Counseling Theories as Applied to Persons with Disabilities

(REH 6200)

Utah State University

Department of Special Education and Rehabilitation

Rehabilitation Counseling Program

Spring 2014

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Email: tracy.woolstenhulme@usu.edu (Please use this email instead of emailing me in Canvas.)

Office Location: EDUC 309                   Office Phone 435-797-3295

Class Time: Wednesday 7:45 – 10:00 pm MST   Place: HSRC 105 and Online

TA: Lindsey Brisolara                      Email: lbrisolara@gmail.com

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. We use counseling theories and techniques to effect change in the lives of our clients. 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 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

Having a theoretical orientation means that you are conversant in the terminology and concepts of that theory, and that it is the primary lens through which you understand behavior. Each theory offers an 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 new counseling theories and learning more about yourself. Regardless of how much you know about one, you can’t be an effective counselor without knowing both.

**Course Objectives**

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<tr>
<th>Learning Objective</th>
<th>Learning Outcome</th>
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| Learning fundamental principles, generalizations, or theories. | • Gain exposure to the variety of counseling theories from which rehabilitation counselors operate.  
• Gain a more diverse view of human behavior and change.  
• Understand the role of counseling theory in the rehabilitation counseling context. |
| Learning to apply course materials (to improve rational thinking, problem solving and decisions) | • Obtain a working knowledge of the theoretical constructs that guide counseling practice.  
• Construct a theoretically based case conceptualization. |
| Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course | • Engage in the process of self-exploration, and gain an appreciation for the influence a counselor’s personal history, attitudes, and beliefs may have on the counseling process.  
• Develop a theoretical orientation from which to practice counseling. |

**Required Texts**


There will also be articles and readings assigned that will be available on the RCE 6200 course page. Additional articles and reading materials will also be available.

**Suggested Readings (Not Required)**
Below are a number of books that are great reading for understanding the theories better. They are not required or assigned. This list is just for your personal and professional benefit.


Learning Activities

The following are the learning activities for which you will receive a grade. Please read each very carefully. Additional information for each assignment will be provided.

1. Participation (15 points) – Each student will be expected to attend class, having read the chapters and materials to be covered that day. Students are expected to participate in discussions and group activities. Student can earn up to 15 points for attendance and active participation.

2. Pre-Test (15 points) – Each student will take a course pre-test. This is to assess your knowledge base at the beginning of class. You do not need to study for it. Regardless of what percentage of the questions you get right, you will receive full credit for finishing the pre-test.

3. Case Study (10 points) – Each student will be responsible for writing a case study. This will be a 1 page paper that will provide an example (real or theoretical) about an individual to be used for group discussion activities. A list of focus areas as well as specific instructions for writing this case study will be provided.

4. Weekly Case Conceptualizations (120 points) – Each student will complete a weekly case conceptualization for 9 of the theories we will be studying. You will be given a written case study for which you will complete a case conceptualization. Each case conceptualization will be worth 10 points. You are required to turn them in, and we will discuss them in class. If your submission is received on time you automatically receive 5 points (if your submission is late you will automatically lose 5 points.) Case conceptualization submissions will not be accepted after 5 days past the due date. You will be given a grading rubric to self-grade your remaining 5 points. I ask you to be honest in your reporting. Throughout the semester I will randomly grade 2 of your submissions and provide feedback worth an additional 15 points each (30 points total).

5. Group Discussion Activities (20 points) – There will be opportunities for participation in a number of group discussion activities. Students will be divided into groups and will be assigned to process a case study in class. Points will be given for active participation in these discussions.

6. Counseling Theory Key Terms and Constructs Notes (20 points) Basic Key Terms and Constructs lists, for the 9 counseling theories covered during class, will be provided in Canvas. Students will be required to add definitions/notes and additional key terms to the document to aide in understanding the counseling theories and provide a basic reference sheet for each theory. These notes will be turned in as one document at the end of class. Points will be awarded based on the thoroughness and level of understanding.

7. Theoretical Orientation Paper (30 points) – Each student will write a theoretical orientation paper. This is a 2-page structured paper. You will be required to identify ONE primary theory that you identify with and then address two primary areas: 1) Why did you pick this theory? In what specific ways does it resonate with you? 2) In specific detail outline your plan for learning more about this theory and how you can apply it. There will be specific questions provided to guide you through this process and to guide your writing.

8. Final Examination (70 points) – The Final Examination will be conducted online, have a time limit, and is closed book and notes. Do not discuss the final items with other students. It is not in your best interest for your grade, and it is dishonest, and violates the academic conduct policy.
**Due Dates:** Please note the due dates on the outline below. All assignments are due by 11:59 pm Mountain Time on the date listed, unless otherwise noted (case conceptualizations are due by 7:30 pm on the day of class.) You must submit assignments via canvas. Assignments must be saved according to the file saving outline provided below in the writing assignments section. See #4 above for details related to late submissions on Weekly Case Conceptualizations. All other assignments turned in late will lose the point equivalent of one grade per week. Assignments are always welcome early.

**Writing Assignments**

The following are specific instructions for turning in writing assignments.

1. Your theoretical orientation paper **must have a title page** which includes the title of the paper, your name, and the course name and number. If there is not a title page for your writing assignment you will lose points.
2. All papers will be submitted via canvas. Please save your paper using the following system: Your last name_assignment_course number. So if Mr. Smith were saving his reaction paper it would be titled Smith_reaction paper_6200.doc. This helps me track your paper. If your electronic files are not named like this I reserve the right to dock points.
3. APA Format – You should have an APA Publication manual. You will be responsible to ensure that your papers are in APA format.
4. The Counseling Theories Key Terms and Constructs Notes Assignment is a compilation of your weekly counseling theory key terms and constructs sheets. This document does not need to be in APA format. Save this document! You will be asked to refer to these notes regularly in the Practicum (6140) and Internship (6170) course.

In this course grammar, style, and format will count on papers.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>15</td>
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<tr>
<td>2. Pre-Test</td>
<td>15</td>
</tr>
<tr>
<td>3. Case Study</td>
<td>10</td>
</tr>
<tr>
<td>4. Weekly Case Conceptualizations (10 points each)</td>
<td>90</td>
</tr>
<tr>
<td>5. Case Conceptualizations spot check (2x in semester)</td>
<td>30</td>
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<tr>
<td>6. Group Discussion Activities (20 points possible for active participation)</td>
<td>20</td>
</tr>
<tr>
<td>7. Key Terms and Constructs Notes</td>
<td>20</td>
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<tr>
<td>8. Theoretical Orientation Paper</td>
<td>30</td>
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<tr>
<td>9. Final Examination</td>
<td>70</td>
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<tr>
<td><strong>Total</strong></td>
<td>300</td>
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Class Schedule

You have four primary textbooks this semester. You will be required to complete the assigned reading for each by the due date noted below. There will also be chapters and articles for the additional counseling theories posted each week in Canvas. The reading assignments from the four texts are:

<table>
<thead>
<tr>
<th>Book</th>
<th>Pages</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>The Carl Rogers Reader</td>
<td>59-152, 401-429</td>
<td>02/12/14</td>
</tr>
<tr>
<td>Reality Therapy – A New Approach to Psychiatry</td>
<td>5-60, 134-153</td>
<td>03/05/14</td>
</tr>
<tr>
<td>Cognitive Therapy and the Emotional Disorders</td>
<td>19-101</td>
<td>04/09/14</td>
</tr>
<tr>
<td>Guide to Rational Living</td>
<td>1-86, plus 1 chapter of your choice</td>
<td>04/23/14</td>
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**Week 1: Jan 8**

Content: Introduction to the Course, Purposes and Philosophy of Counseling

**Week 2: Jan 15**

Content: Purposes and Philosophy of Counseling, Knowing Yourself/Self Awareness

Textbook Reading: Carl Rogers Reader

Posted Article / Chapter:

1. Counseling Theories and Techniques for Rehabilitation Health Professionals Intro Chapter
2. The Counselor: Person and Professional Chapter

Due: Pre-Test – Due by the start of class

**Week 3: Jan 22**

Content: Case Conceptualization Process
Textbook Reading: Carl Rogers Reader

Posted Article / Chapter:

1. Case Conceptualization Process Document
2. Case Conceptualization Format Document

**Week 4: Jan 29**

Content: Case Conceptualization Process

Textbook Reading: Carl Rogers Reader

**Week 5: Feb 5**

Content: Psychoanalytic Theory / Neo-Freudian

Textbook Reading: Carl Rogers Reader

Posted Article / Chapter:

1. Psychoanalysis – Book Chapter

Due: Case Study Write Up

**Week 6: Feb 12**

Content: Humanistic & Person Centered

Textbook Reading: Finish Carl Rogers Reader Assignment

Posted Article / Chapter:

1. The Necessary and Sufficient Conditions for Therapeutic Personality Change by C.R. Rogers
2. Person Centered – Book Chapter

Due: Weekly Case Conceptualization: Person Centered

**Week 7: Feb 19**

Content: Existential Theory

Textbook Reading: Reality Therapy

Posted Article/Chapter:

1. Existential Therapy Chapter
2. Disability Acceptance Theories and Logotherapy by J.N. Ososkie and J.C. Schultz
Due: Weekly Case Conceptualization: Existential

**Week 8: Feb 26**

Content: Gestalt Theory

Textbook Reading: Reality Therapy

Posted Article/Chapter:

1. Gestalt Therapy Chapter

Due: Weekly Case Conceptualization: Gestalt

**Week 9: Mar 5**

Content: Reality Theory

Textbook Reading: Finish Reality Therapy

Posted Article/Chapter:

1. Reality Therapy in Rehabilitation Counseling by J.N. Ososkie and J.O. Turpin
2. Reality Therapy – Book Chapter

Due: Weekly Case Conceptualization: Reality Therapy

**Week 10 – Mar 12 Spring Break!!!**

**Week 11: Mar 19**

Content: Behavioral Theory

Textbook Reading: Cognitive Therapy and the Emotional Disorders

Posted Article/Chapter:

1. Applied Behavior Analysis Chapter

Due: Weekly Case Conceptualization: Behavioral Theory

**Week 12: Mar 26**

Content: Family Systems Theory

Textbook Reading: Cognitive Therapy and the Emotional Disorders
Posted Article/Chapter:

1. Structural Family Therapy Chapter
2. Bowenian Family Therapy Chapter

Due: Weekly Case Conceptualization: Family Systems

**Week 13: Apr 2**

Content: Trait-Factor Approach / Social Learning Theory

Textbook Reading: Cognitive Therapy and the Emotional Disorders

Posted Article/Chapter:

1. Applications of Self-Efficacy Theory in Rehabilitation Counseling by D.R. Strauser
2. Trait-Factor Approach to Counseling: Revisited and Reapplied by P. Schmitt and B. Growick
3. Book Chapter – Albert Bandura and Social Learning Theory

Due: Weekly Case Conceptualization: Self-Efficacy

**Week 14: Apr 9**

Content: Cognitive / Cognitive-Behavioral

Textbook Reading: Finish Cognitive Therapy and the Emotional Disorders

Posted Article/Chapter:

1. Book Chapter on Cognitive Behavioral Therapy

Due: Weekly Case Conceptualization: Cognitive Therapy

**Week 15: Apr 16**

Content: Motivational Interviewing

Textbook Reading: A Guide to Rational Living

Posted Article/Chapter:

1. Motivational Interviewing and Rehabilitation Counseling Practice by C.C. Wagner and B.T. McMahon
2. Eight Stages in Learning Motivational Interviewing by W.R. Miller and T.B. Moyers.
Due: Weekly Case Conceptualization: Motivational Interviewing

**Week 16: Apr 23**

Content: Applying Counseling Theory as a Rehabilitation Professional

Textbook Reading: Finish A Guide to Rational Living

Due: Self-Reflection / Theoretical Orientation Paper

Due: Counseling Theory Key Terms and Constructs Document

**Week 17: April 29 - FINALS WEEK**

Final exam is due by 11:59 pm on May 1st. The final will be available to take anytime between April 24th and May 1st.

**CORE competencies addressed in this course:**

C.3.1 articulate a working knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental levels;

C.3.2 understand the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice;

C.3.3 assist the consumer in developing active transition strategies to successfully complete the rehabilitation process; and

C.3.4 develop approaches that will facilitate enhancement of the consumer’s personal development, decision-making abilities, acceptance of responsibility, and quality of life.

**CRCC knowledge subdomains addressed in this course:**

Individual Counseling
- Individual counseling theories
- Individual counseling practices and interventions
- Behavior and personality theory
- Human growth and development

**Policies**
STUDENTS WITH DISABILITIES
In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggert Student Center, room 104, phone number 435-797-2444.

USU INCOMPLETE POLICY
Executive Memorandum 79-15
A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

SPECIAL EDUCATION DEPARTMENT POLICIES GRADING GUIDELINES
Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS
Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

ACADEMIC HONESTY
It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.