



**University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling**

Rehab 615: Counseling Theories

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard, for one hour, once per week

Dates/Times:

Course Description:

This course will focus on the range of different counseling theories and their application to different situations and needs of different individuals. Students will not only learn the theory behind the counseling approach, they will have the opportunity to practice the different approaches. Role-playing will be used to demonstrate different concepts. Throughout the class, students will begin to develop their personal approach toward counseling and will discuss how to integrate the different theories into their counseling. Students will learn how to integrate these theories into practice in developing a therapeutic relationship and in supporting individuals in crisis.

Course Objectives: Knowledge and skill outcomes

1. Students will understand the basic tenets, including the view of human nature, personality, therapeutic goals, techniques and evidence for efficacy, of each of the major counseling theories.
2. Students will understand the effectiveness of each theory as it applies to specific populations including clients with mental health disabilities.
3. Students will have the skills to evaluate counseling outcomes.
4. Students will demonstrate an ability to develop a therapeutic relationship and to communicate understanding and empathy to individuals.
5. Students will understand how issues of gender, race, sexual orientation and physical, cognitive or emotional disability can impact therapy.
6. Students will understand how to address the needs of individuals in crisis and to use the resources of the service system to support these individuals
7. Students will understand the impact of trauma causing events on clients and be able to adopt evidence-based strategies to respond to this issue

8. Students will understand theories and models of individual, cultural, couple, family, and community resilience.
9. Students will understand the methods, models, and principles of clinical supervision.

This course will address the following CACREP standards

II.F.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
- j. development of measurable outcomes for clients
- k. evidence-based counseling strategies and techniques for prevention and intervention
- l. strategies to promote client understanding of and access to a variety of community-based resources
- m. suicide prevention models and strategies
- n. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- o. processes for aiding students in developing a personal model of counseling

II.F.1. m. the role of counseling supervision in the profession

V.c.2.f. impact of crisis and trauma on individuals with mental health diagnoses

V.c.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

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Required Text:

Note Please check with instructor before purchasing the text

Corey, G. (2016) Theory & Practice of Counseling (LLF)(w/MindTap Access) Cengage ISBN: 9781305937345. You must use this ISBN number

Yalom, I. (2012). Love's executioner and other tales of psychotherapy. New York: Basic Book

Course Structure: Interteaching

This course uses Interteaching, an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Course Assessments:

#	Assessment	Due date	Value
1.	Class Participation	Submit record sheet before midnight on the night of class	10%
2.	Quizzes	Before midnight of the night of class	10%
3.	PowerPoint presentation on	assigned recent practice developments	10%
4	First audio/ tape and paper		10%
5.	Case conceptualization using an online video		10%
6.	Book review: Yalom		10%
7.	Second audio/ tape and paper		10%
8.	Integrative paper		30%

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0

INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](#)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.