**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7510

**Course Title:**  Advanced Clinical Mental Health Counseling Interventions

**Credit Hours:**  3 Semester hours

**Prerequisites:** COUN 7320

**Corequisites:** None

**Course Instructor:**  Amanda Evans, PhD, LPC, NCC

**Semester/Year:** Fall 2011

**2. Date Syllabus Prepared:** January, 2010; August, 2011

**3**. **Text(s):**

Gregoire, J., & Jungers, C. (2007). *The Counselor’s Companion: What Every Beginning*

*Counselor Needs to Know.* (Eds.). Mahwah, NJ: Lawrence Erlbaum Associates.

Halbur, D., & Halbur, K.V. (2005). *Developing your Theoretical Orientation in*

*Counseling and Psychotherapy.* Boston: Allyn & Bacon.

**Recommended:**

Perry, C.W. (2002). *Basic Counseling Techniques: A Beginning Therapist’s Toolkit.*

Bloomington, IN: 1st Books Library.

Belmont, J. (2006). *86 Tips and Tools for the Therapeutic Toolbox.* Eau Claire, WI:

PESI, Inc.

**4. Course Description:**

Advanced counseling interventions, practices, techniques and methods for mental health

counselors, including: treatment planning, counseling processes, and evaluation.

**5. Student Learning Outcomes:**

1. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders\*;
2. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help)\*;
3. Knows the disease concept and etiology of addiction and co-occurring disorders\*;
4. Understands the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare, and clinical mental health services network\*;
5. Knows the principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning\*;
6. Knows the public policies on the local, state, and national levels that affect the quality and accessibility of mental health services\*;
7. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders\*;
8. Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling\*;
9. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders\*;
10. Demonstrates the ability to recognize his or her own limitation as a clinical mental health counselor and to seek supervision or refer clients when appropriate\*;
11. Maintains information regarding community resources to make appropriate referrals\*;
12. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations\*;
13. Demonstrates skill in conducting the following: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management\*;
14. Screens for addiction, aggression and danger to self and/or others, as well as co-occurring mental disorders\*;
15. Applies for assessment of a client’s stage of dependence, change or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care\*;
16. Applies relevant research findings to inform the practice of clinical mental helath counseling\*;
17. Conceptualizes an accurate multi-axial diagnosis of disorders presented by a client and discusses the differential diagnosis with collaborating professionals\*;

Please note: \*refers to CACREP 2009 Standards

1. **Course Content Outline:**

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| --- | --- | --- | --- |
| Date | Topic | Assigned Reading | Assignments Due |
| **8/18** | Introduction **Review of Syllabus**  **Stages of Counselor Development** | Gregoire & Jungers p.1-17 |  |
| **8/25** | **Theoretical Orientation** | Halbur & Halbur  pg. 1-42  Fontaine & Hammond (1994) |  |
| **9/1** | **Theoretical Orientation** | Halbur & Halbur  pg. 43-88  Top 10 Ways to Find Your Theoretical Orientation |  |
| **9/8** | **Ethical Counseling/Self-Monitoring** | Gregoire & Jungers  p. 18-46  Lambie (2006) |  |
| **9/15** | **Working with Clients** | Gregoire & Jungers  pg. 52-69 | *Counselor-in-Training Paper Due* |
| **9/22** | **Supervision** | Gregoire & Jungers  pg. 72-109 |  |
| **9/29** | **Severely Mentally Ill**  ***Mini-Workshop*** | Owens, 2004 |  |
| **10/6** | **Alcohol and Other Drug Abuse**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 568-579  AA Model Handout | *Treatment Plan Due*  *Severely Mentally Ill* |
| **10/13** | **De-escalating Clients**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 550-564  Musser & Murphy (2009) | *Treatment Plan Due*  *Alcohol & Drug Use* |
| **10/20** | **Pharmacology/**  **Psychometrics**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 458-483 | *Treatment Plan Due*  *De-escalating* |
| **10/27** | **ACES Conference** |  | *Treatment Plan Due* *Pharmacology* |
| **11/3** | **Billing/Managed Care**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 731-740  Daniels (2001) |  |
| **11/10** | Licensure, Using Your Masters Degree,  **Job Seeking**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 527-548 Manguson, S., Norem, K., & Wilcoxon, S.A. (2002) |  |
| **11/17** | National Counselor Examination Preparation  *Mini-Workshop* | Gregoire & Jungers  pg. 675-719 | *Counseling Application Project Due* |
| **12/1** | Final Exam |  |  |

1. **Assignments/Projects:**
   1. **Mini-Workshop:**

(100 pts) Students will divide into pairs and prepare a mini-workshop to present in class. On their assigned date, students will present on a preapproved topic in a workshop format. Presentations should last 60 minutes and must include a powerpoint presentation, workshop handout and class discussion. Students will receive a group grade which is evaluated based on workshop content, application, organization and creativity. Please include in this presentation

1) information for working with this specific client population (i.e., history of the population, consultation/collaboration opportunities, research suggestions)

2) include and review DSM-IV diagnoses that are relevant to this population (i.e.,

if you are presenting information on alcohol and other drug abuses include DSM-IV criteria for abuse, dependence, et cetera)

3) possible counseling interventions to use with clients

4) a review of the weekly assigned readings

5) include a media clip related to the mini-workshop topic.

* 1. **Counselor-in-Training Paper:**

(100pts) In APA format (12pt Times New Roman, references, title page, 1” margins) students will prepare a five page paper on their identity as a counselor-in-training. Please include in this paper 1) your experience as a counselor-in-training, 2) your professional goals as a counselor (please also share what client population(s) you are more interested in working with, 3) your current theoretical orientation, 4) what more you want to learn from the program before embarking on your professional career. Please note, the five pages required for this paper are text pages – title page and reference page, although also expected, are not considered part of the five pages.

* 1. **Treatment Plan:**

(25 pts each) Students are asked to complete four treatment plans this semester focusing on the major client populations discussed in class. After discussing the specific population and participating in the mini-workshop, students will be provided a case study and treatment plan template to complete and submit the following week. An evaluation rubric will be disseminated later in the semester to provide students with additional insights regarding the treatment plan assignment.

* 1. **Application Packet:**

(75 pts) The final assignment for this class is a professional activity to assist in your future career search. Students are asked to find a counseling job that they would be interested in applying to after graduating. Once a potential job is located, students are asked to develop an appropriate cover letter and resume as if they were applying to the counseling position. For this assignment, please include a copy of the job posting, a cover letter and resume.

* 1. **Final Exam:**

(100pts) For the final class exam, students will be divided into pairs to perform a biopsychosocial and mental status evaluation on their peer. For this assignment, each student will conduct a one hour interview on another student. Each student will serve as an interviewer and interviewee. To protect and appreciate the classroom environment, students who serve as the interviewee are encouraged to make-up a client for the interview. Once the data is collected in an interview format, students will prepare a document that details the information gleaned from the interviewee. The final write-up is due in electronic format by December 8, 2011.

1. **Rubric and Grading Scale:**

All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

|  |  |  |  |
| --- | --- | --- | --- |
| Class Activities and Discussion  Counselor-in-Training Paper  Mini-Workshop  Treatment Plan  Application Packet  Final Exam  **Total Points:** | 65  100  100  100  75  100  **540** | A = 100% - 94%  A- = 93% - 90%  B+ = 89% - 87%  B = 86% - 84%  B- = 83% - 80% | C+ = 79% - 75%  C = 74% - 70%  D = 69% - 60%  F = 59% - 0% |

***All late assignments will receive a 5% grade reduction per day.***

1. **Class Policy Statements:**
2. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade with be lowered **5** points for each class missed.
3. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance or the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
4. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/IT).
7. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
8. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Other Class Readings**

**August 25th** Fontaine, J.H., & Hammond, N.L. (1994). Twenty counseling maxims. *Journal of Counseling & Development,* 73, 223-226.

**September 1st** Finding Your Theoretical Orientation

**September 8th** Lambie, G., W. (2006). Burnout prevention: A humanistic perspective and structured group supervision activity. *Journal of Humanistic Counseling, Education and Development,* 45, 32-44.

**September 29th** Owens, C. (2004). The glass-walled asylum: A description of a lay residential community for the severely mentally ill. *Journal of Mental Health,* 13(*3*), 319-332.

**October 6th** AA Model Handout

**October 13th** Musser, P.H., & Murphy, C.M. (2009). Motivational interviewing with perpetrators of intimate partner abuse. *Journal of Clinical Psychology: In Session,* 65(*11*), 1218-1231.

**November 3rd** Daniels, J.A. (2001). Managed care, ethics, and counseling. *Journal of Counseling &*

*Development,* 79, 119-122.

**November 10th** Magnuson, S., Norem, K., Wilcoxon, S.A. (2002) Clinical supervision for licensure: A

consumer’s guide. *Journal of Humanistic Counseling, Education & Development,* 41, 52-60.