitted. **The October assignments [1- 41] are due November 4 and the November assignments [42 - 55] are due December 4.** The student will submit by postal mail copies of their assignments taken directly from the manual or from their computer.

Grading

Students' grades are based on the total number of points accumulated through completion of course assignments. The grading scale is:

| <u>Letter Grade</u> | <u>Points Range</u> |
|---------------------|---------------------|
|---------------------|---------------------|

| | |
|---|---------|
| A | 238-250 |
|---|---------|

| | |
|----|---------|
| A- | 225-237 |
|----|---------|

| | |
|----|---------|
| B+ | 217-224 |
|----|---------|

| | |
|---|---------|
| B | 210-216 |
|---|---------|

| | |
|----|---------|
| B- | 200-209 |
|----|---------|

| | |
|----|---------|
| C+ | 192-199 |
|----|---------|

C 185-191

C- 175-184

F < 175

The Incomplete Grade

The instructor may assign the grade of K (incomplete). It may be assigned only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete course work on schedule. To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter. If the K grade has not been removed within one year, it automatically converts to a failing grade.

Intellectual Honesty

Grades are given for the students' work and achievement. Intellectual dishonesty can result in a failing grade and the placement of a note in the student's permanent record. For the university policy on academic dishonesty, see Appendix C of the WWU Catalog.

Calendar of COURSE Readings, Assignments & Activities

| WEEK OF | TOPICS | READINGS | STUDENT MANUAL | GROUP DISCUSSION | Video Sessions |
|---------|--|------------------------------|--|--|----------------|
| Sept 24 | *Introduction Course Overview *Conference Call: 702-821-1727 at 6pm | * Chapters 1 & 2 | Read p 2-5 P5-10 Survey of Attitudes and Values Related to Counseling/Psychotherapy [1] P 16-18 Personal Issues in Counseling and Psychotherapy [2] | Introduce yourself by creating your webpage (Student Tools> edit web page). | 1 & 3 |
| Oct. 2 | Psychoanalytic Therapy Adlerian Therapy | *Chapter 4 *Chapter 5 | P45 Question #1 [3] P46-48 Read the Case of Ruth P48 Questions 1-3 [4-6] P56-57 Questions 4,6,7 [7-9] P57-61 Review and complete first, third and fourth summary questions [10-12] | Post your answer to P45, Q 1 P61, 1 st , 3 rd , 4 th summary Questions | 5,10, |

| | | | | | |
|--------|-------------------------------------|--|---|--|--------|
| | | | | Posted questions from the lecture | |
| Oct 9 | Existential Therapy | *Chapter 6 | P74 Questions 5,6,7 [13-15] P75 Questions 1-3,5 [16-19] Post your answer to Q5 and discuss with your group Read P76-77 Case of Ruth | P75, Question 5 Posted questions from the lecture | 2 & 7 |
| | Person-Center Therapy | *Chapter 7 | P85 Questions 2,3,4,7 [20-23] Read Reflecting Client's Feelings page 85 Complete vignette #6 on page 87 [24] Read P87 Case of Ruth Complete P87-88, 1, 2(video), 3,4 [25-27] | | |
| Oct 16 | Gestalt Therapy | *Chapter 8 | P98 Questions 5-6 [28-29] P98-99 Questions 1-2 [30-31] Read Case of Ruth P100-101 P101 Questions 2(video),3,4,5 [32-34] | What applications do Gestalt and Reality Therapy have to counseling individuals with disabilities | 6 & 11 |
| | Reality Therapy | *Chapter 9 | P113 Questions 1-2,9 [35-37] P 116 Read Case of Ruth Complete questions 2 (video),3, 4,5 [38-40] | Posted questions from the lecture | |
| Oct 23 | Ethics in Rehabilitation Counseling | *Chapter 3 *External Link on code of Ethics *Course Document by Dr. Fischer on Ethics *Case Study on Dennis | P27-30 Self Inventory of Attitudes Relating to Ethical Issues [41] Review p35-37 Read cases involving ethical dilemmas and discuss in your small groups three of the issues you find most challenging Read the Case of Dennis posted in Course Documents | P 30 Discuss the first and second suggestions of the self inventory use and share in your small groups Discuss what option you would choose in the case of Dennis | |
| | Examination # 1 will be | *Conference Call October | | No posting | |

| | | | | | |
|--------|--|--|--|---|---------|
| | posted 10/29 noon (Seattle Time)–11/2 6:00 PST | 29 at 6:00pm (Seattle Time) 702-821-1727 | | | |
| Nov 6 | Behavior Therapy Cognitive Behavior Therapy | *Chapter 10 *Chapter 11 | P127 (bottom) Design a self management plan for yourself [42] P131-132 Question 4 (a-g)[43] P132 Read Case of Ruth P145 Questions 1-2[44-45] P146 Questions 3-4,9-10[46-49] P150 Read Case of Ruth P151 Question 1[50] | Posted questions from the lecture | 8 & 12 |
| Nov 13 | Feminist Therapy Family Therapy | *Chapter 12 *Chapter 13 | P161, Question 3[51] P 162-164 Quick Discrimination Index[52] P 166 Read case of Ruth P167 Question 5[53] P 180 Questions 1,8 [54-55] | Posted questions from the lecture | 1,2 & 3 |
| Nov 20 | Multi- culturalism | *posted article on multiculturalis m *Conference Call: 702- 821-1727 with a Guest Speaker. 11/26 at 6pm | | Posted questions from the lecture | 4 |
| Nov 27 | NO CLASS | | | No posting | |
| Dec 4 | Integrated Approach | *Chapter 14 | P 193-200 Read case of Ruth from an Integrated Model | Posted questions from the lecture | 9 |
| Final | Examination # 2 will be posted 12/9 noon(PST) – 12/12 9:00 pm (PST) | | | No posting | |

KEY: [] denotes assignments from the student manual required to be submitted to the instructor for credit.

“Read” items are suggested for your benefit, no documentation is necessary

Course Requirements Are Due:

| WEEK OF: | Course Assignments Due |
|---------------------------|--|
| Sept 25 | |
| Oct 2 | |
| Oct 9 | |
| Oct 16 | |
| Oct 23 | |
| Oct 30 – Nov 2 | Examination 1 |
| Oct 30 | Conference Call on ethics in counseling 6-7 pm (Seattle time) 702-821-1727 |
| Nov 4 | October assignments from student manual [1 - 41] |
| Nov 6 | Tape transcript/critique |
| Nov 20 | Conference this week on multicultural perspective 6- 7pm (Seattle time) 702-821- 1727 on Nov 26th |
| Nov 27 | NO CLASS |
| Dec 4 | November assignments from student manual [42 - 55] Putting it together assignment due |
| Dec 9 | Assignment- Putting It Together |
| Finals | Examination 2 |

**Western Washington University
Woodring College of Education**

Course: AHE583b: Practice of Rehabilitation Counseling

Credits: 3

Mode of instruction: face-to-face

Quarter: Winter, 2002

Instructor: Marti Riemer-Reiss, Ph.D., CRC

Phone: (425) 774-4446 extension 316

*Home Office: 360-579-4012 (only Monday-Friday between 9:00 am and 5:00 pm).

FAX: (425) 774-9303

Email: Marti.Riemer-Reiss@wwu.edu

Course Description

Application of concepts and techniques that have been introduced from major counseling theories in AHE 583a. Emphasis on continued development and refinement of counseling skills through advanced role-play and actual counseling with individuals with disabilities.

Student Learning Objectives

Students will have the ability to:

1. Use basic communication skills such as active listening, empathy, and probing to assist other individuals to communicate problems, needs or desires.
2. Assist other individuals to identify options for change which will address their problems, needs or desires.
3. Assist other individuals to develop and select from plans for change.
4. Understand and appropriately respond to other individuals in regard to readiness for identifying issues, exploring options, and making plans for change.
5. Apply basic counseling techniques from counseling approaches such as humanistic, cognitive and behavioral approaches.
6. Conduct individual counseling sessions
7. Develop and maintain a counseling relationship
8. Assist an individual with crisis resolution
9. Facilitate an individual's independent decision making
10. Conduct counseling sessions on adjustment and/or other vocational problems

11. Involve, when appropriate, the individual's family/significant others in the counseling sessions and
12. Recommend strategies to resolve identified problems that impede the rehabilitation process

Core Competencies

1. Behavior, personality, human growth and development
2. Individual counseling theories and practices
3. Diversity issues including multicultural, disability and gender issues
4. Environmental and attitudinal barriers to individuals with disabilities
5. Services to a variety of disability populations, including multiple disabilities, in diverse settings and
6. Involvement of family members, guardians, and advocates in the rehabilitation process

Required Text

Ivey, A. E., & Ivey, M. B. (1999). *Intentional Interviewing and Counseling* (4th Edition). Pacific Grove, CA: Brooks/Cole.

****Each student is required to have one blank videotape for filming out of class counseling sessions**

Class Meetings

This is primarily a face-to-face course. However, students will be required to be enrolled in the blackboard site (AHE 583b) as the instructor will post information online and one week will be conducted online. Additionally, students will take their examinations via Blackboard.

Logging on to AHE 583b

1. Browse to Woodring College of Education's website:
<http://www.wce.wvu.edu>
2. Double click on the **online courses** hyperlink located beneath the distance education heading.
3. Login with your user name and password
4. Underneath "my courses" click on **AHE 583b**
5. Once the correct name and password are supplied, you will be taken to the course announcements page. Before browsing you may have to click on the "enroll" button located underneath the gray search and logout buttons. Now

you should be able to move through the classroom and check on the course information etc.

If you need login and account creation instructions, go to: <http://courses.wvu.edu> and click on the Login Help button. If you have questions, there is help available by clicking on the Support button.

If you experience difficulty or have technical questions, please direct them to the ATUS Help Desk (360- 650-3333) or email address helpdesk@cc.wvu.edu. Be sure to indicate your name and phone number and what course you are having the difficulty.

Reasonable Accommodations

Students with a documented disability that may interfere with learning in this course should negotiate a reasonable accommodation with Disabled Student Services during the first few weeks of the course. To access this information, click on External links, next click on the Student Support folder and there you will find a link for WWU Disabled Student Services. This link provides the contact information for requesting a reasonable accommodation.

Assessment and Evaluation Standards

1. Participation/attendance:

Course participation will constitute 10% (points) of your grade.

Full participation points will be awarded to students who contribute in an appropriate, regular manner during all class meetings.

Students must also participate twice (on two different days) during week 4 (1/30-2/5) to an on-line discussion assignment.

Comments made in class and online are expected to be thoughtful and insightful, reflecting both critical thinking skills, knowledge of the subject and your professional experiences.

2. Two Out-of class Videotapes: Students will have two counseling assignments, which will be videotaped outside of the face-to-face sessions.

a. **Peer Review:** Each student is to complete a videotape of him/herself counseling. Next, he/ she will exchange videotapes (on January 23rd) with a peer and conduct a review of his/her peer's video. The reviews will be handed into the professor on 2/6/02. Additionally, each student will bring a copy of the review for his/her peer and the videotape which was reviewed. The peer review is graded based on the following protocol:

Review Protocol:

1. Student reviewer completed the Peer Review Checklist thoroughly (found in course documents) (*worth 1 point*)
 2. Student reviewer was able to come up with 2-5 specific counseling related skills (from text or handouts) in which the counselor could improve. (*worth 2 points*)
 3. Student reviewer came up with 2-5 specific counseling related skills (from text or handouts) in which the counselor excelled. (*worth 2 points*)
- TOTAL: 5 points

b. **Final Tape:** The student will hand in a final tape and a self-assessment to the professor on 3/13/02. The form used for the self-assessment is the same form used by the professor to determine the student's final tape grade. (See Course Documents for Final Tape Assessment Standards).
Points Possible: 25

Note: The student will have in-class practice counseling sessions that will also be taped, yet not graded.

3. Final Journal:

During weeks 2-8, the student will be expected to keep a weekly journal pertaining to his/her counseling sessions (or interactions) with others outside of class as well as in class. The student will be expected to keep a weekly reflection journal. Each entry should demonstrate LEARNING acquired from your work experience, not what you did. In order to do this, you are asked to apply the EIAG process:

1. Describe the Experience at work that day;
2. Identify ONE thing that you learned from that experience;
3. Analyze why you think that was an important insight or learning for you and

4. Generalize how you will use this knowledge in the future to help you be a better counselor.

Additionally, this journal should contain your textbook assignments. Each chapter has a series of questions to address, you are to select **one** from Chapters 1-11 and answer it in your journal

Journals are Due: **March 6th, 2002**

Length: Not to exceed 20 typed pages

Note: This journal takes the place of a research paper, so it should be a high quality, assessment of the learning that has taken place this quarter.

Journal Protocol:

1. Entries were clearly displayed reflecting upon the most significant interaction with one client/week (weeks 2-8): 3 points
 2. The EIAG Process was used appropriately: 3 points
 3. One assignment from the text/chapters 1-11 was clearly completed: 3 points
 4. Ability to demonstrate that comprehensive learning took place: 3 points
 5. Overall presentation of journal (appropriate length, readability, spelling, grammar...): 3 points
- TOTAL: 20 points

4. Examinations: Students will independently complete a midterm examination and a final examination based on the materials covered this quarter. The exams will be posted (Assignments>midterm examination) via Blackboard.

Midterm: Students will independently complete an OPEN book midterm that is based on the materials covered up to the date of the exam. The midterm will be posted by midnight on **2/13/02** and must be completed by midnight on **2/18/02**. This examination is timed and worth 20 points.

Final: Students will independently complete an OPEN book test based on the materials covered from the midterm examination on. The final will be posted by midnight on **3/15/02**, and will be due by midnight PST on **3/18/02**. This examination is timed and worth 20 points.

NEW MATERIAL: This term the examinations are open book/open notes. However, the time will not permit students to look up the answers in the text. Thus,

it is recommended that students prepare summary sheets of the materials covered during the term to be used while taking the examination.

Grading

Participation: 10 points

Peer Review: 5 points

Final Videotape: 25 points

Journal: 20 points

Midterm Examination: 20 points

Final Examination: 20 points

Total: 100

Grades are based on the total number of points accumulated through the completion of course assignments. The grading scale is;

| Letter Grade | Percentage | |
|---------------------|-------------------|--|
| A | 94-100% | |
| A- | 90-93% | |
| B+ | 86-89% | |
| B | 83-85% | |
| B- | 80-82% | |
| C+ | 76-79% | |
| C | 73-75% | |
| C- | 70-72% | |
| D+ | 66-69% | |
| D | 63-65% | |
| D- | 60-62% | |
| F | 59% or lower | |

The Incomplete Grade

The instructor may assign a grade of K (incomplete). It may be assigned only upon request of the student and agreement of the course instructor. Normally, it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete the course work on schedule. To receive a K grade a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade.

One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter. If the K grade has not been removed within one year, it automatically converts to a failing grade.

Withdrawal Policy and Deadline

Students may withdraw during the first two weeks of class by contacting Sandy Burns. After that you must appear in person at the Registrar's office on campus. After the seventh week of the quarter, course withdrawal is not permitted.

Grades and Intellectual Honesty

Grades are given for the student's work and achievement. Intellectual dishonesty can result in a failing grade and the placement of a note in the student's permanent record. For the university policy on academic dishonesty, see Appendix C of the WWU Catalog.

Calendar of course topics and assignments

| Date | Topic | Reading | Assignment |
|----------------|--|-------------------|--|
| Week 1: (1/9) | Introduction to course <ul style="list-style-type: none"> • Class expectations • Triad assignments • First practice counseling session • Watch video | None | |
| Week 2: (1/16) | Toward Intentional Interviewing and Counseling Attending Behavior Dyad Interviews (handout) Triad Practice | Read Chapters 1-2 | 1. Start journal this week 2. Videotape yourself counseling and bring to class next week 1/23 |

| | | | |
|-----------------|---|---------------------------|---|
| Week 3: 1/23 | Questions Observation Skills Triad Practice | Read: Chapter 3 and 4 | 1. Work on Journal 2. Bring your counseling videotape 2. Exchange videotapes with a peer |
| Week 4 1/30 | NO FACE-TO-FACE CLASS. ON-LINE CLASS THIS WEEK Encouraging, paraphrasing and Summarizing | Read Chapter 5 | 1. Participate in triad online discussion twice during this week *On-line triad discussion assignment (must be completed by midnight of 2/5) 2. Continue with journal |
| Week 5 2/6 | Noting and Reflecting feeling Selecting and structuring skills to meet client needs: Listening skills Consultation with your peer Review of student videos | Read: Chapters 6 and 7 | 1. Work on Journal **Peer review due on 2/6 (bring a copy for your peer) 2. *Bring in videos that were reviewed |
| Week 6: 2/13 | NOTE: Short class 4-6 p.m. due to one hour midterm to be taken | Read: Chapter 8 | 1. Midterm Examination via Blackboard posted |

| | | | |
|----------------------|---|--|--|
| | on-line this week. | | by midnight on 2/13 and due by midnight on 2/18 (Chapters 1-7) 3. Continue with Journal |
| Week 7: 2/20 | Focusing the Narrative Eliciting and Reflecting Meaning Triad work | Read: Chapters 9 and 10 | 1. Work on journal |
| Week 8 2/27 | Influencing Skills Skill integration | Read: Chapters 11 and 12 | 1. Complete Journals this week |
| Week 9: 3/6 | Integrating Microskills with theory Determining personal style | Read: Chapters 13 and 14 | Journal Due on 3/6/02 Complete your final counseling tape |
| Week 10 3/13 | Experiential Exercises Feedback on skills | No Reading | Final Tapes due on 3/13 Final examination posted by midnight on 3/15/02 |
| Final Examination | | Covers coursework from Midterm examination on. (Chapters 8-14) | Independently complete final examination by midnight on 3/18/02 |

***Instructions: On-line triad discussion assignment:**

1. Look in Course Documents for the assignment and discussion questions
2. After you have completed the assignment post your response in your triad's forum in Blackboard
3. To find your forum go to: Communication>Discussion Board>Find your triad

Western Washington University
Department of Adult and Higher Education
AHE 584: Group Counseling Techniques in Rehabilitation

Instructor: Marti Riemer-Reiss, Ph.D., CRC
Term/Year: Winter, 2001

Center for Continuing Education in Rehabilitation
6912 220th Street SW #105
Mountlake Terrace, WA 98043
Email: Marti.Riemer-Reiss@wwu.edu
Phone: (425) 774-4446 X 316
FAX: 425-774-9303

Course Description:

A didactic and experiential course to introduce students to the dynamics of group counseling. Purpose, process and techniques related to various types of groups.

Course Goals:

The goal of this course is to provide both a theoretical and an experiential introduction to group counseling. Group counseling techniques will be discussed, demonstrated and practiced in relation to application in rehabilitation.

Course Objectives:

1. To provide students with an overview of the group counseling approaches applied in rehabilitation and other counseling settings.
2. To provide students opportunities to learn and demonstrate group counseling techniques.
3. To ensure that students have an understanding of the professional and ethical issues related to group counseling.
4. To provide students with an overview of specialized group counseling techniques applied in job placement.
5. To provide students the opportunity to participate in a group counseling experience.

Core Competencies:

1. Foundations of Rehabilitation Counseling as it relates to informed consumer review, choice and personal responsibility in the rehabilitation process.
2. Counseling services as it relates to individual, group, and family counseling theories and practices.
3. Diversity issues including multi-cultural, disability, and gender issues.
4. Environmental and attitudinal barriers to individuals with disabilities.
5. Services to a variety of disability populations, including multiple disabilities in diverse settings.
6. Involvement of family members, guardians, and advocates in the rehabilitation process.

7. Case management as it relates to identification and use of community resources and services in rehabilitation planning.
8. Analysis of research articles in rehabilitation and related fields.
9. Application of research literature to guide practice.

Textbooks: May be ordered from Village Books. You may contact them directly: 800-392-2665. Be sure to have your class name and number, instructor's name and your mailing address.

American Psychological Association. (1994). *Publication Manual of the American Psychological Association* (4th Edition). Washington, DC: APA

Corey, G. (2000). *Theory and Practice of Group Counseling* (5rd Edition). Pacific grove, CA: Brooks/Cole.

*Additional readings will be assigned or distributed via the Internet to supplement the text.

Instructional Methods:

This course will utilize a combination of didactic and experiential instruction. Additionally, guest lecturers will supplement the didactic instructional method.

This course will also have web site access on Blackboard for:

1. **Communications** between students and instructor with **email**;
2. **Student tools** for **student dropbox** that will enhance submission of papers;
3. **Course documents** for supplemental readings assigned by the instructor and
4. **External Links** for course related on-line documents and student support links.

You should go to <http://courses.wvu.edu/> and first click on the Woodring college button, next click on the Adult and Higher Education button. Scroll down to the course (AHE 584) and login with your user id and password. If you experience difficulty or have technical questions, please direct them to the following email address: webhelp@wvu.edu. Be sure to indicate your name and phone #, the course, and the course instructor.

Reasonable Accommodation: Students with a documented disability that may interfere with learning in this course should negotiate a reasonable accommodation with Disabled Student Services during the first few weeks of the course. To access this information, click on External links>Student Support >WWU Disabled Student Services. This link provides the contact information for requesting a reasonable accommodation.

Course Requirements:

1. Group Proposal: (Worth 15 points). You will be expected to develop a proposal for a group you would like to lead in a rehabilitation setting. Discuss how you would screen, select and orient members and outline the practical considerations in setting up the group.

The group proposal will be evaluated as follows:

1. Appropriateness of group formed: 1 point

2. Rationale for setting up this group: 2 points
3. Screening and selection of members adequately addressed: 2 points
4. Evaluation/follow up procedures addressed adequately: 2 points
5. Practical considerations (see end of syllabus) in setting up the group: 5points
6. Overall quality of written expression: 3 points

Total: 15 points

Group Proposal due: 2/6/01

2. Participation: (Worth 10 points)

Participation includes attending class and contributing to the group activities in an appropriate manner. It also includes logging of group activities in a journal.

3. Group Facilitation: (Worth 10 points for each session facilitated=20 points)

Students will be required to lead one session (60 minutes) and co-lead one session of group (60 minutes) following predetermined theoretical models covered in this course. Students will sign up for the model of their choice during the first class session.

The leaders will submit an outline, which will describe:

- a. The objectives of the session
- b. How the objectives correspond with the theoretical model.
- c. The stage in which the group has reached at the time of facilitation
- d. How this stage impacts this session

4. Application Paper: (Worth 20 points)

Each student is to submit a research paper on one of the theoretical models discussed in this course. The purpose of this paper is to apply the chosen group theory to the field of rehabilitation. This research paper should provide the student with an opportunity to gain experience with library and WWW-based research and technical writing and an in-depth understanding of an important topic in rehabilitation counseling.

The paper should follow all APA standards (including an abstract) and be 6-8 pages in length. A minimum of five citations in the reference list is required. At least three must be from academic journals. Others may be WWW-based. You may find many rehabilitation-related journals in ERIC or Psych-Info. Metacrawler is a good search engine.

Please visit your External links for helpful research links.

For instance: External links>Student supports>Off campus library

External links>Student supports>APA resources

External links>Course links>Rehabilitation Counseling Bulletin

Papers will be evaluated as follows:

Relevance of paper: 1 point

Grammar/APA style: 4 points

Application of theory to the field of rehabilitation: 5 points

References: (appropriateness to the topic, proper use, current...): 3 points

Expression of ideas: 4

Overall quality of paper: 3 points

Total: 20 points

*Research papers are due on 3/13/01, they may be submitted via student dropbox (Student tools>Student dropbox) by 5:00 p.m., or handed in personally at class.

5. Examination:

This course includes a final examination. It will include the content covered during class as well as any assigned reading materials.

Final Examination: (Worth 35 points)

The final will be a comprehensive, timed examination which will be posted for the students by 5:00 p.m. on 3/20/01 via Blackboard under Assignments (Assignments>Final Examination)

All students must take the examination by 5:00 p.m. on 3/21/01. This is **not** a group assignment and each student is expected to complete his/her final independently.

Students' Grades:

Final grades are based on the total number of points accumulated through completion of course assignments. Total points possible in course = 100. The grading scale is:

| <u>Letter grade</u> | <u>Points Range</u> |
|---------------------|------------------------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 86-89 |
| B | 83-85 |
| B- | 80-82 |
| C+ | 76-79 |
| C | 73-75 |
| C- | 70-72 |
| D+ | 66-69 |
| D | 63-65 |
| D- | 60-62 |
| F | 59 and less |
| Z | Failure-no attendance |
| K | Incomplete (See below) |

The Incomplete Grade: The instructor may assign a grade of K (incomplete). It may be based only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete coursework on schedule. To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic

quarter. If the K grade has not been removed within one year, it automatically converts to a failing grade.

Withdrawing from Course: Students may withdraw during the first two weeks of class by using the RSVP (telephone registration) system. After that you must appear in person at the Registrar's office on campus. After the seventh week of the quarter, course withdrawal is not permitted.

Grades and Intellectual Honesty: Grades are given for the student's individual work and achievement. Intellectual dishonesty can result in a failing grade and the placement of a note in the student's permanent record. For the university policy on academic dishonesty, see Appendix C of the WWU Catalog.

Calendar of important dates:

| Date | Topic | Reading | Assignment due |
|------|--|---------------------------------------|--|
| 1/9 | <ul style="list-style-type: none"> ➤ Introduction to Group Work ➤ Group Leadership | Chapters 1-2 | Sign up for sessions to facilitate |
| 1/16 | <ul style="list-style-type: none"> ➤ Ethics/professional issues in group practice ➤ Early Stages in group development ➤ Later stages in group development | Chapters 3-5 **Guest presenter | |
| 1/23 | <ul style="list-style-type: none"> ➤ Psychoanalytic ➤ Adlerian | Chapters 6-7 | *Student facilitation of Adlerian group |
| 1/30 | <ul style="list-style-type: none"> ➤ Transactional Analysis ➤ Behavioral | Chapters 12-13 | *Student facilitation of TA or Behavioral group |
| 2/6 | <ul style="list-style-type: none"> ➤ Person-centered ➤ Gestalt | Chapters 10-11 | ✓ Group Proposal due *Student facilitation of person centered or gestalt group |
| 2/13 | <ul style="list-style-type: none"> ➤ Psychodrama ➤ Existential Guest: Denise Keppin | Chapters 8-9 | *Student facilitation of Psychodrama or Existential Group |
| 2/20 | <ul style="list-style-type: none"> ➤ Rational Emotive Behavior ➤ Reality | Chapters 14-15 | *Student facilitation of REBT or reality |
| 2/27 | <ul style="list-style-type: none"> ➤ Comparison, contrasts and integration | Chapter 16 | *Students co-lead group with theory of choice. |

| | | | |
|------|--------------------------------------|-------------------|--|
| 3/6 | ➤ Evolution of a group: Integration | Chapter 17 | *Students co-lead group with theory of choice |
| 3/13 | ➤ Rehabilitation Counseling & Groups | **Guest Presenter | ✓ Research papers due *Students co-lead group with theory of choice Group closure |
| 3/20 | ➤ Final Examination posted | Comprehensive | ✓ Final will be posted by 5:00 p.m. |
| 3/21 | ➤ Final Examination | | ✓ Final exam due by 5:00 p.m. |

*Outline due on dates student signs up to lead/co-lead

Practical considerations in setting up a group: Group Proposal Guidelines

Think about the following questions as you plan your group. Discuss the pertinent points:

- What type of group will you create? Will it be long term or short term?
- Who is the group for? Is it for a particular population?
- What are your goals for the group; that is what will members gain from participating in the group? How will the goals be evaluated during the course of the group once it comes to an end?
- Why is there a need for such a group? In what ways would a group provide definite advantages over individual counseling
- Do you have a clear and convincing rationale for your group?
- Who will lead the group? What are his/her qualifications?
- How will you announce your group and recruit members for it? Where will you get members?
- What kind of screening and selection procedures will be used? What is the rationale for using these procedures? Who will you include? Exclude?
- How many members will be in the group? Where will the group meet? How often will it meet? How long will each meeting last?
- What structure will the group have?
- Will your group be voluntary or mandatory?
- What evaluation procedures do you plan?
- What follow-up procedures might you use?
- Any other significant issues for your group?

** Guest Presenters:

1. Denice Keepin-A counselor who leads groups of individuals who have mental health issues. She practices from an existential approach.

2. Jo Edmonds-Kuehn: A vocational rehabilitation counselor who leads groups of individuals with disabilities attempting to return to work.

CECP 554 – Group Dynamics and Methods
Section #17908 - Summer I 2002
Monday and Wednesday 8:00 to 11:30 AM
C209 Claxton Complex

Instructor: Dr. Amy L. Skinner
Office: A207 Claxton Complex
(865) 974-8090
askinner@utk.edu

Office Hours: By appointment

Textbooks: (1) Corey, G. Theory and practice of group counseling, 5th Edition. Brooks/Cole: Pacific Grove, CA.
(2) Jacobs, E. E., Masson, R. L., Harvill, R. L. (1998). Group counseling strategies and skills. Brooks/Cole: Pacific Grove, CA.
(3) Poppen, W. The small group experience. Provided by instructor.

Journal Articles: As assigned – see last page for partial list

Course Goals:

- ✓ Students will learn skills in planning, facilitating and evaluating group counseling activities for personal, interpersonal, educational and career development.
- ✓ Students will become effective group counselors, facilitators and leaders with knowledge of group process and theory.
- ✓ Students will become cognizant of issues and factors effecting group counseling with individuals with disabilities.

This course will involve lectures, videos, presentations, journal article reviews, research and group activities to aid in student learning and experiencing group work in action. The first half of each class will be a lecture/discussion format. The second half will consist of group activities led by facilitators other than your instructor. Working together on projects and tasks is expected. If at any time you are asked to participate in a group activity that you believe would make you uncomfortable, you always have the option of acting *only* as an observer of the exercise. You must inform your group leader ahead of time, if possible. This does not include times you leave early or arrive late or miss class OR of you just don't like your group members. Those points cannot be made up.

Any information you give to the group facilitators in group counseling activities is confidential and will not be shared with me without your written permission. Dr. Charles Thompson will supervise the group facilitator and all information exchanged in supervision is confidential.

Class Structure:

(1) The first half of each class (8:00 to 9:30) will be spent in your group experience, every other day. The last half (9:45 to 11:30) will be lecture/discussion. You will be assigned your group/day the first day of class.

(2) Summer is short and half terms are even shorter so it is imperative that you attend each class. Each absence from the lecture/discussion portion of the class will result in a 25-point loss, as daily quizzes cannot be made up. Each time that you miss the first half experiential portion of the class will result in an additional 20 points lost.

(3) Cell Phone Policy

Unless you have an emergency and have cleared it with me prior to class, you will be penalized 100 points if your cell phone rings in class and you answer it.

(4) There are no excused or unexcused absences. You are responsible for any and all assignments or announcements you may miss due to absence, for whatever reason. If you miss a class, you will be responsible for the materials presented in the previous class and/or turning in all assignments on the due dates. You also will be responsible for the materials to be covered upon your return.

Course Requirements:

(1) Exams: 200 points

There will be three (3) take-home exams worth 100 points each. You have the option to drop one (1) exam score. This means you can take all three and I will drop the lowest score, OR you can opt to only complete two (2) of the exams. This is your choice. No exam will be comprehensive but each will address assignments covered in and out of class during the period up to the exam and following the previous exam. It is fine with me if you want to complete your exams with other class members. There will be no make-up exams given due to time constraints. *Each exam is due at the start of the lecture portion of the class on the due dates noted on the syllabus. No exams turned in to me after 9:45 am on the due date will be accepted for credit.*

(2) Quizzes: 150 points

There will be seven (7) in-class quizzes, 25 points each, based on readings assigned for that day. Days will be chosen at random so it is imperative that you keep up with your assigned readings. You may drop one quiz grade or elect not to take one quiz. *No make-up quizzes will be given, so choose your drop grade carefully.* Quizzes will be administered at 9:50 am (by my watch) and no one arriving after the quiz has started will be able to take the quiz. I will not argue with anyone about the time. You will have only 20 minutes to complete each quiz, so please plan accordingly. *(See below if you have a disability and/or need extended time).*

(3) Paper: 150 points

Each student is required to write a brief research review concerning group work in a specific interest area. I must OK the topic before you begin. Possible topic areas include, but are not limited to: the use of group counseling with African-American women breast cancer survivors; group therapy for pain management for individuals with spinal cord injuries; social skills training for individuals with schizophrenia; orientation skills training for university peer advisors; self-help group therapy for patients with type I diabetes; freshmen retention group workshops, etc.

The paper should consist of a review of literature pertaining to your topic. Literature should be current (i.e. written/published in the past 5 - 10 years), should include anywhere from 8-10 references, and you cannot use your textbooks as a counted reference. Acceptable references include articles from refereed journals not popular magazines, websites or newspapers. The only acceptable on-line references will come from refereed journals or professional organizations in the fields of

group counseling/psychotherapy, college personnel administration, rehabilitation counseling, school counseling, or counseling/psychology.

More than five pages is a good length to shoot for. The paper must be typed according to APA style (5th Edition). If you don't already have an APA stylebook, now is the time to get one. This includes cover page, double-spacing, margin requirements, reference page(s) and font requirements (and no, the cover page doesn't count as one page of text). I cannot accept papers that aren't typed, spell-checked and grammar-checked. I won't accept papers on color paper or typed with less than 12-point font. I am old and my eyesight is failing and it is hard to read small words on colored paper. Have someone else edit your paper before you turn it in to me, as I will count off for glaring grammar and spelling mistakes. The paper itself is worth 125 points. The last 25 come from your presentation to the class of your paper. No big deal – tell us what you looked for, why you looked for it and what you found – about 10-15 minutes worth. You may use any additional 'stuff' you want in your presentation – handouts, overheads, Power-Point, clients...BUT if you need special equipment you need to let me know at least a week before your presentation so I can put it on reserve with Instructional Services. (see *alternate assignment on page 5*)

(4) Participation: 180 points total

There will be approximately 20 participation points available each class for a total of 180 (20 each day after the first class day). You can gain these points by leading the class discussion on 1 required journal article and participating in group activities. You automatically lose 20 points for each absence, above the 25 points for missing any quiz that may have been scheduled that day.

Grading:

612-680 = A

544-611 = B

476-543 = C

If you have a disability and may need classroom accommodations, you must register with Disability Services in 191 Hoskins Library. They will give you a note to present to me detailing the kind of accommodations you need. I am not allowed to grant accommodations under any other circumstance. All information you and Disability Services share with me is confidential and will not be disclosed by me without written permission from you.



TENTATIVE CLASS SCHEDULE

| DATE | ASSIGNMENTS/READINGS |
|---------|---|
| June 3 | Introduction to the class; Review of syllabus; Readings: Introduction to group counseling and psychotherapy; the Group Process (Corey: Chapters 1; Jacobs Chapters 1, 3 & 13) |
| June 5 | Readings: ASGW Professional Standards Sessions; Ethics; Leaders Corey: Chapters 2 & 3 Jacobs: Chapters 2 & 4 Journal articles |
| June 10 | Readings: Leaders Corey Chapter 4 & 5 Jacobs Chapter 6 Journal articles Exam #1 |
| June 12 | Exam #1 Due: Corey Chapters 1 - 5; Jacobs Chapters 1-4, 6 & 13 and journal articles Readings: Corey Chapters 6 & 7 Journal articles |
| June 17 | Readings: Corey Chapters 8 & 9 Journal articles |
| June 19 | Readings: Corey Chapters 10 & 11 Journal articles Exam #2 handed out |
| June 21 | Papers Due by 5 PM Today |
| June 24 | Exam #2 Due: Corey Chapters 6-11 & journal articles Readings: Chapters 12 & 13 Journal Articles Paper Presentations |
| June 26 | Readings: Corey Chapters 14 & 15; Jacobs Chapter 15 & 16 Journal articles Paper Presentations Exam #3 handed out |
| July 1 | Paper presentations |
| July 3 | Exam #3 Due: Chapters 11-15 and journal articles Paper presentations |

ALTERNATE TO PAPER ASSIGNMENT
(Course Requirement #3)

Instead of researching and writing a paper for assignment #3 (150 Points), you may elect to design a group. Please include the following in your design:

- 1) The population you are planning to serve.
- 2) The number of group members.
- 3) Group leader(s) role(s).
- 4) Type of group (counseling, educational, etc).
- 5) A goal for the group.
- 6) A list of activities for each stage of the group.

You will need to back up each with research and cite published refereed articles as the reasons you make the choices you do. For example:

- 1) Why does this population need a group intervention?
- 2) Why you will limit your group to a set number of participants?
- 3) Why choose this particular role for group leader(s)?
- 4) Why use this type of group with this population? What are the benefits? Limitations?
- 5) Why choose this goal?
- 6) Why use each activity you choose for your group?

You cannot use your textbook as a counted source, but may use it to back up information you find in the literature. Acceptable references include articles from refereed journals **not** popular magazines, websites or newspapers. The only acceptable on-line references will come from refereed journals or professional organizations in the fields of group counseling/psychotherapy, college personnel administration, rehabilitation counseling, school counseling, or counseling/psychology.

More than five pages is a good length to shoot for. The paper must be typed according to APA style (5th Edition). If you don't already have an APA stylebook, now is the time to get one. This includes cover page, double-spacing, margin requirements, reference page(s) and font requirements (and no, the cover page doesn't count as one page of text). I cannot accept papers that aren't typed, spell-checked and grammar-checked. I won't accept papers on color paper or typed with less than 12-point font. I am old and my eyesight is failing and it is hard to read small words on colored paper. Have someone else edit your design before you turn it in to me, as I will count off for glaring grammar and spelling mistakes. The paper/design itself is worth 125 points. The last 25 come from your presentation to the class. No big deal – tell us what you looked for, why you looked for it and what you found – about 10-15 minutes worth. You may use any additional 'stuff' you want in your presentation – handouts, overheads, Power-Point, clients...BUT if you need special equipment you need to let me know at least a week before your presentation so I can put it on reserve with Instructional Services. ****You will need to include a copy of each handout/exercise you plan to use in your group in the paper you turn in to me.**

Required Journal Articles

Articles are on file in the main office of Counseling, Deafness and Human Services (A204) for you to check out for 2 hours at a time and copy OR you may go to www.online.utk, log-in and download scanned articles under 'Course Material'. If you do not return the checked-out articles in a timely manner so that your classmates can make copies, you will lose two day's participation points (40).

1. Barlow, S. H., Burlingame, G. M., Nebeker, R. S., & Anderson, E. (2000). Meta-analysis of medical self-help groups. International Journal of Group Psychotherapy, 50, 53-69.
2. Bolton, B., & Akridge, R. L. (1995). A meta-analysis of skills training programs for rehabilitation clients. Rehabilitation Counseling Bulletin, 38, 262-273.
3. Brandler, S. M. (1988). The jigsaw puzzle: An experiment in understanding group process. Social Work with Groups, 11, 99-109.
4. Childers, Jr., J. H., & Couch, R. D. (1989). Myths about group counseling: Identifying and challenging misconceptions. The Journal for Specialists in Group Work, 14, 105-111.
5. Clark, A. J. (1998). Reframing: A therapeutic techniques in group counseling. Journal for Specialists in Group Work, 23, 66-73.
6. Davis, P. K., & Blankenship, C. J. (1996). Group-oriented contingencies: Applications for community rehabilitation programs. Vocational Evaluation and Work Adjustment Bulletin, 29, 114-118.
7. DeLucia-Waack, J. L. (1999). What makes and effective group leader? Journal for Specialists in Group Work, 24, 131-133.
8. Gumaer, J., & Scott, L. (1985). Training group leaders in ethical decision making. Journal for Specialists in Group Work 10, 198-204.
9. Kivlighan, D. M., Multon, K. D., & Brossart, D. F. (1996). Helpful impacts in group counseling: Development of a multidimensional rating system. Journal of Counseling Psychology, 43, 347-355.
10. Marmarosh, C. L., & Corazzini, J. G. (1997). Putting the group in your pocket: Using collective identity to enhance personal and collective self-esteem. Group Dynamics: Theory. Research and Practice, 1, 65-74.
11. Perrone, K. M., & Sedlacek, W. E. (2000). A comparison of group cohesiveness and client satisfaction in homogenous and heterogeneous groups. Journal for Specialists in Group Work, 25, 243-251.
12. Ritchie, M. H., & Huss, S. N. (2000). Recruitment and screening of minors for group counseling. Journal for Specialists in Group Work, 25, 146-156.

13. Riva, M. T., Lippert, L., & Tackett, M. J. (2000). Selection practices of group leaders: A national survey. Journal for Specialists in Group Work, 25, 157-169.
14. Roark, A. E., & Sharah, H. S. (1989). Factors related to group cohesiveness. Small Group Behavior, 20, 62-69.
15. Sklare, G., Keener, R., & Mas, C. (1990). Preparing members for here-and-now group counseling. The Journal for Specialists in Group Work, 15, 141-148.
16. Tillitski, C. J. (1990). A meta-analysis of estimated effect sizes for group versus individual versus control treatments. International Journal of Group Psychotherapy, 40, 215-224.
17. Tschuschke, V., & MacKenzie, K. R. (1989). Empirical analysis of group development: A methodological report. Small Group Behavior, 20, 419-427.
18. Unger, R. (1989). Working with groups: Selection and composition criteria in group psychotherapy. The Journal for Specialists in Group Work, 14, 151-157.
19. Wilson, S. B., Mason, T. W., & Ewing, M. J. M. (1997). Evaluating the impact of receiving university-based counseling services on student retention. Journal of Counseling Psychology, 44, 316-320.
20. Winter, S. K. (1976). Developmental stages in the roles and concerns of group co-leaders. Small Group Behavior, 7, 349-369.

REHABILITATION COUNSELOR TRAINING PROGRAM

REHABILITATION INSTITUTE

Southern Illinois University
Carbondale, IL 62901-4609

SPRING 2002 REHB 501 INTRODUCTION TO REHABILITATION COUNSELING - SKILLS

Mondays 9:00 A.M.-12:00 P.M. in 334 B Rehn Hall (The Empathy Lab)

Instructor: Thomas D. Upton, Ph.D., CRC

Office: 322A Rehn Hall

Office hours: Mondays 8:00-9:00 a.m. and noon to 1:00.m.; Fridays 8:00-11:00 and 2:00-4:00 p.m.; or by appointment

Phone: 453-8287

Email: tupton@siu.edu this is the best way to contact me!

Students who have a disability and may need educational accommodation must identify themselves to the instructor immediately! Please see me after class or in my office to discuss this.

Required Text:

Ivey, A., & Ivey, M. (1999) Intentional interviewing & counseling: Facilitating client development in a multicultural society (4th ed.). Pacific Grove, CA: Brooks/Cole.

Additional Requirement: Students need two 60 minute videotapes and must bring one videotape to each class. This will be used to tape counseling and elicit constructive feedback from other students.

Prerequisites: Priority registration to M.A. students in the Rehabilitation Counselor Education Training Program or consent of instructor.

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this interpersonal skills course is to provide students with a didactic and experiential learning situation focusing upon developing competence in participants' empathic communication. Students will also be introduced to some more directive aspects of counseling, including cognitive behavioral techniques, decision-making, and goal setting. The major components of brief therapy will also be presented.

The first several sessions of this course will be devoted to the introduction and basic mastery of counseling microskills. Students must cognitively understand and demonstrate

these skills during this course. Furthermore, students are expected to be able to integrate these skills and complete quasi-counseling sessions with their classmates.

Additionally, students are expected to increase understanding of their personal beliefs, values, and expectations and how these may, in turn, impact the provision of counseling. A combination of lecture, group discussion, and practice will enable achievement of these goals.

All students will participate in the quasi-counseling interactions each lasting between 10-12 minutes. These will be completed as dyads where one student functions in the "counselor/helper" role and the other in the "client" role. Students in the "client" role will be asked to share a "real" concern (either happened to self or someone close to the client) with the student in the "counselor" role. The concern must be "real" so the client can sincerely connect to the situation and provide plenty of substance for the counselor to practice his/her skills. The skills will be practiced in dyads and feedback will be provided from all parties (counselor, client, class observers, and instructor).

It is imperative that all students thoughtfully consider (before class) and be prepared to bring in numerous concerns that provide adequate opportunity for counseling skill practice. In addition, material discussed in these dyads is confidential and should never be discussed outside of class. Violation of confidentiality will result in serious consequences to those parties involved.

This is a core course in the rehabilitation counseling program and a prerequisite, along with Rehb 551 and Rehb 589, for practicum and internship. This course focuses on the interpersonal skills necessary for establishing a helping relationship. Emphasis is placed on the student's understanding of active listening concepts and his/her ability to demonstrate at least a primary level of empathy. To successfully complete this course, the student must:

1. Demonstrate an understanding of their own values, the principles, concepts, and practices related to effective interpersonal communication in the helping process.
2. Actively participate in counseling dyads primarily as a "counselor/helper" and secondarily as a "client".
3. Actively provide constructive feedback to fellow students after reviewing counseling interactions that highlight strengths and areas in need of improvement.
4. Demonstrate clear understanding of the interpersonal skills (midterm examination) and demonstrate usage of these skills (tapescripts).
5. Demonstrate improvement of interpersonal skills through incorporation of constructive feedback.

COURSE GRADING CRITERIA/GRADES

Requirements for this class consist of six components. These are: attendance and active participation, two self-reflection papers, a midterm examination, tapescript one, tapescript two, and a counseling specialty project. **Every component must be completed on time to receive a grade for this course.**

Attendance and active participation: This is a graduate level course and it is expected that all students attend each lecture and actively participate in learning. This includes reading required materials and coming prepared to discuss and demonstrate what you have read. **Please contact the instructor prior to class if you need to miss a class. Points awarded for this component are at the discretion of the instructor. Total possible points = 10.**

Two self-reflection papers

These are required so that students have a chance to thoughtfully address questions that are central to being effective counselors/helpers. These questions include:

1. In a helping relationship, what are the roles/responsibilities of clients?
2. In a helping relationship, what are the roles/responsibilities of counselors/helpers?
3. What are your strengths/weaknesses in terms of interpersonal communication? Why are these strengths/weaknesses?
4. How specifically do you intend to improve your interpersonal skills?

There is no minimum page requirement for these papers. However, it is required that these questions will be thoughtfully considered and responded to at a level expected of graduate students (grammar = 2.5 points and content = 2.5 points). **Total possible points = 10 (5 points per paper). Make sure that you understand the requirements for these papers. Additional requirements are included for the second paper and they will be distributed in class.**

Midterm examination: This examination will be given to quantify that the students have a clear cognitive understanding of the basic components of interpersonal communication. The format of this examination will include short answer and short essay questions. **Total possible points = 20.**

Tapescript One: This first tapescript requires that students complete a 25 minute quasi-counseling session in which he/she demonstrates usage of basic counseling skills. In addition, students need to transcribe and code counselor/helper responses according to provided format. **Total possible points = 20. More details to follow.**

Tapescript Two: This second tapescript requires students to complete a 40 minute quasi-counseling session in which he/she demonstrates usage of the basic counseling skills and completes a counseling session using one of the models presented in class. **Total possible points = 20. More details to follow.**

Counseling Specialty Project: This project is one where you and a fellow classmate will collaborate to lead a class discussion and experiential learning on an approved counseling topic of your choice. Your topic and presentation **must be approved** by the instructor prior to your presentation. Potential ideas (e.g. cognitive-behavioral interventions, behavior therapy, motivational therapy, culturally sensitive counseling, serving persons with brain injury, spinal cord injury, psychiatric disabilities, etc.) You have much latitude and responsibility to choose relevant counseling topics. **Begin working on this process right away.** Also, remember topics are assigned on a first come basis and quality presentations take plenty of time to prepare. More details will be shared in class.

Grading: These class components combine for a total of 100 possible points. The grade breakdown for these points is as follows.

| | | |
|------------------|--------------------------|-----|
| Possible | | |
| 90-100 = A | Attendance/participation | 10 |
| 80-89 = B | Self-Reflection Papers | 10 |
| 70-79 = C | Midterm | 20 |
| 60-69 = D | Tapescript one | 20 |
| less than 59 = F | Specialty presentation | 20 |
| | Tapescript two | 20 |
| | ---- | |
| | | 100 |

Grading of tapescripts: Assignments of letter grades on tapescripts include two things. First (50%), how closely did the student follow the directions. Second (50%), appropriate usage of the skills will be quantified according to the following key.

Grade of "A"; To obtain this grade, the student must demonstrate a continued performance at or above level 3 (of empathy scale).

Grade of "B"; To obtain this grade, the student must demonstrate counseling skill development, but has difficulty consistently demonstrating integration of counseling skills.

Grade of "C"; To obtain this grade, the student must demonstrate few signs of counseling skill development, use of empathy is consistently below a level 3, and has difficulty integrating counseling skills.

Grades of Incomplete will not be given

TENTATIVE COURSE OUTLINE-Additional readings/handouts will be distributed and students are responsible for integrating these materials.

| Week/Date | Course Content | Assigned Readings | Projects Due |
|--------------|-------------------------------------|-------------------|-------------------------------------|
| 1; August 19 | Introduction, overview | | |
| 2, August 26 | Intentional interviewing; Attending | Chapter 1-3 | First self-reflection is due |

| | | | |
|-------------------------|---|----------------------|----------------------------|
| | behavior;the art of questioning | | |
| 2; September 2 | Labor Day holiday | | |
| 3; September 9 | Observational skills; Encouragers, paraphrasing, and summarizations | Chapter 4, 5 | |
| 4; September 16 | Reflecting feelings; the empathy model; | Chapter 6-7 | |
| 5; September 23 | Adjustment to Disability | (handouts) | |
| 6; September 30 | | | Midterm evaluation |
| 7; October 7 | Structuring sessions | Chapter 7 | |
| 8; October 14 | Confrontation; Focusing | Chapter 8-9 | Tapescript one due |
| 9; October 21 | Eliciting and reflecting meaning | Chapter 10 | |
| 10; October 28 | Advanced skills | Chapter 11 | |
| 12; November 4 | Skills plus theory; Solution-focused brief therapy | Chapter 13; Handouts | |
| 13; November 11 | Specialty Projects | | |
| 14; November 18 | Specialty Projects | | Self-reflection two |
| November 25 | No class Thanksgiving Holiday | | |
| 15.December 2, Last Day | Skill integration; Compare /contrast interviewing styles; Personal style; Consolidation of learning; tying up of loose ends | Chapter 12,14 | Tapescript two due |

No final exam will be given for this class. The second tapescript serves as the final demonstration of your interpersonal skills. During finals week students will individually meet with instructor to discuss their final tape and overall course progress.

REHB 406
Introduction to Behavior Analysis and Therapy

Spring, 2002
T and TH 12:35 - 1:50
REHN 328

Paula K. Davis, Ph.D.
Rehn 313A
453-8282 (direct line)
536-7704 (Rehabilitation Institute)
pdavis@siu.edu (e-mail)

Office Hours: 9:30 - 12:30 T and Th
and by appointment

Course Overview

Behavior analysis and therapy is a technical and scientific enterprise concerned with the principles of human behavior. Principles of behavior are basic and lawful relationships between behavior and its controlling variables. A familiarity with these principles is indispensable to anyone attempting to effect a beneficial change in the behavior of another person. Specialists in areas such as rehabilitation, education, communication disorders, social work, and early childhood development are all concerned with facets of human behavior amenable to the basic principles of behavior that will be examined in this course.

Course Objectives

At the completion of this course, students will be able to:

- a) describe the defining characteristics of applied behavior analysis.
- b) define the principles of applied behavior analysis.
- c) select target behaviors and write behavioral definitions.
- d) select appropriate measurement systems.
- e) graph and interpret data.
- f) compute interobserver agreement.
- g) write behavioral objectives.

- h) understand single subject design.
- i) describe types of potential reinforcers, how to select reinforcers, and how to use reinforcers.
- j) describe schedules of reinforcement and the characteristics of performance under the different schedules.
- k) describe procedures used to establish and increase desired behaviors.
- l) describe considerations in developing behavior reduction programs.
- m) describe procedures used to decrease undesired behavior.
- n) describe methods for promoting maintenance and generalization of behavior change.

Readings

The text for this course is:

Miltenberger, R. (1997). Behavior modification: Principles and procedures (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Requirements

1. **Tests.** There will be four tests given over the course of the semester as shown on the schedule. The tests will be primarily short and long answer in format.

If you must miss an exam, you are expected to contact the instructor in advance. Students who miss an exam without prior approval from the instructor will incur a penalty of 10 points deducted from their test score.

Test 1 is worth 70 points.

Test 2 is worth 40 points.

Test 3 (take home) is worth 50 points.

Test 4 is worth 70 points.

Total Points: 230

2. **Projects:** Three small projects will be completed during the semester. At least one week prior to the due date, you will be given written instructions for the project. The projects are worth 10 points each. Students will lose 1 point for each 24 hour period that a project is late. No project will be accepted more than 3 days late. Late projects are to be placed in my mailbox and must be dated and initialed by the secretary.

Total Points: 30

Grading

A = 234-260 (90-100%)
B = 208-233 (80-89%)
C = 182-207 (70-79%)
D = 156-181 (60-69%)
F = Below 156

Attendance

Attendance is expected and appreciated. To reinforce that behavior, those who attend all classes will receive 5 bonus points. Those who miss no more than 1 class period (including test days) will earn 3 bonus points. Those who miss no more than 2 class periods (including test days) will earn 1 bonus point.

Students with Disabilities

Please contact the instructor and identify any special needs you may have at the beginning of the course so that appropriate accommodations and arrangements can be made.

University-Approved Writing Handbook

For students who are interested in a resource for assistance in developing their writing skills, SIUC recommends that students consult the following:

Jane The Little, Brown Compact Handbook (3rd edition) by
 Aaron.

Tentative Schedule

| <u>DATE</u> | <u>TOPIC</u> | <u>READING</u> |
|-------------|------------------------|----------------|
| 1/15 | Course Overview | |
| 1/17 | Characteristics of ABA | Chap 1 |
| 1/22 | Defining behavior | Chap 2 |
| 1/24 | Measuring behavior | |

| | | |
|------|---|----------------------------|
| 1/29 | Measuring behavior (cont.) | |
| 1/31 | Interobserver agreement | |
| 2/5 | Graphing behavior | Chap 3 |
| 2/7 | Evaluating change | |
| 2/12 | TEST 1 | |
| 2/14 | Writing behavioral objectives | Supplemental reading |
| 2/19 | Basic behavioral principles | Chap 4 (60-76) Chap 5-6 |
| 2/21 | Types of reinforcers How to identify reinforcers | |
| 2/26 | Schedules of reinforcement | 76-85 |
| 2/28 | Shaping | Chap 9 |
| 3/5 | Stimulus control | Chap 7 |
| 3/7 | TEST 2 | |
| 3/12 | Break | |
| 3/14 | Break | |
| 3/19 | Establishing stimulus control | Chap 10 |
| 3/21 | Transferring stimulus control | |
| 3/26 | Chaining | Chap 11 |
| 3/28 | Skill training (TEST 3 distributed) | Chap 12 |
| 4/2 | Functional assessment | Chap 13 |
| 4/4 | Extinction | Chap 14 |
| 4/9 | Differential reinforcement | Chap 15 |
| 4/11 | Antecedent manipulation | Chap 16 |
| 4/16 | Time out and response cost | Chap 17 |

| | | |
|------|--|------------|
| 4/18 | Positive punishment and ethical issues | Chap 18 |
| 4/23 | Generalized behavior change | Chap 19 |
| 4/25 | Self-management | Chap 20 |
| 4/30 | Token economy and behavioral contracts | Chap 22-23 |
| 5/2 | Putting it all together | |
| 5/10 | TEST 4 (Fri. 10:10 AM - 12:10 PM) | |

REHB 452
Behavior Change Applications

Fall, 2002
T and TH, 8 - 9:15 AM
Communications 1006

Paula Davis, Ph.D.
Rehn 313A
453-8282 (direct line)
536-7704 (Rehabilitation Institute)
pdavis@siu.edu

Office Hours: 9:30-12:30 T and TH
and by appointment

Course Objectives

Upon completion of the course, students will be able to:

1. Describe the desired outcomes of rehabilitation programs for persons with developmental disabilities.
2. Develop a futures plan for a consumer.
3. Conduct assessments of consumers and the environment.
4. Develop individualized treatment plans.
5. Develop instructional programs for community, domestic, leisure, and vocational skills.
6. Modify programs to accommodate individual differences, including the development of permanent prompts, task modifications, and partial participation strategies.
7. Develop a program to reduce undesired behavior and teach a replacement behavior.
8. Develop a self-management program for a consumer.
9. Incorporate self-advocacy and choice into individualized treatment plans.

10. Write a comprehensive case report.

Textbook

McDonnell, J., Mathot-Buckner, C., & Ferguson, B. (1996). Transition programs for students with moderate/severe disabilities. Pacific Grove, CA: Brooks/Cole. (Chapters from this book are shown on course schedule.)

Newton, J.S., Anderson, S.A., Ard, W.R., Jr., Horner, R.H., LeBaron, N.M., Sappington, G., & Spoelstra, R.J. (1994). A residential outcomes system operations manual. Eugene: University of Oregon, Center on Human Development. (Readings from this book will be made throughout the semester.)

Course Requirements

1. Quizzes. Nine quizzes will be given throughout the semester. Students will be informed at least 1 class session prior to the quiz. The quiz will cover material (lectures and readings) not previously tested. Each quiz is worth 10 points. Students will not be permitted to make up a missed quiz. Students who are more than 10 minutes late will not be permitted to take the quiz. Additionally, if all students have completed the quiz, late arrivals will not be permitted to take the quiz. The two lowest quiz scores will be dropped.

Total Points: 70

2. Case Study. During the course of the semester, students will be completing assignments designed to simulate activities similar to those they will complete when working with consumers in a rehabilitation program. The assignments will be made over the course of the semester. They will correspond to reading assignments and, at times, will require students to apply skills learned in previous courses. The individual assignments and point allocations are shown on the back page of the syllabus. A portion of the points allocated to each assignment will be awarded to written communication skills including, but not limited to, spelling and grammar.

You need to purchase a medium size three ring binder (and divider pages) in which to keep the various assignments that

you complete throughout the semester. At the end of the semester, you will turn in the entire document along with your case summary.

Class assignments are due by class time on the due date. For each day that an assignment is late, 10% of the assignment's total possible points will be deducted from the total points earned for that assignment. Assignments due on a Tuesday will not be accepted after Fri. Assignments due on a Thursday will not be accepted after the next Monday. Late assignments must be initialed and dated by the secretary.

NO LATE CASE SUMMARIES WILL BE ACCEPTED.

Total Points: 215

Grading

| | |
|-----------|---|
| 256-285 | A |
| 228-255 | B |
| 199-227 | C |
| 171-198 | D |
| Below 171 | F |

Students with Disabilities

Please contact the instructor and identify any special needs you may have at the beginning of the course so that appropriate accommodations and arrangements can be made.

TENTATIVE SCHEDULE

| <u>Date</u> | <u>Topic</u> | <u>Reading</u> |
|--------------------------|--|---------------------------|
| <u>Assignment</u> | | |
| 8/20 | Course Overview | |
| 8/22 | Expected Outcomes and Emerging Values | Chap. 1 |
| 8/27 | Expected Outcomes and Emerging Values | |
| 8/29 | Futures Planning | Chap. 2 and pp. 102 |
| 96- 9/3 | Futures Planning | |

| | | |
|------------|---|-------------|
| 9/5 | Involvement of Significant Others | |
| 9/10 | Involvement of Significant Others | |
| 9/12 | Assessing Skills | |
| 9/17 | Assessing Skills | |
| 9/19 | Assessing Skills (consumer schedule) | |
| 9/24 | Assessing Skills (ecological inventory) | |
| 9/26 | ICAP | |
| 10/1 | CALS | |
| 10/3 | Internship Meeting | |
| 10/8 | Functional Curriculum | Chap. 3 |
| 10/10 | Developing Treatment Plans | Chap. 4 |
| 10/15 | Treatment Plans | |
| 10/17 | Teaching New Skills | Chap. 6 |
| 10/22 | Teaching New Skills | |
| 10/24 | Teaching New Skills | |
| 10/29 | Preparing for Home & Community Living | Chap. 7 & 8 |
| 10/31 | Partial Participation Alternative Performance Strategies | |
| 11/5 | Self-Management | Chap. 9 |
| 11/7 | Employment Training & Placement | Chap. 10-11 |
| 11/12 | Behavior Reduction Procedures | |
| 11/14 | Self-Determination; Self-Advocacy | |
| 11/19 | QMRP | |
| 11/21 | Case Summary Review and Assignment | |
| 11/26 & 28 | Thanksgiving Break | |
| 12/3 | Work on Case Summary | |

12/5

Case Summary due by 4:30
NO LATE SUMMARIES WILL BE ACCEPTED

ASSIGNMENTS FOR REHB 452

| <u>DUE</u> <u>DATE</u> | <u>ASSIGN. #</u> | <u>ASSIGNMENT NAME</u> | <u>POINTS</u> | <u>YOUR</u> <u>SCORE</u> |
|---------------------------|------------------|------------------------------------|---------------|-----------------------------|
| _____ | 1 | Consumer Description | 10 | _____ |
| _____ | 2 | Futures Planning Activity | 15 | _____ |
| _____ | 3 | Involvement of Significant Others | 5 | _____ |
| _____ | | in the Planning Process | | |
| _____ | 4 | Consumer Lifestyle Assessment | 20 | _____ |
| _____ | 5 | Consumer's Schedule | 10 | _____ |
| _____ | 6 | Ecological Inventory | 10 | _____ |
| _____ | 7 | Individual Support Plan | 20 | _____ |
| _____ | 8 | Instructional Program | 40 | _____ |
| _____ | 9 | Alternative Performance Strategies | 10 | _____ |
| _____ | 10 | Self Management | | _____ |
| Assignment | 15 | | | _____ |
| _____ | 11 | Employment Screening | | _____ |
| _____ | 10 | | | _____ |
| _____ | 12 | Behavior Contract | | _____ |
| _____ | 20 | | | _____ |
| _____ | 13 | Case Summary | | _____ |
| _____ | 30 | | | _____ |

TOTAL POINTS = 215 points / _____

**REHB 445h
Developmental Disabilities
Spring, 2002**

COURSE SYLLABUS

Course Title: Developmental Disabilities

Course Number: REHB 445h

Credit Hours: 3

Location & Time: T&Th, 8:00-9:15 a.m., room 131 Lawson Hall.

Instructor: Ruth Anne Rehfeldt, Ph.D.

Office: 337-A Rehn Hall

Phone: 453-8276

Email: rehfeldt@siu.edu

Office Hours: Mondays, 1:30-4:30; Tuesdays, 9:30-12:30, & meetings by appointment

Course Description and Objectives:

This course focuses on the definition and classification of developmental disabilities. Emphasized will be diagnostic criteria for different types of developmental disabilities, as well as the biological, cognitive, behavioral, and social characteristics of persons with mental retardation and other developmental disabilities. Services for these populations will also be discussed. After completing this course, the student should be able to discuss:

- Diagnostic criteria for the disorders and disabilities discussed in class
- Prevalence rates, etiology, prognoses, and common causes of the disabilities covered in the course
- Prevention issues
- Life span issues affecting persons with developmental disabilities and their families
- Biological, cognitive, behavioral, and social characteristics of persons with developmental disabilities
- Common therapeutic and pharmacological treatments for the disabilities covered in the course
- Service and program issues for persons with developmental disabilities

Text & Assigned Readings:

McLaughlin, P.J., & Wehman, P. (Eds.), (1996). *Mental retardation and developmental disabilities* (2nd Ed.). Austin, TX: Pro-Ed.

Additional required readings are available in a packet at the Printing Plant. When you receive the Printing Plant packet, please compare the material included to what is specified on

the attached calendar. If you have missing pages, the Printing Plant will resolve this for you. It is strongly encouraged that you **keep up** with the reading assignments and complete each assignment on the due date shown on the attached calendar.

Class Sessions:

Classes will include material presented by lecture, film, or guest speakers; lectures will serve to supplement the assigned readings. Films will be presented as learning tools and will not be available outside of class. Students will be responsible for class material that is not included in the readings. It is expected that students will have completed the assigned readings on the date on which that topic will be discussed. It is also **expected and encouraged** that students will attend each class the entire class time; although there are no course points assigned for class attendance, there will be test questions based on material presented in class and on information not available in the readings.

Evaluations:

1. There will be 4 exams (multiple-choice in format), each of which will be worth 50 points. Exams will be for the duration of approximately one hour and will cover material in the unit specified on the attached reading calendar. **Makeup exams will only be allowed for extreme emergencies, and permission must be obtained from the instructor prior to the scheduled exam to take a rescheduled makeup exam.** If you know in advance that you will not be able to attend class during a scheduled exam because of **extreme circumstances**, arrange to take the exam at another time with the instructor as soon as possible. Students who arrange to reschedule an exam but fail to show up to take the exam will receive a zero for that exam.

2. In addition to exams, you will also be evaluated on a report you will prepare based on your observations of a site visit which you will conduct. You will visit one facility that provides direct services to persons with developmental disabilities. A list of facilities who have agreed to allow students to conduct observations is attached. If you select an agency that is not listed on the attached sheet, **please get approval from the instructor beforehand.** It will be up to you to make contact with and schedule an appointment with the facility as your schedule allows. The purpose of the visit is for you to observe directly people with disabilities receiving services for one hour, as well as to obtain information about the facility and the services that it provides. Your visit should not merely be to an office where you talk with a service provider about services; you should see a service program in action. This observation must take place during this course and not be based on past experience. Also, you may not use a facility in which either you currently are or have previously been employed, have done volunteer work, or have had a field course experience; it is important that you have a new, objective experience from a facility with which you were not previously familiar. The site report will be due in class on April 25 in class. Three points will be subtracted each day thereafter that the report is late. Zero points will be assigned for a report that was conducted in a setting that serves persons with other types of disabilities than developmental. The report is worth 30 points. Your report will be evaluated based on your responses to the below 1-9 points. Your report must be typed.

1. Name of facility visited.

2. Address of facility visited
3. Name and title of person whom you interviewed
4. Date & time of your visit
5. Description of the types of disabilities served by this agency
6. Description of the services provided by the facility
7. Describe the services you directly observed for one hour (e.g., how did staff interact with the recipients of services during your visit? What were the recipients doing during your observation?)
8. Your impressions or evaluation of the facility and services that you observed based on the literature in this course.
9. Explain why the program is or is not consistent with the best practices discussed in your readings.

Letter grades will be determined as follows:

A = 202-230
B = 173-201
C = 144-172
D = 115-143
F < 115

If you wish to drop this course, you must do so after the date designated by the university. A grade of Incomplete will be given under the conditions specified in the university catalog.

Calendar

Readings that are preceded by an asterisk * are in the Printing Plant packet.

Readings designed DSM-IV are from the American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders (4th-rev)., Washington, DC: Author. All readings from this book are in the Printing Plant packet. Please read the pages as assigned for each class.

UNIT 1: Life Span Perspective

January 15 & 17: Introduction

Course Introduction

Film: Snapshots (80 minutes)

January 22 & 24: Prevention, Role of Genetics.

Readings:

- * Haslam, R.H.A. (1996). Prevention of chronic disabilities and diseases. In R.H. A. Haslam & P.J. Valletutti (Eds.). Medical problems in the classroom. Austin, TX: Pro-Ed.
- * Kelly, T.E. (1996). The role of genetic mechanisms in childhood disabilities. In R.H.A. Haslam & P.J. Valletutti (Eds.). Medical problems in the classroom. Austin, TX: Pro-Ed.
- * Korabek, C.A., & Cuvo, A.J. (1986). Children with spinal bifida: Educational implications of their medical characteristics. Education and Treatment of Children, 9, 142-152.

Film: Learning about Hemophilia (24 min.).

January 29 & January 31: Service Delivery, Early Intervention, & School.

Readings:

McLaughlin & Wehman, Ch. 1-3.

Film: New Way to Think (15 min.); Educating Peter (30 min); Inclusion: Sean's Story (50 min).

February 5: Transition from School to Adulthood & Growing Older

Readings:

McLaughlin & Wehman, Ch. 4 & 5.

February 7:

EXAM #1

Unit 2: Developmental Disabilities

February 12 & 14: Mental Retardation

Readings:

McLaughlin & Wehman, Ch. 6 & 7

* DSM-IV pps. 37-46

Film: A Gift of Love (25 min).

February 19: Cerebral Palsy

Readings:

McLaughlin & Wehman, Ch. 8.

February 21: Seizure Disorders

Readings:

McLaughlin & Wehman, Ch. 9.

Film: Epilepsy (30 min).

February 26 & 28: Self-Injurious Behavior & Conduct Disorders

Readings:

McLaughlin & Wehman, Ch. 10 & 12.

- * DSM-IV pps. 85-94 (Conduct Disorders).

Film: Harry (30 min).

March 5: Autism & Pervasive Developmental Disabilities.

Readings:

McLaughlin & Wehman, Ch. 11

- * DSM-IV pps. 65-78.
- * Baroff, G.S. (1991). Autism. In Developmental Disabilities (pp. 111-155).

Austin, TX: Pro-Ed.

Film: Autism (30 min).

March 7:

EXAM #2.

Unit 3: Developmental Disabilities, cont.

March 12 & 14: SPRING BREAK, NO CLASS.

March 19 & 21: Language & Communication Disorders

Readings:

- * DSM-IV pps. 55-65

Film: Facilitated Communication (50 min.)

Guest Lecture: Heidi Mayer, parent (March 21, 8:30 am).

March 26: Sensory Impairments.

Readings:

McLaughlin & Wehman, Ch. 13

- * Engleman, M.D., Griffin, H.C., Griffin, L.W., & Maddox, J. I. (1999). A teacher's guide to communicating with students with deaf-blindness. Teaching Exceptional Children, 31 (5), 64-70.

Film: Deaf Like Me (20 min).

March 28: Feeding/Eating Disorders)

Readings:

- * DSM-IV pps. 94-100.

April 2 & 4: Learning Disabilities & Attention Deficit Disorder

Readings:

McLaughlin & Wehman, Ch. 14

- * DSM-IV pps. 46-55 (LD); 78-85 (ADD)

April 9: Tic, Elimination, & Other Disorders (Separation Anxiety, Selective Mutism, Reactive Attachment, Stereotypic Movement).

Readings:

- * DSM-IV pps. 100-121.

April 11:

EXAM #3

Unit 4: Service & Program Issues

April 16 & 18 (Case Management)

Readings:

McLaughlin & Wehman, Ch. 15

April 23: Community-Based Vocational Training

Readings:

McLaughlin & Wehman, Ch. 16

Film: Hooked on Community Based Instruction (15 min) & Its More than a Job (15 min).

April 25: Supported Employment

McLaughlin & Wehman, Ch. 17.

Film: Moms who are Different (60 min).

*Site Visit Report due in class.

April 30: Supported Living

Readings:

McLaughlin & Wehman, Ch. 18

Guest Lecture: Beth Hartmann, Adult Services Coordinator, S.T.A.R.T.

May 2: Social Security

Readings:

McLaughlin & Wehman, Ch. 19.

Week of May 6:, time & date tba:

EXAM #4.

COURSE SYLLABUS
FALL SEMESTER, 2002

GROUP COUNSELING
RC5733

Nettie B. Fisher, Ph.D., Professor
Langston University @ OKC
Office # 154
4205 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Phone # (405) 962-1635
Fax # (405) 9622-1672
E-mail nbfisher@lunet.edu

Langston University
GRADUATE PROGRAMS
SCHOOL OF EDUCATION AND
BEHAVIORAL SCIENCE
RC 5733 THEORY AND PRACTICE OF GROUP COUNSELING
3 CREDIT HOURS
SPRING 2002

FACULTY

Professor: Nettie B. Fisher, Ph.D.
Office: 154 OKC Campus
Phone: 962-1635
O. Hours: Scheduled by appointment

The Graduate Program in Rehabilitation Counseling adheres to standard c.2.2 that has been set forth by the Council on Rehabilitation Education (CORE). This standard is applicable to the course. The standard indicates that a course or courses in Rehabilitation Counseling include lectures on or courses on group counseling as one of the emphasis levels. This standard will be achieved.

I. CATALOG DESCRIPTION

This course is a survey of theories and methodologies used in group counseling in the field of rehabilitation with emphasis on utilization with diverse populations.

II. RATIONALE

This course is designed to provide the student with an advanced knowledge base and skills necessary to provide group counseling to a diverse population with a variety of disabilities.

III. COURSE OBJECTIVE

This course will provide an overview of theories and therapies utilized in the practice of Group Rehabilitation Counseling. The theories will include but are not limited to, Psychodrama, Existential, Rational Emotive, Reality, transactional Analysis, Person-Centered, and gestalt. In addition, the course will look at leadership styles, stages of group development, ethical and professional issues in group practice and an integrative perspective.

Upon successful completion of this course the students will be able to:

1. Compare and contrast different theoretical orientations to group counseling.
2. Select appropriate group methods for intervention with specific client populations.
3. Integrate knowledge and skills from the foundation courses, i.e., Medical and Psychological Aspects of Disability, Assessment and Evaluation and Foundations of Rehabilitation counseling.

Group Counseling Schedule

Spring Semester 2002

| | | |
|---------------------|--|--------------------------|
| August 20 | Introduction and Overview of Course | Chapter 1 & 2 |
| August 27 | Ethical & Professional Issues | Chapter 3 |
| September 3 | Stages of Group Development | Chapter 4 & 5 |
| September 10 | The Psychoanalytic Approach | Chapter 6 |
| September 17 | Adlerian Approach to Group | Chapter 7 |
| September 24 | Psychodrama | Chapter 8 |
| October 1 | Existential Approach to Group | Chapter 9 |
| October 8 | Mid-term Examination | |
| October 15 | Person Centered Approach | Chapter 10 |
| October 22 | Gestalt Therapy in Groups | Chapter 11 |
| October 29 | Transactional Analysis | Chapter 12 |
| November 5 | Rational Emotive Groups | Chapter 14 |
| November 12 | Reality Theory in Groups | Chapter 15 |
| November 19 | Review and Integration | All Chapters |
| November 26 | Class Presentations | No Exceptions |

COURSE SYLLABUS
SPRING SEMESTER, 2002

GROUP COUNSELING
RC5733

Nettie B. Fisher, Ph.D., Professor
Langston University @ OKC
Office # 154
4205 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Phone # (405) 962-1635
Fax # (405) 9622-1672
E-mail nbfisher@lunet.edu

To: Students in Group Counseling

From: Nettie B. Fisher, Ph.D., Professor

Memo:

Welcome to the Spring Semester of classes in the Vocational Rehabilitation Counseling Program. We are growing and making changes so as to meet the needs of the students and the accrediting body. As a result, we have added Group Counseling as one of the electives available to you. It is our hope that it will increase your knowledge base and skill development in this vital human service arena.

Classes will be held on Monday evenings from 5:30 p.m. until 8:10 p.m. We recognize that many of you will be coming directly from work into the classroom. In order to meet your needs; feel free to bring food and drinks with you. We ask in return that you make sure you clean up your area when you are finished. The following are expectations and guidelines for classroom decorum:

- 1. Please turn off cell phones and beepers before classes begin and leave them off until the end of the sessions.**
- 2. Children cannot be in attendance in your classes.**
- 3. Follow the class schedule and be prepared for classes**
- 4. At the end of each class, please clean around your desk area and return chairs to the position they were in at the start of class.**
- 5. Turn in assignments on time. Late work will be penalized by subtraction of points.**
- 6. All assignments must be typed! There are no exceptions!**
- 7. If you are a person with a disability, please notify your professor immediately and indicate whether special accommodations are needed.**
- 8. Be courteous to your fellow students and faculty.**
- 9. For exams, please keep "Blue Books" available as impromptu quizzes may occur at the discretion of the professor.**
- 10. The group class is one in which participation is required, not an option.**
- 11. Review all the policies regarding students in your handbook. You are responsible for this information.**
- 12. What you put into your class is probably an accurate measure of what you will get from the classes.**

I am looking forward to a high energy level class and a wonderful time learning as we exchange information.

Sincerely,

Nettie B. Fisher, Ph.D., Professor

Langston University
GRADUATE PROGRAMS
SCHOOL OF EDUCATION AND
BEHAVIORAL SCIENCE
RC 5733 THEORY AND PRACTICE OF GROUP COUNSELING
3 CREDIT HOURS
SPRING 2002

FACULTY

Professor: Nettie B. Fisher, Ph.D.
Office: 154 OKC Campus
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Upon successful completion of this course the students will be able to:

1. Compare and contrast different theoretical orientations to group counseling.
2. Select appropriate group methods for intervention with specific client populations.
3. Integrate knowledge and skills from the foundation courses, i.e., Medical and Psychological Aspects of Disability, Assessment and Evaluation and Foundations of Rehabilitation counseling.

4. Develop "group treatment plans" using cases provided by the text and other resources.
5. Integrate information from the DSM-IV in assessment of clients for suitability of using group methods.
6. Use technology as appropriate in class presentations and development of skills for practice.
7. Develop skills in the selection of appropriate clients for group intervention.

IV. INSTRUCTIONAL METHODOLOGY

Lectures, class discussion, role-play, group interaction and formation, case discussions and guest lecturers may be used at the discretion of the professor.

V. METHODS OF EVALUATION

Students will be evaluated as follows:

Grading Scale:

180-200 = A

179-159 = B

158-138 = C

137 & Below = Failed

Point Application:

Assignment 1 = 50pts.

Research Paper = 75pts.

Final Exam = 75pts.

Total possible points = 200pts.

NOTICE!!! Attendance is mandatory! There will be no make up work, late assignments will be penalized by 10 points per day to include weekends! There will be no exceptions to these rules.

Required Text:

Corey, Gerald. (2000) Theory and Practice of Group Counseling (5th ed.). Belmont, California: Wadsworth Publishing Company.

SCHEDULE:

See Attached

Prepared by _____ **Date** _____
Professor/Instructor

Reviewed by _____ **Date** _____
Chairperson/Coordinator

Accepted by _____ **Date** _____
Dean of School

**Group Counseling
Schedule
Spring Semester 2002**

| | | |
|--------------------|--|---------------------------|
| January 14 | Introduction and Overview of Course | Chapter 1 & 2 |
| January 21 | Holiday | |
| January 28 | Ethical & Professional Issues | Chapter 3 |
| February 4 | Stages of Group Development | Chapter 4 & 5 |
| February 11 | The Psychoanalytic Approach | Chapter 6 |
| February 18 | Adlerian Approach to Group | Chapter 7 |
| February 25 | Psychodrama | Chapter 8 |
| March 4 | Existential Approach to Group | Chapter 9 |
| March 11 | Mid-term Examination | |
| March 18-22 | SPRING BREAK !!! | JUST ENJOY |
| March 25 | Person Centered Approach | Chapter 10 |
| April 1 | Gestalt Therapy in Groups | Chapter 11 |
| April 8 | Transactional Analysis | Chapter 12 |
| April 15 | Rational Emotive Groups | Chapter 14 |
| April 22 | Reality Theory in Groups | Chapter 15 |
| April 29 | Review and Integration | All Chapters |
| May 6 | Final Examination Due | No Exceptions |
| May 16 | GRADES DUE !!! | Enjoy your summer! |

INTERVENTION MODELS AND STRATEGIES IN COMMUNITY REHABILITATION

Calendar Description

A multi-media distance course presenting current approaches and strategies in supporting people with disabling conditions to be full, participating members of communities.

Content/Objectives

- Theory and issues in intervention: the community context of rehabilitation, socio-political approaches, therapeutic alliance, over-arching principles and contra-indications, the social, ethical and legal implications of aversive procedures, and quality of life.
- Specific approaches and strategies such as natural supports, case management, vocational rehabilitation, outreach, modeling and facilitating community inclusion.
- Funding models, and service standards in field certification
- Ethical procedures related to behavior modification.

Outcomes/Competencies

Upon completion of this course, students will be able to:

- Identify opportunities for facilitation of natural supports, community connecting, and ethical approaches to behavior modification as methods and approaches within community support services.
- Describe key principles and strategies in inclusive practices as applicable to children's services and school settings.
- Define and apply terminology, standards, policies and decision-lines in facilitating return-to-work in vocational rehabilitation practices.
- Apply key concepts in supervision to human resource management within rehabilitative settings.
- Describe the domains, boundaries, and overlap between the physiological rehabilitative practices of occupational, physio, and speech therapy as navigated by the rehabilitation coordinator or case manager.

Assignments

| | |
|------------------------------------|-----|
| 1. Field Observation/Participation | 30% |
| 2. Accompanying Report | 30% |
| 3. Bulletin Board Discussion | 40% |

Resources

There is no textbook for this course. A selection of readings will be available on-line. A series of video clips interviewing and demonstrating the practice of CRDS graduates working in the six rehabilitative disciplines of community support services, children's services, inclusive education, vocational rehabilitation, rehabilitation management, and health practices, will be available on CD-Rom for student purchase instead of a course textbook.

Details for current course offerings are available at: www.crd.s.org

NEW PSYCHOLOGIES OF DISABILITY

Calendar Description

Social construction and narrative as foundations for interdisciplinary study, community practice and personal empowerment.

Content/Objectives

- Personal construction of meaning as affected by disability and chronic illness.
- Interdisciplinary definitions and practices related to story, metaphor, narrative, discourse and myth.
- Metaphors, roles and scripts in coping domain related to professional, self-help and personal coping strategies and interventions.
- Social problem, analysis of power and resources in social policy and inclusive practices.

Outcomes/Competencies

- Through narrative analysis of an autobiography, applies narrative and constructivist theory to practice.
- Through formal papers on the social construction of disabling condition, students demonstrate understanding of the foundations in health, coping and inclusion domains and within current and historical construction of disability.

Assignments

For your chosen topic/condition:

- | | |
|--|-----|
| 1. Identify and analyze dominant and challenging health discourses | 25% |
| 2. Present personal and professional coping strategies in a format for those living with the condition | 25% |
| 3. Conduct a social problem analysis | 25% |
| 4. Complete a narrative analysis of an autobiography with indications for practice | 25% |

Resources

- Marlett, 1998 - Casebook of empowerment prepared for 425
- Readings package

Details for current course offerings are available at: www.crd.s.org

NARRATIVE APPROACHES IN COMMUNITY PRACTICE

Calendar Description

A workshop course to broaden individual clinical practice through narrative and narrative therapy techniques.

Content/Objectives

- The importance of story in community based practice.
- Narrative foundations from different disciplines (discourse analysis, narrative therapy, community development).
- A narrative theory of empowerment.
- The use of narrative in practice (interviewing, case planning, interventions, empowerment and community inclusion).

Outcomes/Competencies

- Identifies stories as units of data within life histories and interviews.
- Analyzes personal stories according to elements, voice, roles and systems.
- Interprets narrative patterns according to common triggers, scripts, outcomes and theories of personal change.
- Prepares theory of intervention based on narrative awareness gained through the workshops.

Assignments

| | |
|--|-----|
| Chronological analysis and detailed analysis of selected stories within an autobiography. | 30% |
| Interpretation of narrative patterns and processes of personal change within an autobiography. | 40% |
| Narrative practice framework. | 30% |

Resources

Narrative Workbook

Autobiography.

Readings in narrative intervention.

Details for current course offerings are available at: www.crd.s.org

COMMUNITY REHABILITATION NARRATIVE AND INTERVENTION NARRATIVE AND INTERVENTION

Calendar Description

Application of narrative and empowerment theory to individual clinical practice.

Content/Objectives

Frameworks for Rehabilitation Counselling/Intervention for the 21st Century: Social construction, post structuralism and post modernism.

Overview of Counselling in the Spheres of Rehabilitation: Health, coping, inclusion and meaning:

What is Narrative Therapy: Externalizing and naming the problem, use of contexts, exception to challenges new script for change, deconstructing and constructing new scripts.

Tools of Narrative Intervention: Letters, personal stories, autobiography, video documentaries, stories within theory of empowerment, narratives of illness and change, scripts frameworks, determining and naming scripts, metaphors in therapy and organizational change, rituals of healing and transformation and outsider witnessing.

Uses of Narrative in Community Rehabilitation: counselling, interviewing and assessment, case planning, organizational change and community development.

Outcomes/Competencies

- Apply one narrative constructs in practice.
- Evaluate differences in approaches, tools, and uses of narrative therapy.

Assignments

Between January and April, introduce a narrative technique into your practice or a personal narrative exploration and prepare a portfolio that includes:

- 1) The rationale for the choice of the technique.
- 2) The experience and an analysis of the process based on the relevant counselling or leadership theory.
- 3) Evaluation of narrative approaches in light of your own practice. Portfolio to be 10-15 pages and should include examples of materials used or developed and transcripts, tapes or video of experience.

100%

Resources

Morgan, Alice. (2000). *What Is Narrative Therapy?* Dulwich Centre Publications

Choice of narrative psychology, narrative therapy texts as per bibliography.

Details for current course offerings are available at: www.crd.s.org