



**Meeting Time:** Thursday 4:30-7:20 pm

**Location:** Campbell Building 202

**Instructor:** Emre Umucu, Ph.D., LPC (WI), CRC  
[eumucu@utep.edu](mailto:eumucu@utep.edu) (Office number:  
915-747-7275)

**My Office Hours:** Thursday 2:00-4:00 pm or  
by appointment

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## COURSE DESCRIPTION

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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 approach that is different, and techniques that are applied for a variety of reasons. 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. This class requires a higher-order thinking regarding course objectives (remembering, understanding, applying, analyzing, evaluating, and creating) based on Bloom's Taxonomy (2001).

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## COURSE OBJECTIVES

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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.F.5.a)
2. Be able to conceptualize clients via different theories (2.F.5.b; 2.F.5.h)
3. Be aware of theories, models, and strategies for understanding and practicing consultation (2.F.5.c)
4. Be aware of the major ethical issues surrounding the practice of rehabilitation counseling (2.F.5.d)
5. Recognize appropriate counseling interventions associated with each major theory (2.F.5.b)
6. Identify and analyze key terms associated with each major theorist (2.F.5.a)
7. Demonstrate understanding of appropriate application of counseling theories and interventions with diverse populations, contexts and issues (2.F.2.a; 2.F.5.b)
8. Understand and analyze how different theories explain normal and abnormal personality development (2.F.3.c)
9. Demonstrate understanding of counseling interventions associated with each major theory (2.F.5.j)
10. Demonstrate theoretical understanding of multicultural issues within the counseling context (2.F.2.a)
11. Explore and incorporate the theories discussed in class into a personal philosophy and approach to counseling (2.F.5.n)
12. Gain insight into some of the complexities of human development, growth, and change (2.F.3.a)
13. Learn impact of crisis and trauma on individuals and how theories can be incorporated into crisis counseling (2.F.3.g; 2.F.5.m)
14. Develop an understanding of potential counseling outcomes based on theories (2.F.5.i)

This course's objectives are consistent with CACREP's Standards:

<b>Standard</b>	<b>Code</b>	<b>Learning Activity</b>	<b>Outcome Measure</b>
a. theories and models of counseling	2.F.5.a	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers
b. a systems approach to conceptualizing clients	2.F.5.b	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers
c. theories, models, and strategies for understanding and practicing consultation	2.F.5.c	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Case discussion and role playing
e. counselor characteristics and behaviors that influence the counseling process	2.F.5.f	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Papers
f. essential interviewing, counseling, and case conceptualization skills	2.F.5.g	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Case discussion and role playing
g. developmentally relevant counseling treatment or intervention plans	2.F.5.h	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Case discussion and role playing
h. development of measurable outcomes for clients	2.F.5.h	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers
i. evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers
j. processes for aiding students in developing a personal model of counseling	2.F.5.n	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Papers
k. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Papers
l. theories of normal and abnormal personality development	2.F.3.c	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers
m. theories of individual and family development across the lifespan	2.F.3.a	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers
n. effects of crisis, disasters, and trauma on diverse individuals across the lifespan; crisis intervention and theories	2.F.3.g; 5.m	Lectures, readings, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers	Exam, papers

In addition, this course's objectives align with some of the CACREP's Rehabilitation Counseling Specialty Areas Standards:

### **5.H.1. Foundations**

- b. theories, models, and interventions related to rehabilitation counseling
- f. classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities

### **5.H.2. Contextual Dimensions**

- a. professional rehabilitation counseling scope of practice, roles, and settings
- c. individual response to disability, including the role of families, communities, and other social networks
- d. information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)
- e. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
- g. awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
- q. legal and ethical aspects of rehabilitation counseling, including ethical decision-making models

### **5.H.2. Practice**

This course does not have practical application; however, students will be learning about clinical aspects of rehabilitation counseling philosophy, values, and practice, consistent with CACREP's 5.H.3.

**Each course objective outcomes will be evaluated through course requirements as requested by CACREP. Students' learning outcomes of course objectives will be measured via requirements described under course requirements and grading section.**

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## **REQUIRED READINGS & MATERIALS**

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### **Required textbooks:**

Wedding, D., & Corsini, R.J. (Eds.). (2018). *Current psychotherapies (11<sup>th</sup> Ed)*. Boston: Cengage.

### **Other Materials:**

Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues.

Note that exam content may also come from additional readings.

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## **COURSE STRUCTURE AND METHODS OF INSTRUCTION**

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Classroom activities will consist of lectures, readings, discussions, small group exercises/presentations, multimedia presentations, case discussions, and/or guest speakers. Students are expected to read assigned materials prior to class, to attend class, and to participate actively in classroom discussions and activities. Class time will be used to review and emphasize points, to elicit critical analysis and reflection, and to explore potential applications of the material in rehabilitation counseling practice. If you are ill and unable to attend class, please send an email to the instructor. Multiple absences will impact your grade.

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## **COURSE REQUIREMENTS AND GRADING**

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Assignment	Due Date	Points
Class Participation, Case Discussions, and Role-Playings	Multiple Dates	20
Theory Overview	November 20 <sup>th</sup>	25
Counseling Philosophy Paper	December 1 <sup>st</sup>	30
Midterm Exam	November 1 <sup>st</sup>	25
Total		100

Each course objective outcomes will be evaluated through course requirements as requested by CACREP. Students' learning outcomes of course objectives will be measured via requirements described below.

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## **CLASS PARTICIPATION, CASE DISCUSSIONS, AND ROLE-PLAYINGS**

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The class meets from 4:30 to 7:20. Please be on time, and remain for the entire class session. Cell phone usage is prohibited in class. If you must have access to your phone because of a personal issue, such as a sick child or being on call, please discuss this with the instructor beforehand. Excessive distraction due to cell phone use will result in you being asked to leave class and counted as absent with no make up assignment being possible; therefore you will receive an unsatisfactory for participation. This is a firm requirement. Failure to comply will result in a warning and possibly being dropped from the course after repeated offenses.

Use of laptops must be for note taking purposes only. You may also use your laptop to view power point presentations posted on Blackboard.

More than one absence (excused or unexcused) may result in a decrease (one letter grade) of your final grade. In order for an absence to be considered as excused, the student must bring in a note from their doctor, pediatrician, employer, the court, or provide other documentation from a verifiable source that the absence was unavoidable. Failure to do so results in an unexcused absence. Unexcused absences result in the inability to make up any work not turned in or missed.

A significant amount of learning will occur through didactic and interactive activities in the classroom. It is imperative that you are engaged in the learning experience. The use of texting and Internet surfing is strongly prohibited as it is extremely disrespectful to the instructor and classmates and significantly impedes the learning process. Additional readings and activities will be assigned during the semester to augment chapter readings. Class periods will consist of lectures and group activities. In order to use the time to its full potential, you must read the required chapters/material before class.

In class, we will also have role playing and case discussions that each student is supposed to actively participate. Case discussions and role playing will be based on topics covered in class lectures and readings. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

During the course of class discussions, class members may reveal personal information, politically incorrect feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. The rules of confidentiality are in effect. This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member. You should also recognize that your privacy cannot be fully protected so please be mindful about the content you share especially regarding third parties.

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## **REHABILITATION COUNSELING PHILOSOPHY PAPER**

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Submit a comprehensive paper which describes and explains your personal philosophies of counseling at this stage of your professional development. Through this course, you are being exposed to the most important counseling theories used by contemporary counselors and psychotherapists. 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:** This criterion relates to “what” of the paper. To what extent did you address and adopt a personal theory/philosophy of counseling? 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 the paper reflects what you have learned in this class and how your counseling philosophy may be unique from other counseling philosophies. 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:** Briefly describe your personal development and family background and how they have affected your current beliefs, values and philosophy or theory of counseling.

1. What is your definition of counseling?
2. Which **THEORY** covered in this course has had the greatest impact on **your** own theory.
  - a. You must choose only **one** theory to discuss.
3. What do you consider to be the most important goal(s) of counseling?
4. What is the key factor for human growth and development according to your theory?
5. Explain client “progress” and how that is recognized within your system of counseling.
6. What do you believe to be the essential characteristics of an effective relationship between a counselor and a client.
7. Define the counselor’s role as it fits into your counseling theory. What are the most important functions of a counselor within your system?
8. Discuss how your theory is applicable to persons with disabilities.
9. Discuss how your theory addresses cultural differences among clients.
10. 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 should be 8 double-spaced (12 point font) pages. The page limit does not include references and title page. Please submit your paper to Blackboard. Students are supposed to use at least 10 references published after 2010. **Due for this assignment is December 1<sup>st</sup>.**

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## THEORY OVERVIEW

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Select any theory covered in class and develop a comprehensive outline for the selected theory. It is important that the descriptions are written in your own words and are not simply a “transfer” of information from publications on the topic. Grading will be based on your effectiveness in addressing the following ten questions in relation to each theory:

- 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 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?

It is important that your theory overview 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.

Finally, it is important that the paper be of graduate-level quality in terms of technical writing skills. 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?

No more than 3 pages, double-spaced word-processed, and use APA style per overview. The page limit does not include references and title page. Please submit your overviews to Blackboard. **Due for this assignment is November 20<sup>th</sup>.**



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## EXAMS

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There will be a midterm exam. The exam will be based on both assigned readings and class lectures.

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## GRADING SCALE

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

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

**Note:** I do not round decimal points at the end of the semester. Thus, a score of 89.9 receives an B while a score of 90.00 receives an A.

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

Late assignments (with no excuse) will receive an automatic 15% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter.

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## COURSE POLICY

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Students are responsible for reading and adhering to the Master of Rehabilitation Counseling Student Handbook.

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## INFORMATION FOR STUDENTS WITH DISABILITIES

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If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

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## ACADEMIC DISHONESTY POLICY

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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.

## COURSE CONTENT & OUTLINE

The instructor reserves the right to make adjustments to this schedule, the topics covered, assignments made, evaluations required, or other changes as may be needed to effectively teach the material covered.\*

*Additional reading assignments may be uploaded to Blackboard.\*\**

Aug 30 <sup>th</sup>	<p><b>Week 1</b></p> <p>Introduction to 21<sup>st</sup> Century Psychotherapies, Importance of Theories Case Conceptualization and Clinical Decision Making Self-Care and Importance of Having a Theoretical Orientation Clinical Assessment</p>	<p><b>Chapter 1</b></p> <p><b>Blackboard for additional readings</b></p>
Sept. 6 <sup>th</sup>	<p><b>Week 2</b></p> <p>Ethical Concerns and Considerations in Rehabilitation Counseling</p>	<p><b>Blackboard for additional readings</b></p> <p><b>CRCC Code of Ethics and ACA Code of Ethics</b></p>
Sept. 13 <sup>th</sup>	<p><b>Week 3</b></p> <p>Psychodynamic Psychotherapies Adlerian Psychotherapy</p>	<p><b>Chapter 2 and Chapter 3</b></p>
Sept. 20 <sup>th</sup>	<p><b>Week 4</b></p> <p>Client-Centered Psychotherapy</p>	<p><b>Chapter 4</b></p>
Sept. 27 <sup>th</sup>	<p><b>Week 5</b></p> <p>Rational Emotive Behavioral Psychotherapy</p>	<p><b>Chapter 5</b></p>
Oct. 4 <sup>th</sup>	<p><b>Week 6</b></p> <p>Behavioral, Cognitive, and Cognitive-Behavioral Psychotherapy</p>	<p><b>Chapter 6 and Chapter 7</b></p>
Oct. 11 <sup>th</sup>	<p><b>Week 7</b></p> <p>Existential Psychotherapy</p>	<p><b>Chapter 8</b></p>

Oct. 18 <sup>th</sup>	<b>Week 8</b> Gestalt Psychotherapy	<b>Chapter 9</b>
Oct. 25 <sup>rd</sup>	<b>Week 9</b> Interpersonal Psychotherapy	<b>We do not meet in class. This week will be online.</b> <b>Chapter 10</b>
Nov. 1 <sup>st</sup>	<b>Week 10</b> Family Therapy <b>Midterm Exam</b>	<b>Chapter 11</b>
Nov. 8 <sup>th</sup>	<b>Week 11</b> Mindfulness and Other Contemplative Psychotherapies	<b>Chapter 12</b>
Nov. 15 <sup>th</sup>	<b>Week 12</b> Positive Psychotherapy	<b>Chapter 13</b> <b>Theory Overview due midnight November 20<sup>th</sup></b>
Nov. 22 <sup>th</sup>	<b>Week 13</b> Happy Thanksgiving!	
Nov. 29 <sup>th</sup>	<b>Week 14</b> Integrative Psychotherapies; Multicultural Theories of Psychotherapy; Contemporary Challenges and Controversies; Crisis Counseling and Theories	<b>Chapter 14, 15, 16</b> <b>Blackboard for additional readings</b> <b>Guest Speaker</b> <b>Rehabilitation Counseling</b> <b>Philosophy Paper due midnight Dec 1<sup>st</sup></b>

\*Please note that this syllabus is subject to change *with* notice.

\*\*Some other readings will be assigned and handed out in class and when possible added to Blackboard.

**REHC 5310 Rehabilitation Counseling Theories  
Additional Readings and Resources**

Council for Accreditation of Counseling & Related Educational Programs (CACREP) website:

<http://www.cacrep.org/>

American Rehabilitation Counseling Association (ARCA) website:

<http://www.arcaweb.org/>

CRCC Code of Ethics and related resources:

<https://www.crccertification.com/code-of-ethics-3>

The National Council on Rehabilitation Education (NCRE) website:

<https://ncre.org/>

American Counseling Association (ACA) website:

<http://www.counseling.org/>

ACA Code of Ethics and related resources:

<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

Association for Counselor Education and Supervision (ACES) website:

<http://www.acesonline.net/>

American Mental Health Counselors Association (AMHCA) website:

<http://www.amhca.org/>

National Board of Certified Counselors (NBCC) website:

<http://www.nbcc.org/>

Commission on Rehabilitation Counselor Certification website:

<https://www.crccertification.com/crc-exam-overview>

Job Accommodation Network website:

<https://askjan.org/>

Texas statutes and administrative code relating to the practice of professional counseling website:

<https://www.dshs.texas.gov/counselor/>