



**USU-REH 6200 Syllabus**  
**Theories of Counseling Applied to Persons with Disabilities (3 credits)**  
**Spring Semester 2021**

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Office Hours: By appointment

Course Prefix & Name: REH 6200: Theories of Counseling

Course Location: For on-campus students, class will be held in EDUC 313C (Special Education Conference room). For distance students: Via Zoom

Course Meeting (Day & Time): Monday, 4:30 to 7:00 PM Mountain Time

Credit Hours: 3 Credits

## **COURSE DESCRIPTION**

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. Your ability to fluently deliver counseling to a variety of clients (e.g., developmental/intellectual disability, mental health, substance use disorders) is dependent upon your understanding and knowledge of the counseling theories.

Every counselor should develop a theoretical orientation. 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 human behavior and decision making. 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 is where your philosophy comes into play. For example, if you concur with John



Lennon that “all you need is love”, then your approach to counseling will be much different than if you think, “people just shouldn’t act so dumb”.

This course will be a process of learning both new theories, as well as learning about yourself. Regardless of how much you know about one, you can’t be an effective counselor without knowing both.

## READINGS

Extensive readings will consist of book chapters from the required and optional texts and supplemental empirical articles (2 to 3 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:** Chan, F., Berven, N. L., & Thomas, K. R. (2015). *Counseling theories and techniques for rehabilitation and mental health professionals*. New York, NY: Springer Publishing Company.
  - ISBN Number: 978-0-8261-9867-9
- **Additional References:** APA citations for additional empirical and conceptual readings will be provided in the course modules within canvas. These readings typically come from the original theorist we are discussing. In order to download the assigned readings, students will be required to find the article through the Utah State University library.
- **Optional Text:** Corey, G. (2017). *Theory and practice of counseling and psychotherapy*, 10<sup>th</sup> ed. Boston, MA: Cengage Learning.
  - ISBN Number: 978-1-305-26372-7

## STUDENT LEARNING OUTCOMES – COURSE OBJECTIVES

*Learning Objective 1:* Learning fundamental principles, generalizations, or theories.

- **Outcomes for Learning Objective 1:**
  - Gain exposure to the variety of counseling theories from which counselors operate.
  - Gain a more diverse view of human behavior and change.
  - Understand the role of counseling theory in the Rehabilitation Counseling context.



**Learning Objective 2:** Learning to apply course materials (to improve rational thinking, problem solving and decisions)

• **Outcomes for Learning Objective 2:**

- Obtain a working knowledge of the theoretical constructs that guide counseling practice.
- Construct a theoretically based case conceptualization.

**Learning Objective 3:** Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course

• **Outcomes for Learning Objective 3:**

- Demonstrate proficiency in the case conceptualization process.
- 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.

**CACREP Standards covered in this course:**

- **Section 2 Professional Counseling Identity**
- B.5.a, B.5.b, B.5.c, B.5.d, B.5.e, B.5.f, B.5.g, B.5.h, B.5.i, B.5.j, B.5.k, B.5.l, B.5.m, B.5.n.
- **Section 5 Entry Level Specialization Areas – Rehabilitation Counseling**
- H.1.b

**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 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 required use the raise hand feature on Zoom to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the Zoom microphone when you are not speaking.

**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. All interactions with faculty members, staff members, and other students



shall be conducted with courtesy, civility, decency, and a concern for personal dignity. 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, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Remember, cameras are required for full participation. Some classes may require the camera to be on all the time, other courses may require limited or no cameras. However, we encourage you to ***consider your actions and environment*** while on camera that may impact the learning environment for the class.
  - a. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
5. Assignments are due on the dates noted in the course syllabus. This will typically be Monday by 11:59 PM Mountain Time, unless otherwise noted. **Late work is not accepted.**
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.

### 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](mailto:usuwritingcenter@gmail.com). More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

**Attendance:** Students are expected to attend all Zoom sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are



expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

**Participation:** Students are expected to participate in all teaching 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.

**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](mailto: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/](http://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](https://www.usu.edu/policies/339/) 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](https://www.usu.edu/policies/339/)
  - 1-800-799-SAFE
- [More information about Domestic Violence and Services](http://www.usu.edu/saavi/)
- [CAPSA](http://www.usu.edu/capsa/)



- 24-Hour Cache Valley Crisis Line: 435-753-2500.
- [Utah State University Rehabilitation Counseling Master’s Program](#)
- Kris Wengreen, Program Advisor [kris.wengreen@usu.edu](mailto:kris.wengreen@usu.edu) or 435-797-3246

**Grading Guidelines & Policies**

Course Assignments & Grading		
Assignment	Points	Total Max Points
Personal Introduction <ul style="list-style-type: none"> <li>● Part A</li> <li>● Part B</li> </ul>	20 15	35
Syllabus Quiz	10	10
Case Studies (5)	25 pts each	125
Case Study Critiques (10)	5 pts each	50
Final Vocabulary Sheet	25	25
Self-Reflection Paper/ Theoretical Orientation Paper	30	30
Final	70	70
<b>Total Points</b>		<b>345</b>

**Learning Activities**

1. Syllabus Quiz (10 points): This is an “open syllabus” quiz. It is ten questions based on the syllabus. **Due on February 1<sup>st</sup>, 2021**
2. Personal Introduction (20 pts) & Peer Responses (15 pts; 3 @ 5 pts each)
  - a. This is a two-part assignment. The first part is due on **January 31<sup>st</sup>, 2021**. Guidelines can be found in CANVAS. Generally speaking, this is a way for you to introduce yourself to your classmates. Help us get to know you better. The guidelines in CANVAS are suggestions, and you can expand on these as you see fit.
  - b. For the second part of this assignment, you’ll be required to respond to three peer introductions (3 at 5 pts each). These will be randomly assigned by CANVAS and won’t be available until after the closing date on the introduction (first part). You’ll then have **until February 20<sup>th</sup>, 2021** to respond to those introductions, ask questions, and get a chance to know your peers better.
3. Case Studies (125 points)- There will be five weeks when we will do case studies. You will be provided a case study, and will need to address specific questions/elements. The questions and format are provided in Canvas (Case Conceptualization Template in the Preliminary Documents Module). These are worth 25 points each, and need to be **turned in by 5:00 pm on the due date** to receive points (see below and in CANVAS for specific





due dates). We will be discussing the case studies in class. Specific guidelines are available in CANVAS as well.

4. Case Study Critiques: After the case studies are due, you will automatically be assigned to review two of your peers' Case Studies (Total of 10 over the course of the semester @ 5 pts. each). You are to provide feedback and insight on their work. Generally, be positive and point out their strengths. However, if there are specific questions you have, please ask them in a constructive way so as to facilitate the learning process. Remember, we are all learning together. These are **due on the Saturday after the Case Study Due Date**.
5. Final Vocabulary Sheet (**Due April 30<sup>th</sup>, 2021**): At the end of the semester each student will turn in a Vocabulary Sheet that lists and defines the primary terms for each theory. It is ***STRONGLY*** recommended that you do this each week as part of your study routine. If you do it on time it will help you in your case conceptualizations. If you do it at the end of the semester it will be a waste of time in relation to this class. Your choice. Hold onto this sheet, as we will use it in the counseling skills class, practicum, and internship. Do this assignment yourself, pulling definitions and terms from the readings and lectures. Do not rely solely on copying and pasting from websites (e.g. Wikipedia, Don's Cool Counseling Site, etc.). You can use "general information" that is available on the internet but be sure to reference where you found that information, so it is "easily found" by myself or you when you want to go back to the source for future study. This assignment will be checked using the Turn "It In" tool within CANVAS.
6. Self-Reflection & Theoretical Orientation Paper (**Due April 17<sup>th</sup>, 2021**): See the guidelines in CANVAS, but also the "Theoretical Orientation Paper Guidelines" in the Preliminary Documents module in CANVAS.
7. Final: 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 by 11:59 PM (MT) on Monday the 3<sup>rd</sup> of May**).

### Grading Scale

A:	320-345pts	C+:	251-275pts
A-:	310-319pts	C:	241-250pts
B+:	286-309pts	D:	207-240pts
B:	276-285pts	F:	Anything below 207 points

### 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  
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

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> ).

<b>Course Schedule</b>		
<b>Week/Date Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>Class #1</b> January 25 <sup>th</sup> Course Introduction Purpose of Theory Theoretical Orientation	Chan et al., Chapter 1 Corey Chapter 2 (CANVAS)	
<b>Class #2</b> February 1 <sup>st</sup> Psychoanalytic Theory Adlerian Therapy	Chan et al., Chapter 9 Chan et al., Chapter 10	<b>1. Syllabus Quiz</b> <b>2. Personal Introduction, Part A</b>
<b>Class #3</b> February 8 <sup>th</sup> Existential Therapy Gestalt Therapy	Chan et al., Chapter 4 Corey Chapter 6 (CANVAS)	<b>Case Study #1 Due</b>  <b>Remember Peer Reviews by the following Saturday</b>
February 15 <sup>th</sup>	<b>No Class</b> <b>Presidents Day</b>	<b>No Class</b> <b>Presidents Day</b> <b>Personal Introduction Part B is due on February 20th</b>
<b>Class #4</b> February 22 <sup>nd</sup> Person Centered Counseling Choice Therapy/Reality Therapy	Chan et al., Chapter 2 CANVAS Readings	<b>Case Study #2 Due</b>  <b>Remember Peer Reviews by the following Saturday</b>
<b>Class #5</b> March 1 <sup>st</sup> Cognitive Behavioral Therapy Rational Emotive Behavior Therapy	Chan et al., Chapters 5 & 6	<b>Case Study #3 Due</b>  <b>Remember Peer Reviews by the following Saturday</b>
<b>Class #6</b> March 8 <sup>th</sup> Solution-Focused Brief Therapy Acceptance & Commitment Therapy	Chan et al., Chapters 3 CANVAS Readings	
<b>Class #7</b> March 15 <sup>th</sup> Behavior Therapy (ABA) Trait-Factor Theory	Chan et al., Chapters 7 & 8	<b>Case Study #4 Due</b>



Social Learning Theories	Guest Speaker: **Ray Josten or Ryan Paskins**	<b>Remember Peer Reviews by the following Saturday</b>
<b>Class #8</b> March 22 <sup>nd</sup> Motivational Interviewing Career & Vocational Counseling	Chan et al., Chapters 12 & 15	<b>Case study #5 Due</b>  <b>Remember Peer Reviews by the following Saturday</b>
<b>Class #9</b> March 29 <sup>th</sup> Working with Families Family Systems Theories	Chan et al., Chapter 14 Marini Chapter 13  Guest Speaker: Ryan Seedall (Ph.D., LMFT)	
<b>April 5<sup>th</sup></b>	<b>No Class</b> <b>Reading/Writing Week</b>	<b>No Class</b> <b>Reading/Writing Week</b>
<b>Class #11</b> April 12 <sup>th</sup> Dialectical Behavior Therapy Counseling People with Disabilities	Chan et al., Chapters 17 & 18 Cottone, Chpt. 15  Guest Speaker: Sue Reeves, (MRC, CRC): Director of Aggies Elevated	
<b>Class #12</b> April 19 <sup>th</sup> Multicultural Counseling Feminist Theory	Chan et al, Chapter 19 Corey Chapter 12 (CANVAS)  Guest Speaker: Michelle McKnight-Lizotte (Ph.D., CRC, LPC)	<b>Self-Reflection &amp; Theoretical Orientation Paper Due April 17<sup>th</sup></b>
<b>Class #13</b> April 26 <sup>th</sup> Clinical Supervision Review for Final	Chan et al., Chapter 20	<b>Final Vocab List is Due – April 30<sup>th</sup></b>
<b>Class #14</b> May 3 <sup>rd</sup>	<b>No Class – Finals Week</b>	<b>Final – Due on Monday by 11:59 PM (Mountain Time)</b>

### 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 rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.