**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8620

**Course Title:**  Advanced Theories: Cognitive Behavioral

**Credit Hours:**  3 Semester hours (Lecture 3)

**Prerequisites:** Graduate Standing

**2. Date Syllabus Prepared:** Revised January 2015

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

Beck, J. (2011). Cognitive behavior therapy (2nd ed). Guilford Press

Recommended on Reserve in 2084:

Knaus, W. J. (Ed.) (2014). The Cognitive behavioral workbook for anxiety: A step by step program. New Harbinger Publications.

Knaus, W. J. (Ed.) (2014). The Cognitive behavioral workbook for depression: A step by step program. New Harbinger Publications.

Recommended:

Wenzel, A. (2013). Strategic decision making in cognitive behavioral therapy. American Psychological Association.

**4.         Course Description:**

An intensive study of Cognitive and Cognitive Behavioral theories and their application to the counseling process as well as an examination of outcome research relating to the use and application of these theories and techniques. Class format will include lecture, group discussions, case and videotaped counseling practice analysis, class presentations and assignments designed to increase student’s knowledge and understanding of cognitive behavioral counseling theories and their application to counseling practice.

**5. Course Objectives:**

Upon completion of this course, students will be able to:

1. Demonstrate advance knowledge and skills related to cognitive behavioral theories and techniques;
2. Ability to integrate cognitive behavioral theories and techniques into counseling practice;
3. Demonstrate understanding of the principle tenets of cognitive behavioral theory;
4. Describe and understand the assessment and evaluation measures and practices uses in cognitive behavioral theories;
5. Identify outcome and related research examining the use of cognitive behavioral theories in counseling practice;
6. Demonstrate an understanding of the implications of individual diversity in the practice and application of cognitive behavioral.

**6.** **Course Content:** Readings will be assigned throughout the semester as they pertain to the specific content and nature of course lectures and activities.

**1. Class Orientation (1/26)**

**2. Case Conceptualization and Theoretical Identity Development (2/2-2/9)**

a. Case conceptualization

b. Theoretical identification

c. Theoretical integration

**3. Orientation to Cognitive Theories (2/16-2/23)**

* 1. Principles of Cognitive Therapy
  2. Conceptualization in Cognitive Therapy
  3. Assessment in Cognitive Therapy

**4. Initial Sessions: Applying Cognitive Therapy Approaches (3/2-3/9)**

a. Structuring sessions

b. Counseling Interventions

c. Assessment and Evaluation

**5. Transition and Working Stages (3/16-3/30)**

a. Interventions

b. Session Planning

c. Transitions in practice

d. Assessment and Evaluation

**Spring Break Week 3/23-3/27**

**6. Termination (4/6-4/13)**

a. Planning for termination

b. Transition and application of skills

c. Evaluation and termination processes

d. Addressing challenging clients

**7. Theoretical Integration (4/20-4/27)**

**7. Course Requirements:**

1. Theoretical Reflection Response: based on the cues and stimulation questions provided in class you are asked to develop a 2-3 page reflection that addresses your theoretical foundation. (Due 2/16).

2. Case Conceptualization: You will be required to develop one case conceptualization module based on an actual counseling relationship or a case study approved by the instructor. This module can follow the specific template provided in class or an approved template. This conceptualization must be founded in cognitive theory or reflect an integrated approach with cognitive components. (Due 3/2)

3. Theoretical Demonstration: Students will be asked to participate in a theory/intervention demonstration, serving as the counselor and client. Session demonstrations will be scheduled in class, corresponding to stages of counseling (Initial, Working, Termination). These are to be 10-15 minute demonstrations. This demonstration should include a brief (1-2 minute) overview of the client conceptualization, short demonstration of an intervention, and then a brief overview of the goals, and limitations of the intervention. Handouts for students should include the brief overview, goals, description of intervention with resources.

4. Counseling Practice Module: This module will be submitted in two parts.

The first part will be a discussion of your theoretical orientation, addressing: the major constructs of this theory and primary purpose and focus of this approach. This will include references. The stimulation questions and responses from your reflection can be used. If an integrated approach consider how this approach is integrated. (3/30)

The second part is a counseling demonstration module. This module will focus on the application of your theoretical approach. You will be asked to briefly describe your approach, then discuss how this approach is demonstrated in a counseling case (demonstration or instructor approved case). This should include conceptualization, identification of counseling goals, assessment or intake processes or methods, interventions and outcomes. ***The primary goal of this assignment is to demonstrate how your counseling theoretical foundation is reflected in your counseling practice***. (4/20)

**8. Grading and Evaluation Procedures:**

Reflection 10%

Case Conceptualization 20%

Theoretical Demonstration 20%

Counseling Practice Module 50%

Theoretical Orientation (25%)

Counseling Demonstration Module (25%)

Total 100%

The following scale will be used:

90-100% = A

80-89.9% =B

70-79.9% =C

60-69.9% =D

Below 60% =F

**9. Class Policy Statements:**

1. 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.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of 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 of 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (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.
4. Academic Honesty Policy: 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.
5. 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/TT).
6. 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.
7. 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.

**9.  Class Policy Statements:**

A.     Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73).  Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

B.     Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible.  If you do not have an Accommodation Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1244 Haley Center as soon as possible.  Telephone 334-844-5943 (Voice T/O).