COURSE OVERVIEW

Counseling theories play a large role in what we do as rehabilitation counselors. What separates rehabilitation counselors from other rehabilitation professionals is that we operate from a counseling modality. Likewise, the focus on the impact of disability on the individual and the counseling process divides us from general counseling disciplines. We use counseling theories and techniques to effect change in the lives of our clients with disabilities. At any point in the services you provide for a client, you should be able to identify the theoretical basis for what you are doing. That ability is dependent upon your understanding and knowledge of the counseling theories.

Every rehabilitation counselor should develop a theoretical orientation. There are two major factors that you will need to consider as you begin to develop your own theoretical orientation:

1) Your awareness of yourself
2) Your personal philosophy of behavior

Each theory offers a different view of human behavior and cognition. You will be looking for the best match of theory to who you are. To do this, you must know who you are. You will also be attempting to find the best match between theory and how you believe people develop and change. This course will be a process of learning both new theories as well as learning about yourself.

LEARNING OBJECTIVES

This course is an introduction to the theories and practice of rehabilitation counseling. Basic constructs of major theoretical views of counseling and psychotherapy will be presented in a contemporary context and with an emphasis on application rehabilitation counseling. In addition, ethical considerations of counseling will be considered. Each participant will explore his or her own personal thoughts and feelings regarding counseling, human growth and development, and the nature of change. By the end of this course, students will:

1. Be able to demonstrate a basic understanding of the major theoretical approaches to counseling and psychotherapy
2. Have explored and incorporated the theories discussed in class into a personal philosophy and approach to counseling
3. Have identified their personal strengths and limitations which may affect a counseling relationship
4. Be aware of the major ethical issues surrounding the practice of rehabilitation counseling
5. Have gained insight into some of the complexities of human development, growth, and change.

The method of delivery for this course is hybrid. This means that a portion of the class will occur on campus and a portion will occur online. Campus meetings are on Tuesday from 4:30 p.m. to 7:20 p.m. We will meet on the following dates:

<table>
<thead>
<tr>
<th>Date</th>
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<th>Date</th>
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<tbody>
<tr>
<td>August 23</td>
<td>September 6</td>
<td>December 6</td>
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<tr>
<td>August 30</td>
<td>November 29</td>
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* NOTE: Because we only meet, in-person, a total of 5 times during the semester, it is critical that students attend each class. Excessive absences may result in the student failing the course. The student will be informed if their attendance is not consistent with the requirements of this course.

**COURSE ASSIGNMENTS AND REQUIREMENTS**

**Reading Assignments**
The student is expected to read material relevant to current topics in the course. Readings should not be limited to the texts and/or course handouts.

**Other Assignments**
All assignments are due on the date assigned. Late assignments will not be accepted unless the student has received an extension from the instructor prior to the assignment’s due date, or can provide documentation for some sort of extenuating circumstance. Assignments should adhere to the requirements outlined in the assignment description provided for that assignment. Any assignments that require a posting on Blackboard are due by 11:59 p.m. on the day that they are due.

**EVALUATION REQUIREMENTS**

Grading in the course is based on the following point distribution for the various class assignments.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>45</td>
</tr>
<tr>
<td>• Theory Outline</td>
<td>(30)</td>
</tr>
<tr>
<td>• Concept Map</td>
<td>(5)</td>
</tr>
<tr>
<td>• Application Activity</td>
<td>(5)</td>
</tr>
<tr>
<td>• Style Points</td>
<td>(5)</td>
</tr>
<tr>
<td>Counseling Philosophy Paper</td>
<td>15</td>
</tr>
<tr>
<td>Reflection “Theoretical Eclecticism”</td>
<td>5</td>
</tr>
<tr>
<td>Reflection “Therapeutic Factors”</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Board Posting (“The Importance of Being Multiculturally Competent”)</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
</tbody>
</table>

Wiki Client Biography (Clients 1 & 2) ** UP TO 5 BONUS POINTS ** will be assigned for substantial contributions to the Wiki. This assignment is required, even though bonus points are assigned to it.
Grades will be based on the following scale:

- Over 100-90 points -- A
- 89 – 80 points -- B
- 79-70 points -- C
- 69-60 points -- D
- 59 and below -- F

**ACCOMMODATION POLICY FOR STUDENTS WITH DISABILITIES**

If you have or suspect a disability and need accommodations you should contact Disabled Student Services Office (DSSO) at 747-5148 or at dss@utep.edu or visit Room 106 Union East Building.

**ACADEMIC DISHONESTY POLICY**

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at http://studentaffairs.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

**REQUIRED TEXTS AND ARTICLES**

  (This text is available for purchase at the University Bookstore.)

* Journal Articles  
  (Articles are available on Blackboard.)

**RECOMMENDED**

* The Heart and Soul of Change: Delivering What Works in Therapy [Hardcover]  
  Barry L. Duncan (Editor), Scott D. Miller (Editor), Bruce E. Wampold (Editor), Mark A. Hubble (Editor)  
  (This book can be purchased at Amazon.com, if you choose to purchase it.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | August 23 | Introduction & overview of syllabus  
What is theory, and what does it do?  
Professional issues of rehabilitation counseling |
| 2    | August 30 | ESPN 30 for 30: The Best That Never Was |
| 3    | September 6 | ESPN 30 for 30: Run Ricky Run |
| 4    | September 13 | Psychoanalytic approaches |
| 5    | September 20 | Adlerian approach |
| 6    | September 27 | Person-centered approaches |
| 7    | October 4 | Logotherapy  
Gestalt therapy |
| 8    | October 11 | Behavior therapy |
| 9    | October 18 | Cognitive-behavioral therapy |
| 10   | October 25 | Reality therapy  
Rational-Emotive Behavioral Therapy |
| 11   | November 1 | Therapeutic Factors  
Theoretical Eclecticism |
| 12   | November 8 | Ethical concerns and considerations in rehabilitation counseling relationships  
Working with Families  
Multicultural Considerations |
| 13   | November 15 | Rehabilitation counseling persons with physical disabilities  
Rehabilitation counseling persons with psychiatric disabilities  
Rehabilitation counseling persons with intellectual disabilities |
| 14   | November 22 | Presentation (Marcus Dupree) |
| 15   | November 29 | Presentation (Ricky Williams) |
| 16   | December 6 | Final Exam Week |

Assignment: Wiki DUE  
Assignment: Theory Outline and Concept Map Due  
Assignment: “Therapeutic Factors” and “Theoretical Eclecticism” Reflection  
Assignment: Counseling Philosophy Paper Due and “The Importance of Being Multiculturally Competent” Discussion Board Posting  
“The Importance of Being Multiculturally Competent” Discussion Board Posting  
Comments  
Take-Home Final Exam Due
ASSIGNMENT DESCRIPTIONS

WIKI CLIENT BIOGRAPHY

You will watch two movies (“The Best that Never Was”, featuring Marcus Dupree, and “Run Ricky Run”, featuring Ricky Williams. Both of these individuals were (are) athletes with promising careers, but life circumstances consequently impacted their professional prowess. This assignment will require students to take notes during the film, and then develop a life history on the client. Life histories are important parts of the counseling process as it helps understand the context for client presenting problems.

The Wiki website where you will post information is http://wiki.utep.edu/display/ClientBio/Home. Your task is to present important information according to the headings listed on the Wiki. If you have never created a Wiki at the university, directions can be found at http://admin.utep.edu/Default.aspx?tabid=58776 and then select ‘Training’ from the tabs at the top right hand side of the screen.

SUBMISSION REQUIRMENT INFORMATION: The Wiki is due September 27. This means that your postings should be on the site by 11:59 p.m. on this day.

PRESENTATION

As a means to demonstrate your understanding of the theories covered during this course, students will develop a presentation that outlines (a) his or her assigned theory, (b) a concept map for the assigned theory, as well as (c) an activity that operationalizes the theory. Your presentation should be a maximum of 30 minutes in length. You will provide each of your peers with a copy of your theory outline, concept map, and application activity (or directions). Make sure to practice your presentation in advance so that you do not go over the allotted time. Failure to keep the presentation within the allotted time will result in a deduction of points.

- Theory Outline
  You will be assigned a theory to research. Your responsibility is to develop an outline of the theory that answers the following questions:
  - What are the basic assumptions underlying this theory?
  - What are the fundamental concepts behind change in this theory?
  - What makes this theory different from other approaches?
  - What are the goals of the therapeutic approach?
  - What are the roles and responsibilities of the therapist in this approach? The client?
  - What research has been conducted using the theory, especially regarding its efficacy (usefulness);
  - What assessment tools that have been developed based on the theory
  - What are the limitations to this theory/approach?
  - What are the major strengths of this theory/approach?
  - What particular strengths/relevance does this theory/approach have for counseling with persons with disabilities? What are its limitations in this area?
  - What particular strengths/relevance does this theory/approach have for counseling culturally different persons? What are its limitations in this area?
  - What is your overall evaluation of this theory/approach?

NOTE: It is important that your theory overviews demonstrate a clear understanding of the theory and the approaches based on it (as opposed to a direct replication of material read from the text and other summaries of the theory). It should not simply be an accumulation of direct quotes or paraphrases from other materials. The description should reflect the fact that you have not only read about the theory--but have thought about it.
and come to some personal understanding of its relevance and importance as one of the primary counseling theories.

SUBMISSION REQUIREMENT INFORMATION: You will present your theory outline during class on presentation day, but it should be placed in the Blackboard dropbox by November 1.

- Concept Map
  A concept map is a visual representation of a construct. Your concept map will consist of a visual representation of the outline you developed for your assigned theory. A useful website to review when developing your concept map can be found at http://www.udel.edu/chem/white/teaching/ConceptMap.html

SUBMISSION REQUIREMENT INFORMATION: You will present your concept map during class on presentation day, but it should be placed in the Blackboard dropbox by November 1.

- Application Activity
  The application activity operationalizes the theory. According to Dictionary.com, operationalizing something means to “to define a concept or variable so that it can be measured or expressed quantitatively”. So basically, you are deconstructing elements of your theory as a means to gather information that allows you to draw conclusions about the source of the client’s problem. A Sample application activity is posted online.

SUBMISSION REQUIREMENT INFORMATION: You will present your application activity during class on presentation day. The activity but the activity (or directions explaining your activity) should be placed in the Blackboard dropbox by 11:59 p.m., depending on the day of your presentation (November 22 or November 29).

REFLECTION (“THERAPEUTIC FACTORS”)
Post a reflection about therapeutic factors. Your posting should a) provide a brief summary of what you learned about therapeutic factors from the journal articles posted on Blackboard, and (b) discuss the importance of therapeutic factors. Your reflection should be the equivalent of 1, double-spaced, page (as if you were using Word at 12-pt font).

SUBMISSION REQUIREMENT INFORMATION: This assignment should be posted on the Discussion Board on Blackboard by November 8 at 11:59 p.m. It should be submitted as a Microsoft Word file.

REFLECTION (“THEORETICAL ECLECTICISM”)
Post a reflection about theoretical eclecticism. Your posting should a) provide a brief summary of what you learned about eclecticism from the journal articles posted on Blackboard, and (b) explain the pros and cons of being theoretically eclectic. Your reflection should be the equivalent of 1, double-spaced, page (as if you were using Microsoft Word at 12-pt font).

SUBMISSION REQUIREMENT INFORMATION: This assignment should be posted in the dropbox on Blackboard by November 8 at 11:59 p.m. It should be submitted as a Microsoft Word file.

COUNSELING PHILOSOPHY PAPER

Submit a comprehensive paper which describes and explains your personal philosophies of counseling at this stage of your professional development. A significant outcome of your efforts in this course can be the
initiation of the development of your own personal theory of counseling. By integrating what you know about
yourself with what you understand about the theories presented in this course, you are asked to articulate some
of the key concepts that will affect your personal approach to counseling.

The most important aspect of the development and writing of this paper is the level of thinking that you
put into determining your own philosophical position in relation to key areas that comprise a theory of
counseling. As a guide to help you organize your ideas (and to help ensure that there are no “free-floating
essays” in place of a philosophy paper) please adhere to the following criteria.

Style: Your paper should be organized into sections that address each of the areas identified below. You must
complete your paper on a word processor and it must follow the publication guidelines and format
developed by the American Psychological Association (APA Format). The APA Publication Manual,
Sixth Edition will be used as style authority.

Content: The theories covered in this class are well-established and most have a strong research base.
Therefore, it is only natural that your ideas will be influenced significantly by these theories.
You have a responsibility to integrate the principles and ideas of these theories into your own
philosophy of counseling and so the quality and quantity of your use of resources will be
considered in the grading process. However, your own ideas, beliefs, and values must be clearly
expressed in the paper. It is important that your paper not simply be a “restatement” of the ideas
of one of the established theories. The reader should be able to see something of you in your
paper.

Topics to be Included in the Rehabilitation Counseling Philosophy Paper

1. Briefly describe your personal development and family background and how they have affected your
current beliefs, values and philosophy or theory of counseling.
2. What is your definition of counseling?
3. Which THEORY covered in this course has had the greatest impact on your own theory?
   a. You must choose only one theory to discuss
4. What do you consider to be the most important goal(s) of counseling?
5. What is the key factor for human growth and development according to your theory?
6. Explain client “progress” and how that is recognized within your system of counseling.
7. What do you believe to be the essential characteristics of an effective relationship between a counselor
   and a client?
8. Define the counselor’s role as it fits into your counseling theory. What are the most important functions
   of a counselor within your system?
9. Discuss how your theory is applicable to persons with disabilities.
10. Discuss how your theory addresses cultural differences among clients.
11. Identify and explain the limitations of your theory of counseling.

Quality: This criterion relates to the “how” of the paper. Thoroughness, clarity, and consistency within each
section of the paper and of the paper as a whole will be considered when graded. To what degree does the
paper represent graduate-level work? Does it follow APA format and guidelines? Is it free of spelling,
grammatical and syntax errors? Is the paper easy to follow? Is it organized? Does it “flow” together? Can the
reader understand what you have written? Does it make sense?

Papers that exceed 10 double-spaced (12 point font) pages will be returned. Papers should be placed in the
dropbox on Blackboard. Be sure to make a copy of your paper for your files.
SUBMISSION REQUIREMENT INFORMATION: This assignment should be posted in the ‘Assignments’ box on Blackboard by November 15 at 11:59 p.m. It should be submitted as a Microsoft Word file.

DISCUSSION BOARD POSTING (“THE IMPORTANCE OF BEING MULTICULTURALLY COMPETENT”)

This is an opportunity for you to discuss the importance of multiculturalism in counseling. In your posting you should explore important concepts gleaned from the reading, as well as your experiences with “difference” whether it was regarding gender, race, sexual orientation, age, etc. The experience does not necessarily have to be about you; it can relate to an incident you witnessed or an event that happened to a close friend or family member. (You do not have to reveal their identity if you are uncomfortable doing so.)

Your posting should be at least 4 paragraphs in length, but no more than 8 paragraphs. You will receive 1 point for your posting, and one additional point for commenting on your peers’ postings. Your comments on each posting should be at least one paragraph in length and convey an understanding of the author’s position by restating some of the content in their essay, and also providing a brief exploration of what it means in your life. You will receive 5 points for your posting, and one additional point for commenting on one of your peers postings. I have set the settings for your posts to anonymous. I will know who posted, but your peers will not. This was done to help each of you feel more comfortable about what you post, and your comments. Please remember, however, this does not afford you the luxury of berating someone for their experience. Your comments should be constructive, but not harsh. The goal of commenting on a post is to process how a posting awakened something in you, or made you think differently about an issue.

SUBMISSION REQUIREMENT INFORMATION: This assignment should be posted on the Discussion Board on Blackboard by November 15 at 11:59 p.m. Comments on student postings are due by November 22 at 11:59 p.m.

FINAL EXAM

The take-home final exam is worth 25 points. You will have one week to complete the exam, and it should be in APA format. You will receive more specific information about the exam later in the semester.

SUBMISSION REQUIREMENT INFORMATION: Your final exam is due on December 6. More specifics about the final exam will be provided later in the semester.