**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:**  Jamie Carney

**Semester/Year:** Fall 2012

**2. Date Syllabus Prepared:** August 2012

**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:**

Upon completion of this course, students will gain an understanding of:

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 |
| **8/16** | Introduction **Review of Syllabus**  **Stages of Counselor Development** | Gregoire & Jungers p.1-17 |
| **8/23** | **Theoretical Orientation & Counselor Identity** | Halbur & Halbur  pg. 1-42  Fontaine & Hammond (1994) |
| **8/30** | **Theoretical Orientation & Treatment Planning** | Halbur & Halbur  pg. 43-88  Top 10 Ways to Find Your Theoretical Orientation |
| **9/6** | **Ethical Counseling/Self-Monitoring** | Gregoire & Jungers  p. 18-46  Lambie (2006) |
| **9/13** | **Working with Clients**  ***Treatment Plan 1*** | Gregoire & Jungers  pg. 52-69 |
| **9/20** | **Counselor Limitations & Supervision** | Gregoire & Jungers  pg. 72-109 |
| **9/27** | **SACES Conference** |  |
| **10/4** | **Severely Mentally Ill**  ***Mini-Workshop &***  ***Guest Speaker*** | Owens, 2004 |
| **10/11** | **Alcohol and Other Drug Abuse**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 568-579  AA Model Handout |
| **10/18** | **De-escalating Clients**  ***Mini-Workshop & Guest Speaker*** | Gregoire & Jungers  pg. 550-564  Musser & Murphy (2009) |
| **10/25** | **Pharmacology/**  **Psychometrics**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 458-483 |
| **11/1** | **Billing/Managed Care**  ***Mini-Workshop*** | Gregoire & Jungers  pg. 731-740  Daniels (2001) |
| **11/8** | Licensure, Using Your Masters Degree, Job Seeking  ***Mini-Workshop*** | Gregoire & Jungers  pg. 527-548 Manguson, S., Norem, K., & Wilcoxon, S.A. (2002) |
| **11/15** | National Counselor Examination Preparation  *Mini-Workshop*  ***Application Packet*** | Gregoire & Jungers  pg. 675-719 |
| **11/29** | Process Evaluation  ***TX 2 Due*** |  |

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

Students will 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 Toolbox and Treatment Approach Project**

Students are asked to develop a specific treatment plan for 2 clients. It is recommended that you select two long-term clients. When that is not possible you can select two clients and develop a projected treatment plan. These plans will include application of theory, goal settings, identification of interventions, evaluation, and barriers or concerns. This can be included in your practicum portfolio

Develop the treatment plans following the format used in practicum class. In addition you are to identify these areas:

* Specific client strengths
* Specific concerns or barriers
* One long-term goal and three specific short-term goals that are focused on the long-term goal
* One client outcome that would indicate that the client is making progress on this goal
* Development of an intervention/counseling strategy toolbox: You are to identify 3 possible interventions/counseling strategies that you may use to address these short-term goals. Include a description of the intervention/counseling strategy, brief rationale (with empirical support when possible) for the use, and what is the expected outcome of the intervention/counseling strategy.
  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.

D. **Professional Development Activities**: Students will be assigned specific reflection and process oriented assignments to be linked to class speakers and specific content or issues that arise related to discussions about counseling practice.

1. **Rubric and Grading Scale:**

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

Mini Workshop 25%

TX 1 25%

TX 2 25%

Application Packet 15%

Professional Development Activities 10%

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Total 100% total

The following scale will be used:

90-100% = A

80-89.9% =B

70-79.9% =C

60-69.9% =D

Below 60% =F

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

1. **Class Policy Statements:**
2. Attendance: Professionals show up on time and prepared every day for work. Although occasional sick and personal days may be necessary, the best professionals are always there. If you miss a class, you will be responsible for the notes, assignments, and other duties that have been discussed. Also 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. Make-Up Policy: Professionals complete assignments on time. Assignments are due in class on the date given. Assignments handed in after this time will be considered late. Late assignments will be penalized by 10% per day. Arrangement to make up a missed assignment due to properly authorized excused absences and must be initiated by the student within one week of the end of the period of the excused absence(s).
4. 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

Professionals take responsibility for their own learning. Professionals also understand that teaching and learning are ongoing processes for everyone. Understand that I,as you instructor am learning along with you and your classmates. Please help me take a collaborative approach to solving any problems that arise. My purpose is to help facilitate your professional development through the use of instruction, feedback, answering questions, brainstorming, and mediating course work requirements. If you need additional assistance or have a concern that needs to be addressed, please contact me via email. Professionals use appropriate means for discussing disagreements. Please don’t be so unprofessional as to take class time to discuss grades or other points of contention.

1. 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. In essence, professionals give credit where credit is due.
2. 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).
3. 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, an addendum to your syllabus and/or course assignments will replace the original materials.

**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 23rd** Fontaine, J.H., & Hammond, N.L. (1994). Twenty counseling maxims. *Journal of Counseling & Development,* 73, 223-226.

**August 30th** Finding Your Theoretical Orientation

**September 6th** 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 13th** 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 4th** AA Model Handout

**October 20th** 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 8th** Daniels, J.A. (2001). Managed care, ethics, and counseling. *Journal of Counseling &*

*Development,* 79, 119-122.

**November 15th** 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.