COURSE DESCRIPTION:
The purpose of this course is to acquire advanced knowledge and skills in rehabilitation counseling, through supervised teaching, administration, or clinical counseling. This is a continuation of the counseling skills and theories learned in Rehabilitation Counseling Theory, Rehabilitation Counseling Prepracticum, and Rehabilitation Counseling Practicum courses as well as the development of specialized knowledge and skills in teaching or rehabilitation administration. In addition, this course will explore contemporary issues and topics in rehabilitation education, counseling, substance abuse, and mental health. Prerequisites are REHB 6301, 6310, and 6360 or permission of instructor.

COURSE PLAN:
Three hours of weekly seminar plus 8 hours per week teaching (i.e. 3 hours teaching a class and 5 hours preparation time), counseling, or in an administrative setting are required. Each student will present at least one counseling theory and one counseling technique during the seminar. Seminar will also include material and presentations related to students’ practicum site.

COURSE OBJECTIVES:
Students will:
1. Demonstrate knowledge and skill in teaching including:
   • Demonstrated competency in the teaching and use of at least one counseling theory, including at least one technique from that theory.
   • Understanding the major roles, responsibilities, and activities of counselor educators.
   • Developing a philosophy of teaching and learning.
   • Identifying and demonstrating knowledge of instructional theory and methods relevant to counselor education.
• Understanding ethical, legal, and multicultural issues associated with counselor preparation training.
• Demonstrating the use of technology in teaching and counseling.
• Implementing the various procedures for delivering information and engaging students.
• Demonstrating the ability to assess the needs of counselors in training and develop techniques for helping student develop into competent counselors. (This skill will primarily be developed in the Clinical Supervision course).
2. Counseling strategies for commonly encountered concerns and issues (e.g. empty chair technique).
3. Learn about special topics in clinical counseling (e.g. anger management), rehabilitation administration, and teaching.
4. Learn about the application of counseling theories and techniques to individuals with disabilities.
5. Learn clinical case conceptualization and prognosis.
7. Learn about ethical and legal issues in clinical, administrative, and teaching services.
8. Learn to evaluate one’s own personal strengths and weaknesses as a counseling and rehabilitation professional.
9. Learn to recognize when the use of referral resources may be necessary and appropriate.
10. Become more proficient with the information in the DSM-IV-TR.
11. Gain an understanding of multicultural differences and issues with individuals and families.
12. Learn about client advocacy and environmental supports for individuals with disabilities.
13. Gain broader perspectives on many of the clinical counseling and other rehabilitation issues and topics that may be encountered when practicing in the field.

STUDENT RESPONSIBILITIES:
1. Students are responsible for field placements including securing, teaching assignments, clients, or administrative work.
2. Students will be responsible for keeping confidential information and case files on students, clients, or administrative work.
3. Students will need to attend the weekly class meetings for making presentations, counselor skill training, and to learn from the critiqued presentations, tapes, or administration reports.

COURSE REQUIREMENTS:
1. Students will turn in a typed copy of their powerpoint presentation of a counseling theory and an outline specifying how to do the counseling technique demonstrated in class.
2. Each student will write a reaction paper (1-2 pp) for each chapter in the text. Give your personal reactions vs a summary of the chapter. Turn in at least one chapter each class meeting.

Revised Fall 2006
3. Each student will give a book review of one book related to his or her counseling theory/technique presented in class.
4. Each student will provide an abstract of 10 journal articles related to rehabilitation teaching, counseling or administration. Each abstract should include your reactions and if you thought it was of value to your preparation as a professional rehabilitation educator, clinical counselor, or administrator (approximately one page each).
5. Each student will be prepared to discuss in class the assigned readings.
6. Each student will attend class to give feedback to fellow students and benefit from presentations and discussions. Students can miss no more than one class without penalty in evaluation for a course grade.
7. Each student will complete a summary report (2-3 pages) of his or her total advanced practicum experience (i.e. seminar and field experiences).

**For Students in Teaching Setting:**
- Course syllabus from course you are co-teaching or teaching.
- A videotape of one of your class presentations in the course you are co-teaching along with a handout of the presentation outline. This tape will be critiqued by the professor and students for the presenter.
- Powerpoint presentation in the seminar on one counseling theory and an experiential counseling technique from that theory.
- Handout of powerpoint class presentation for professor and students

**For Students in Clinical Counseling Setting:**
- 15 taped counseling sessions with clients
- Case file for each client.
- Selected tapes will be played & discussed in seminar.
- Details for clinical counseling settings:
  - Each student will complete approximately 8 hours per week at the practicum site and tape a minimum of 15 individual counseling sessions which are clearly audible for review with class and professor. Efforts should be made to maintain a counseling relationship with at least two or three clients over a number of sessions. Each student in clinical counseling settings will be prepared to present a tape of a counseling session and the accompanying file folder (with case notes, assessment summary, & counseling/treatment plan) during class when called upon.
  - Should maintain a client file folder on all counseling sessions used for practicum on a minimum of 15 counseling sessions. Each client’s file folder will include:
    - Case notes.
    - Consent for release of information.
    - Client feedback and counselor self-review forms for each counseling session.
    - Assessment summary.
    - *Multimodal Life History Questionnaire* with at least one client.

Revised Fall 2006
• **Cognitive Self-Assessment Inventory (CSAI)** with at least one client.
• Psychological tests/inventories (if used).
• Treatment/rehabilitation plan.
• Termination report or discharge summary (include one on each client even if you are not terminating your counseling relationship).
• Psychological and/or medical evaluations (if available).
• Copies of handouts used for bibliotherapy.

• **For Students in Administration Setting:**
  o Outlines of 15 administrative functions performed in a rehabilitation setting.
  o Selected outlines presented in seminar for feedback and discussion.
  o Other assignments to be determined by the professor in consultation with the student.

**EVALUATION/GRADING:**

1. Attendance and participation in class:
   • One absence = no penalty in grade.
   • 2 absences = 3 additional journal article abstracts on topic(s) covered during missed session required.
   • 3 absences = F or withdraw from course and come back when student can take course.
2. In-class presentation (oral delivery, powerpoint, and handouts) of a counseling theory.
3. In-class demonstration (oral and written) of a counseling technique related to the counseling theory presented in seminar.
5. Reaction papers to each chapter in the text and 10 journal articles.
6. Ability to accept and act on constructive criticism as well as self-assess effectiveness as a teacher, clinician, or administrator.
7. Ability to establish a successful working relationship with students, clients, or coworkers.
8. Ability to choose appropriate lesson plans, techniques, materials, and instruments.
9. For students in teaching settings: One videotaped class presentation in course they are co-teaching or teaching and accompanying powerpoint/handouts.
10. For students in clinical counseling practicum settings: Audio/video tapes of counseling sessions and case recording (e.g. assessment summaries, treatment/rehab. plans, and termination reports).
11. For students in administrative settings: Presentations and demonstrations of administration reports.

Revised Fall 2006
TEXTS:

Required:

Highly Recommended:
3. National Clearinghouse on Alcohol & Drug Information (800) 729-6686 or [www.health.org](http://www.health.org)