**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8620

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

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

**Prerequisites:** Graduate Standing

**Instructor:** Jessica Meléndez Tyler, PhD, LPC, NCC

 jim0001@auburn.edu

**2. Date Syllabus Prepared:** January 2017

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

Required:

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York: Guilford Press.

 Recommended on Reserve in 2084:

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

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

O’Donohue, W. T., & Fisher, J. E. (2009). *General principles and empirically supported techniques of cognitive behavior therapy.* Hoboken, NJ: John Wiley & Sons, Inc.

**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 advanced knowledge and skills related to cognitive behavior theories and techniques (CACREP 2016, 6.B.1.d);
2. Demonstrate ability to implement cognitive behavior theories and techniques into counseling practice (CACREP 2016, 6.B.1.b and 6.B.1.d);
3. Demonstrate the ability to conceptualize client cases using cognitive behavior theory (CACREP 2016, 6.B.1.c);
4. Describe and understand the assessment and evaluation measures and practices uses in cognitive behavior theory in counseling practice (CACREP 2016, 6.B.1.e);
5. Identify outcome and related research examining the use of cognitive behavior theory in counseling practice (CACREP 2016, 6.B.1.a);
6. Demonstrate the ability to practice ethical and culturally-relevant counseling when implementing cognitive behavior theory and techniques (CACREP 2016, 6.B.1.f)
7. Describe strategic integration of other theories with cognitive behavior theory in counseling practice (CACREP 2016, 6.B.1.b)

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

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| Date | Content | Readings/Assignment | CACREP 2016 Standards |
| 1/17/17 | **Course Orientation****Theoretical Orientation Development**  | Halbur & Halbur (2015) Ch. 3 |  |
| 1/24/17 | **Introducing the Cognitive-Behavioral Process**1. Principles of Cognitive Behavior Therapy
2. Initial Interactions with Clients
3. Planning Tx & Structuring Sessions
4. Facilitating Cognitive & Behavioral Change

  | Ch. 1 & 2   | 6.B.1.d |
| 1/31/17 | **Cognitive Conceptualization** 1. The Cognitive Model
2. The Process of Assessment
3. Beliefs
4. Relationship of Bx to Automatic Thoughts

  | Ch. 3  Case Conceptualization Handout | 6.B.1.c |
| 2/7/17 | **Theoretical Orientation Development** **Theoretical Integration**  | Jones-Smith (2012) Ch. 19: Integrative Psychotherapy   | 6.B.1.b |
| 2/14/17 | **Starting the Cognitive-Behavioral Tx Process**1. Evaluation Session
2. Devising Initial Conceptualization & Tx Plan
3. Giving Feedback to Clients & Writing Assessment Reports
4. Structure of the First Therapy Session

 | Ch. 4-5 & 19 Theoretical Reflection Paper Due | 6.B.1.c6.B.1.d6.B.1.e6.B.1.f |
| 2/21/17 | **Planning Treatment** | Chapter 19 | 6.B.1.c6.B.1.d6.B.1.e6.B.1.f |
| 2/28/17 | **Initial Work in CBT Sessions** 1. Behavioral Activation
2. Formatting Session 2 & Beyond

  | Chapter 6 & 7  | 6.B.1.d |
| 3/7/17 | **Transition and Working Stages** 1. Session Planning & Problems Associated
2. Teaching the Core Techniques
3. CBT Interventions

  | Chapter 8-12Case Conceptualization Due | 6.B.1.d |
| 3/14/17 | **Spring Break**  |   |  |
| 3/21/17 | **Transition and Working Stages Continued**1. Progressing CBT Interventions
2. Transitions in practice

 | Chapter 13-17 Counseling Practice Module Part A Due | 6.B.1.a6.B.1.b6.B.1.d |
| 3/28/17 | **Termination & Relapse Prevention**1. Planning for termination
2. Transition and application of skills
3. Evaluation and termination processes

 | Ch. 18 | 6.B.1.d6.B.1.e |
| 4/4/17 | **Addressing challenging clients**   | Ch. 20 | 6.B.1.f |
| 4/11/17 | **Theoretical Integration****Progressing as a Cognitive Behavioral Therapist** | Ch. 21Corey & Bludworth (2013)   | 6.B.1.b |
| 4/18/17 | **Counseling Practice Module Presentations** | Counseling Practice Module Part B Due  | 6.B.1.b6.B.1.c6.B.1.d6.B.1.e6.B.1.f |
| 4/25/17 | **Counseling Practice Module Presentations**  |   | 6.B.1.b6.B.1.c6.B.1.d6.B.1.e6.B.1.f |

**7. Course Requirements:**

1. Theoretical Reflection Paper: 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 2/14/17).

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 grounded in cognitive theory or reflect an integrative approach with cognitive components. (Due 3/7/17)

3. Intervention Demonstration: Students will be asked to participate in a cognitive behavior theory intervention demonstration. Each student will be the counselor to demonstrate an intervention and act as a hypothetical client for a classmate. Intervention 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. Students should also describe ethical and multicultural counseling considerations when using this intervention. Handouts for students should include the brief overview, goals, description of intervention with resources. (Various due dates)

*Learning Outcomes Met: 1, 2, 4, 6*

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

1. The first part of this module is a scholarly paper describing your primary theoretical orientation and then describing how this theory can be integrated in counseling practice with cognitive behavior therapy. If CBT is your primary theoretical orientation, please describe integrative practice with another counseling theory or method. This paper must include the following components: (a) the major constructs of the theories, (b) primary purpose and focus of the approaches, (c) empirical/research support for the theories, (d) a rationale for the integration of these two theories in counseling practice. This paper must include scholarly references and should be approximately 8-10 pages. (3/21/17)

*Learning Outcomes Met: 1, 2, 5, 7*

1. The second part of this module is a demonstration of theory application. *This is a demonstration of your ability to apply your theoretical orientation in counseling practice.* This is both a paper and a presentation. Choose a client case (with all identifying information removed or changed) and describe how you apply your theoretical orientation as you described in part A with this client in counseling practice. The following components must be included: (a) case conceptualization through the theoretical lens, (b) identification of counseling goals and objectives, (c) assessment or intake processes or methods, (d) interventions and anticipated outcomes, (e) evaluation of counseling, and (f) evidence of multiculturally competent counseling. (4/18/17)

*Learning Outcomes Met: 1, 2, 3, 4, 6*

**8. Grading and Evaluation Procedures:**

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| --- | --- | --- |
| Assignment | Point Value | CACREP Standard |
| Theoretical Reflection Paper  | 10 | 6.B.1.a |
| Case Conceptualization  | 15 | 6.B.1.c |
| Intervention Demonstration  | 15 | 6.B.1.c; 6.B.1.d; 6.B.1.f |
| Counseling Practice Module  | 60 |  |
| Theoretical Orientation  | (30) | 6.B.1.a; 6.B.1.b; 6.B.1.d |
| Demonstration of Theory Application  | (30) | 6.B.1.c; 6.B.1.d; 6.B.1.e; 6.B.1.f |
|  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: Students may miss up to one class without penalty. Additional absences will result in a 10 point grade reduction. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
4. 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 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 Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
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, an 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
9. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**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, 2016). 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.