

**Southern University and A&M College**  
**College of Nursing and Allied Health**  
**Department of Rehabilitation and Disability Studies**  
**Clinical Rehabilitation Counseling Program (CRCP)**

**I. Descriptive Information:**

- a. Course Number:** REHB 510 Theories and Techniques of Counseling
- b. Credit Hours:** 3.0
- c. CIP CODE:** 512310
- d. Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- e. Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

**II. Catalog Description**

This course is a survey of counseling theories applicable to the field of rehabilitation. Discussions will focus on the basic concepts of each approach such as the view of human nature, therapeutic process, and the client-counselor relationship. The following theories will be considered: Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Reality Therapy, Cognitive Behavior Therapy and Narrative Therapy. In addition, modern approaches including: Solution-Focused Brief Therapy will be addressed.

**III. CACREP Content Areas:**

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Theories and Techniques of Counseling is a required Course.

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards:

**SECTION 2: 5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process

- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

**IV. Student Learning Outcomes:**  
**CACREP Knowledge and Skill Outcomes:**

**SECTION 2: 5. COUNSELING AND HELPING RELATIONSHIPS**

- a. Comprehend theories and models of counseling as evident by completion of course reading material.
- b. Develop a systems approach to conceptualizing clients as evident by regular participation in class discussions.
- c. Apply theories, models, and strategies for understanding and practicing consultation as evident by 80% or higher on mock counseling sessions.
- d. Learn ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships as evident by 80% or higher on exams/quizzes.
- e. Understand the impact of technology on the counseling process as evident by 80% or higher on mock counseling sessions.
- f. Practice counselor characteristics and behaviors that influence the counseling process as evident by 80% or higher on mock counseling sessions.
- g. Develop essential interviewing, counseling, and case conceptualization skills as evident by 80% or higher on Literature Review assignment.

- h. Learn about developmentally relevant counseling treatment or intervention plans as evident by 80% or higher on exam/quiz assignments.
- i. Engage in development of measurable outcomes for clients as evident by 80% or higher on mock counseling sessions.
- j. Discuss evidence-based counseling strategies and techniques for prevention and intervention as evident by class participation.
- k. Learn to support strategies to promote client understanding of and access to a variety of community-based resources as evident by completion of reading assignments.
- l. Discover useful suicide prevention models and strategies as evident by 80% or higher on class participation/discussion.
- m. Understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid as evident by 80% or higher on class participation/discussion.
- n. Recognize processes for aiding in developing a personal model of counseling as evident by 80% or higher on Literature Review assignment.

## V. Required Texts and or Readings:

### Primary

Corey, G. (2017). *Theory and practice of counseling and psychotherapy*. Nelson Education. (10<sup>th</sup> ed., 2017)

### Supplementary / suggested

Chan, F., Berven, N.F., Thomas, K.R. (2015). *Counseling theories and techniques for rehabilitation and mental health professionals*. New York: Springer Publishing Company

- Throughout the semester, students will be provided current articles related to the course.

## VI. CACREP Faculty:

Derek Ruiz PhD, CRC, LPC (IL)

Assistant Professor

Office Hours: Monday, 10-11 & 1230-230 Wed 10-11 & 1230-430

OFFICE HOURS BY APPOINTMENT <http://derekruiz.youcanbook.me>

(appointments scheduled via youcanbook.me and not guaranteed if booked fewer than 2 hours in advance)

Blanks Hall - Office 227

Phone: 225.771.3671 DO NOT CALL...Send an email

e-mail: [derek\\_ruiz@subr.edu](mailto:derek_ruiz@subr.edu)

Class Time: M-W 11-12:20

Class Location: Blanks Hall Rm 232

## VII. Method of Instruction

Classes will include lectures, active class discussion and debate, case studies, examinations, and class presentations. This course involves Internet assignments through Moodle on the Southern University Webpage. Students will also be expected to use LiveText for written assignments.

## VIII. Student Performance Evaluation Criteria

**Student Investment.** It is expected that students will arrive in this class with different levels of background. Learning counseling approaches requires students to not only study the academic material and the theories, but to practice techniques and explore personal reactions while engaged in this practice. A proactive stance is the most conducive to learning both personally and academically. Students need to be prepared for this class by reading the assigned materials and be present in all classes in order to make a meaningful investment in the learning process.

### Course Expectations

**Students are expected to attend all scheduled classes on time and participate in the planned events for the day.** If a student is ill, he or she should take the steps necessary to help him/herself get better, but s/he should inform the instructor regarding the reason for the absence. Students cannot plan on coming into class to take exams and not attend the other sessions. It will be impossible to pass this class with frequent absences.

**Respect confidentiality! Confidentiality is a necessity.** Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student's right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a *demonstration* of either an individual session in this course will have his or her confidentiality respected. Please **do not record** any lectures, discussions, or demonstrations. Recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

**Class participation/attendance.** You are expected to be an active learner, which includes verbally participating in the class discussions and group discussions. If you are not willing to get actively involved in sharing/exchanging your ideas on issues pertaining to this course, then you should consider not remaining in this class. This class will involve some degree of self-exploration and interpersonal learning. You are also expected to bring questions for discussion to the class sessions and demonstrate that you are keeping up to date with your reading assignments.

**ATTENDING** the full duration of class is expected at each class meeting, unless you have an emergency situation or are really ill. For me to credit you with an EXCUSED ABSENCE, you need to know that it is your responsibility to inform me of such cases immediately upon returning to class or prior to missing the class via email. Failure to attend ALL of the sessions (for the full duration) will negatively influence your course grade, as will frequent tardiness to class. **Excessive absences or tardiness** might result in getting a full grade deducted (or in some cases even failing the course). Even one unexcused absence is likely to result in lowering your final course grade to some extent.

1. **Grading Practices and Policy**. Your grade for this course will be based on the following:

A. Tests

<i>Test 1</i>	Chapters 2, 3, 5, 6, 7, 8	(maximum 100 points)
<i>Test 2</i>	Chapters 4, 9, 10, 11, 12, 13	(maximum 100 points)

- B. The *paper* consists of 4 separate essays, each worth 50 points, for a total of 200 points possible
- C. The *comprehensive final exam* (maximum 200 points)
- D. The *take-home quizzes* turned in each week (maximum 100 points)

Taken collectively these have a **possible 700 points**. To determine your final course grade the points you earned will be divided by 700. For example, if your total points earned are 570 (divided by 700 points), your percentage grade would be 81% (which is a B-). See the grading scale below:

Grading	630-700	A
	560-629	B
	490-559	C

#### LiveText Subscription

Southern University and A&M College – Baton Rouge has entered into a partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. LiveText is a dynamic tool that is a dynamic tool that will enable you to:

- i. Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- ii. Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- iii. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- iv. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- v. Create a complete record of your academic career that is malleable and easily accessible.
- vi. Engage in developing a results driven culture of assessment at Southern University.
- vii. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

#### IX. Disability Accommodations Policies and Procedures

If a student needs academic accommodation, please identify those needs. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations. Students

with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations at the beginning of the course. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Check with Mrs. Patricia Hebert, as soon as possible, in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, ODS Director, for accommodations requests. Phone: 225-771-3950; Fax: 225-771-5652 and email: [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu) or [ods@subr.edu](mailto:ods@subr.edu).

For additional information, please visit <http://web.subr.edu/index.php?id=806> You may also access the below website for assistance with developing educational accommodations: <http://www.jan.wvu.edu/portals/ed.htm>.

## X. WEEKLY COURSE SCHEDULE

**Changes to the course syllabus may occur at any time and will be deemed effective when the Syllabus is posted to the Moodle course website.**

Date	Topic	Assigned Reading	Assignment	CACREP standards
Week 1	<b><u>Introduction and Overview</u></b> <b><u>The Counselor: Person and Professional</u></b>	Syllabus Ch 1, 2		1b, 1d, 3h, 4c, 5a, 5c, 5g, 5.D.2.b
Week 2	<b><u>Ethical Issues in Counseling Practice</u></b>	<i>TPCP</i> text, Chapters 1, 2, 3	<i>Take home quiz for Chapters 2 and 3</i>	1b, 1d, 1k, 1i, 1k, 2a, 2b, 2c, 4e, 5c, 5f, 7b, 8b
Week 3	<b><u>Adlerian Therapy</u></b>	<i>TPCP</i> text, Chapter 5	Take home <b>quiz</b> for Chapter 5  * <b>Note:</b> We take up Chapter 4 (Psychoanalytic Therapy) in Week 10	1d, 2b, 2c, 3a, 5a, 5c, 5f, 5g, 5.D.1.C
Week 4	<b><u>Existential Therapy</u></b>	<i>TPCP text, Chapter 6</i>	Take home <b>quiz</b> for Chapter 6	1a, 2b, 3c, 5a, 5c, 5f, 5j, 8b, 5.D.1.C
Week 5	<b><u>Person-Centered Therapy</u></b>	CH 7	Take home <b>quiz</b> for Chapter 7	1a, 1d, 2b, 5a, 5c, 5f, 5g, 5j, 6a, 8a, 5.D.1.C
Week 6	<i>TPCP</i> text, Chapter 8	Chapter 8	Take home <b>quiz</b> for Chapter 8	1a, 1d, 2b, 5a, 5c, 5f, 5g, 5j, 6a,
Week 7	<b><u>Behavior Therapy</u></b>	<i>TPCP</i> text, Chapter 9	Take home <b>quiz</b> for Chapter 9	1a 2b, 5a, 5c, 5f, 6a 8b, 5.D.1.C
Week 8	<b><u>Cognitive Behavior Therapy</u></b>	<i>TPCP</i> text, Chapter 10	Take home <b>quiz</b> for Chapter 10	1a, 1d, 2b, 5a, 5c, 5f, 5g, 5j 6a , 5.D.1.C
Week 9	<b><u>Psychoanalytic Therapy</u></b>	<i>TPCP</i> text, Chapter 4	Take home <b>quiz</b> for Chapter 4	2b, 3c, 5a, 5c, 5f, 5g 5j

Week 10	<b><u>Choice Theory/Reality Therapy</u></b> <b><u>Feminist Therapy</u></b>	<i>TPCP</i> text, Chapter 11 &12	Take home <b>quiz</b> for Chapter 11 and 13	1a, 1d, 2b, 3e, 5a, 5c, 5f, 5g, 5j, 5.D.1.c,
Week 11	<b><u>Postmodern Approaches</u></b>	<i>TPCP</i> text, Chapter 13	Take home <b>quiz</b> for Chapter 13	1a, 1d, 2b, 5a, 5c, 5g, 5.D.1.C
Week 12	<b><u>Family System's Therapy</u></b>	<i>TPCP</i> text, Chapter 14	<b>Test #2 on Chaps 4, 9, 10, 11, 12, and 13</b> (100 items)	1a, 1d, 2b, 3a, 5b, 5c, 5g
Week 13	<b><u>Family Systems Therapy</u></b>	<i>TPCP</i> text, Chapter 14		1a, 1d, 2b, 3a, 5b, 5c, 5g
Week 14	<b><u>An Integrative Perspective</u></b>	<i>TPCP</i> text, Chapter 15 and 16	Take Home Final	1a, 1d, 2b 4a, 4e, 5a, 5c, 5f, 5g 5j,8b, 8e, 5.D.1.C

**Suggestions of how to study and review for the final exam:**

- Read carefully the summary and evaluation of each chapter.
- Focus your study on the summary, review and charts given in Chapter 15 – Basic philosophies, key concepts, goals of therapy, therapeutic relationship, techniques, applications, contributions, limitations, and multicultural implications.
- Review the online quizzes for each chapter for Chapters 4 to 15.



## Directions for Your Paper

The paper is designed to help you integrate the material. Consult this outline early for the details. This paper must be typewritten, proofread, double-spaced, and is expected to show evidence of clear thought. Plan ahead so that your paper will be turned in *on time* in a quality fashion. No papers will be accepted by email attachments. Only a hard copy of your paper is accepted.

**Note: Late papers will be subject to lowering the overall grade by at least 20%.** For example, if you were to receive a 93% on a paper, yet submit it late, it would be docked at least 20%, which would yield a 73% for the paper.

This paper—which consists of four topics—will be approximately **20 pages in length**. Be sure to stay within the page limitations, and also review the guidelines for your paper. Use a title page and put your name only on this title page. Begin each new essay with a new page and identify each essay by number and a title.

### 1. Your Integrative Approach to Counseling

Write an integrative paper that addresses your personal theoretical orientation to counseling. Your paper should deal with aspects such as:

- key concepts of your approach
- view of your role as a counselor
- therapeutic goals and how you would decide upon goals
- relationship issues you are likely to consider
- central techniques you are likely to employ
- how you would address issues of cultural diversity

Address specific issues as outlined in the textbook, especially Chapter 15. This particular essay should be about **5 to 6 pages in length** and you should attempt to integrate as many concepts and techniques as you can based upon two or more of the counseling models. I suggest you take a primary theory (one that comes closest to your beliefs and your theory of choice—and then branch out showing how you would draw techniques from several other theoretical approaches. Be sure to state why you select a particular theory as your main theory. Show how you could bring in ideas and techniques from the various theories you have studied into your own integrative theoretical stance.

### 2. How Theories Apply to You Personally

Identify some of the ways that the various theories can teach you something about yourself personally. What specific ways can certain aspects or concepts of the different theories contribute to your self-understanding? How do the theories you studied have application not only to working with counseling clients, but to assist you in your own personal development? Identify a few specific personal applications of **at least six** of the theories. Each week in class you will be asked to engage in self-reflection to see what you can learn about yourself and how you can apply the theories to yourself. It is highly recommended that you write about these personal learnings each week, rather than waiting until the paper is due. (**Length:** 4 to 5 double-spaced pages).

### 3. Challenges You May Face and How You Would Address Them

Pay attention each week to specific topics or areas discussed in the textbook, and the videos and identify some of the major challenges you expect you would face in applying these topics or issues to your work setting. State the specific challenging situations you might face and how you could best deal with these challenges. Each week in class we will identify areas of challenges. It would be a good idea to write about specific topics you would find challenging and how you would deal with these situations each week, rather than waiting until the paper is due. (**Length:** 4 to 5 double-spaced pages).

#### **4. Your Work with the Case of Stan**

Show how you would work with the case of Stan, using an integrative perspective, if Stan were your client. Select a few themes from Stan's life that you'd be most likely to focus on and then demonstrate your style of counseling Stan. You should emphasize the integration of several theoretical perspectives. Draw upon a variety of concepts and techniques as you demonstrate how you might work with several of Stan's issues that he presents in the video program. Consider that you are working with Stan for a total of six sessions. Show how you would begin and terminate counseling sessions, and what techniques you would employ at various phases in your work with Stan. Be sure to state your rationale for the interventions you employ and any techniques you use in counseling Stan. Review the video of *Counseling with Stan*. Show that you can apply an integration of **two or more models** in working with Stan. (**Length:** 4 to 5 double-spaced pages).