



USU-REH 6130 Syllabus
Rehabilitation Counseling Skill Development (3 credits)
Spring Semester 2021

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Semester/Year	Spring 2021
Course Prefix & Name	REH 6130: Rehabilitation Counseling Skill Development
Course Meeting Days/Times	Alternating Tuesdays from 5:15-7:45 PM MST- ZOOM
Credit Hours	3

COURSE DESCRIPTION

The purpose of this course is for students to develop basic competencies in the processes of communication, interviewing, and counseling. This course is meant to provide an introduction to counseling skills and provide a foundation for utilization of techniques across various theoretical orientations and settings.

****You will be in a client role and in a counselor role in different role-plays, recordings, and activities in this course. These roles are essential and mandatory to your learning, demonstration, and assessment of basic counseling skills. If you are not prepared to engage in these roles you will not be able to pass the course. ****

COURSE FEE

The University’s Course Fee Committee recently approved the addition of a \$15/credit online course fee. Effective Spring 2020, the fee will be applied to all online courses to sustain current digital technologies and support services required for delivering online learning.

READINGS

Extensive readings will consist of book chapters from the required and supplemental empirical articles (posted weekly in Canvas). Supplemental readings can be downloaded from the course website.



Students must complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.

Required Textbook:

Ivey, Ivey, & Zalaquett. (2018). *Intentional Interviewing and Counseling*, 9th Edition, with MindTap access. ISBN 9781337496957

Recommended Additional Texts:

Luxton, Nelson, & Maheu. (2016). *A Practitioner’s Guide to Telemental Health: How to conduct legal, ethical, and Evidence-Based Telepractice*. American Psychological Association. ISBN: 1-4338-2227-x

Gottlieb, L. (2019). *Maybe you should talk to someone: A therapist, her therapist, and our lives revealed*. Houghton Mifflin Harcourt. ISBN:1328662055

Truscott, D. (2010). *Becoming an Effective Psychotherapist: Adopting a theory of psychotherapy that is right for you and your client*. APA. (Available through USU Library Online)

STUDENT LEARNING OUTCOMES

Student Learning Outcome	Assessment Methods	CACREP Standard
Students will be able to identify key constructs that require attention in the counseling process.	Weekly Readings Weekly Quizzes Weekly Journal Counseling Sessions	5.f. counselor characteristics and behaviors that influence the counseling process
Students will utilize cultural intentionality as a strategy for building rapport for clients.	Weekly Readings Weekly Quizzes Course Activities Counseling Sessions	5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
Students will be able to define and describe each of the counseling skills.	Weekly Reading Weekly Quizzes Counseling Sessions	5.g. essential interviewing, counseling, and case conceptualization skills
Students will describe the benefits and barriers to counseling in a virtual format.	Weekly Readings Weekly Quizzes Weekly Journal Counseling Sessions	5.e. the impact of technology on the counseling process



Students will identify their theoretical orientation as a professional counselor.	Theoretical Orientation Paper Course Lectures	5.n. processes for aiding students in developing a personal model of counseling
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General Course Policies

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Zoom sessions in a professional manner. **Students are required to be “on camera” for the entirety of the eight live class sessions.** Students should minimize distraction by turning off other electronic devices (e.g., televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are also required to participate in in class group activities. During these discussions, students must use their microphone and camera. Please remember to mute the microphone when you are not speaking.

Confidentiality

In this course, you are entering an experience that involves a fair amount of practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personal and confidential. It is your duty to maintain confidentiality. This is training for your practicum work with clients. When videotaping be sure you have permission on tape for that interview to proceed. **Breaching confidentiality is considered cheating and will result in a grade of F for the class. Since this course is utilizing an online format, you must wear headphones if you are not completely alone in your environment to protect your “client’s” confidentiality in session.**

Practice Sessions

You will participate in approximately 10 hours of practice sessions. During these sessions you are expected to discuss REAL events/ideas/feelings, there will be no “pretend” sessions. With that being said, you are not working with a professional counselor, therefore, to protect both you and the counselor-in-training, the following topics are not appropriate for this course: Disclosure of current/recent abuse, current/recent self-harm, current/recent suicidality, derogatory feelings about your program peers, disclosure of private personal content of your peers, identifiable people, specific professor related program complaints. We expect professional behavior in session as both the client and the counselor in training. Dr. Gerald and Dr. Lizotte are both mandated reporters for our licensees and also as professors when specific to Title IV allegations.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with



integrity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, ability status, religion, race, gender, age, etc.
2. Assignments are due on the dates noted in the course syllabus. This will typically be Sundays by 11:59 pm MST, unless otherwise noted. **LATE WORK WILL NOT BE ACCEPTED.**
3. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.
4. Students will be on camera with microphone access in order to be counted present in the live class nights.

Professional Performance Standards

The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crc certification.com/>.

The Professional Performance Standards include:

1. Openness to new ideas



2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Participation: Students must participate in all activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas. **Because this is a clinical practice course, attendance is required for every course night (7 nights). Missing one will result in the loss of a letter grade; missing two will result in a failing course grade.**

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual



misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> ([Links to an external site.](#))[Links to an external site.](#)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.



If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](http://www.usu.edu/saavi/) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](http://www.usu.edu/saavi/): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master’s Program](#)

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246

GRADING

Course Assignments & Grading		
Assignment	Points	Total Max Points
Reflection Journal	5	7x5= 35
Peer Feedback	3	8x3= 24
Weekly Reading Quiz	5	13x5= 65
Weekly Activities	9	9x13= 117
Counseling Skills Analysis	25	25x2= 50
Final Reflection Paper	15	15
Theoretical Orientation Paper	30	30
	Total Course Points	336



Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program (a USU Graduate School policy).

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.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.



[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (<https://studentconduct.usu.edu/studentcode/article7>).

Course Schedule		
Week/Date & Topic	Chapter & Topic/s	Assignments Due
Week#1 1/19/2021 LIVE	1: Introduction Syllabi Review: Course Overview Baseline Session:	Practice Quiz 1 Practice Activities
Week #2 1/25/2021	2: Multicultural Competence <i>Podcast: Support within Cultural Context (Instead)</i>	Reading Quiz Journal Reflection Activities
Week #3 2/1/2021 LIVE	3: Attending & Empathy, 4: Observation skills	Reading Quiz Activities
Week #4 2/8/2021	5: Questions	Journal Reflection Reading Quiz Activities
Week #5 2/16/2021 LIVE	Telemental Health:	Reading Quiz
Week #6 2/23/2021	6: Encouraging, Paraphrasing, and Summarizing Counseling Skills Analysis 1 2/28/2021 by 11:59pm	Reading Quiz Journal Reflection Activities



Week #7 3/02/2021 LIVE	Chapter 7: Reflecting Feelings <i>Podcast: Terrible Thanks for Asking "What's Negative about Positivity"</i>	Reading Quiz
Week #8 3/8/2021	8. How to conduct a Five-Stage counseling session using only Listening Skills	Reading Quiz Journal Reflection Activities
Week #9 3/15/2021 LIVE	9: Focusing the Session	Reading Quiz
Week #10 3/23/2021	10. Empathic Confrontation	Reading Quiz Journal Reflection Activities
Week #11 3/30/2021 LIVE	11: Reflection of Meaning	Reading Quiz Activities
Week 12 4/6/2021	12: Empathic Self-Disclosure Counseling Skills Analysis 2	Reading Quiz Journal Reflection Activities
Week #13 4/13/2021 LIVE	Theory Application Overview	Reading Quiz Activities
Week #14 4/20/2021	13: Integrate Microskills Theoretical Orientation Paper Due 4/20/21	Reading Quiz Activities
Week #15 4/27/2021	Course Debrief: Final Recording	Reflection Paper



LIVE		
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Weekly Reading Quizzes:

Each week, you will need to take a reading quiz on Canvas about the current week's readings. The quiz will be available the entire week, Monday morning to Sunday evening. However, once opened, the quiz must be completed in one sitting. It is time limited, usually to an hour. **Missed quizzes will not be re-opened.** Each quiz is worth 5 points.

Bi-Weekly Reflection Journal

Every other week, AFTER YOUR LIVE SESSIONS, you will need to complete a reflection paper. This does not have to be in APA paper, but must remain professional. There will be questions each week for you to answer in your response. This is worth 5 points each week.

Weekly MindTap Activities

Each week you will be assigned various MindTap activities to be completed within the week. They will be worth a total of 9 points each week. **Late work will not be accepted.**

Counseling Skills Analysis:

Use 15 minute of one of our recorded interviews demonstrating your ability to effectively use the following skills:

- a. attending behavior
- b. encouraging
- c. positive asset search
- d. paraphrasing
- e. summarizing
- f. reflection of feeling
- g. open and closed questions

Your interview must also demonstrate your ability to use at least one of the following skills:

- a. confrontation
- b. focusing
- c. reflection of meaning



d. influencing

Your interview must also demonstrate an accepting and compassionate attitude or “way of being” that portrays:

empathic understanding, positive regard, genuineness, etc

4. Provide a transcription that includes all dialogue, verbatim, and analysis of your transcript. Use specified format for transcription and analysis.

5. In the analysis, select part or parts of interview that address each of the skills above at least once. Label each comment you make according to the skills listed above and also make process comment(s) on your use of each skill and observation of client response. Be sure to indicate focus every time there is a change of focus (e.g., client focus to significant other focus). Make connections and comment on how skills you used may have helped you demonstrate empathic understanding, positive regard, and genuineness. Be sure to also pay close attention to and comment on attending behaviors (i.e., facial expression, bodily movements, eye contact, vocal tone, verbal tracking) of both you and your client. Based on the client response, indicate if your use of skill was effective, whether or not client responded in the intentioned manner and whether or not you would use the skill again. If you decide you would have used another skill in place of the one you used, state specific skill and exactly what you would have said in quotations and explain how and why you think your alternative response might have been more effective or helpful to your client.

Theoretical Orientation Paper

The theoretical orientation paper is designed as a process paper on which to build your personal counseling theory and personal counseling style. Review the literature and construct a paper presenting and supporting your personal counseling theoretical preference (choosing from the major theories studied in this course and in Theories). You should conduct a computerized literature search on the particular theoretical approach that feels like the best fit for you. Remember to select a theory that aligns with your worldview and your perspective of the best therapeutic relationship. References should be from empirical/scholarly works that support and further define the position. You should include the following Headings in your paper:

1. History/Origins/Founding Theorist(s)/ Definitions of Important Terms:
2. Theory of Problem:
3. Theory of Change:
4. Example Interventions:
5. Therapeutic Goals:
6. Theoretical Limitations: Present research findings related to the limitations of your chosen theoretical approach.



7. Counselor-Client Relationship: Populations

8. Cultural and Developmental Considerations: Discuss how your theory of choice addresses the multicultural nature of our diverse society and individual developmental needs.

9. Evidence-Base/Literature:

Your final deliverable will be a Word document file, at least 8 pages of written content (not including cover page, abstract, and references), utilizing a minimum of 5 scholarly references and one primary source for your theory. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, punctuation, and APA 7 format (headings, cover page, citations, etc). You may use two direct quotes with 50 words or less for the paper. This paper will go through the plagiarism checking Turn-it-in Software. Check Canvas for Rubric.

Reflection Paper:

After completing your final video recording and analysis, go back and re-watch your baseline interview video. Then write a reflection paper about how your personal style of communicating has changed (or not changed) since then. Comment on areas of growth for you in terms of using micro-skills. Describe your areas of strength that help you interview effectively. Explain what you learned about yourself and your style of communicating that you did not know before you started this class. Talk about how well you thought you developed a rapport with the client and demonstrated empathy and the extent you felt you were helpful to your client during your final interview. Think about and comment on the client feedback provided after the interview. Explain how meaningful the feedback was and compare and contrast similarities and differences in relation to your own perceptions of how the final interview went and its general helpfulness to your client. Discuss the steps you took and/or changes in your approach (i.e., cultural intentionality) that you made during the final interview to communicate more effectively with your client. Finally, discuss how you plan to apply and maintain the micro-skills you learned in your professional life. The paper should be two to three pages (double-spaced) in length. Paper will be in APA 7 Format (No Cover Page or Abstract Required).

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rational for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.