**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

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| 1. | **Course Number:** | COUN 8910 |
|  | **Course Title:** | Practicum – Advanced Counseling |
|  | **Credit Hours:** | 3 Semester hours |
|  | **Prerequisites:** | COUN 7910 & Departmental Approval |
|  | **Co-requisites:** | None |
|  | **Semester/Year:** | Spring 2019 |

**Instructor:** Margaret A. Taylor, Ph.D., LPC-S

Email: barnema@auburn.edu

Office: 2006 Haley Center

Office Hours: By appointment

1. **Date Syllabus Prepared:** Updated December 2017
2. **Text(s) or Major Resources:**

*Counselor Education Doctoral Degree Handbook*, Retrieved from <http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/>

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.

**Articles:**

Hays, D. G., Prosek, E. A., & McLeod, A. L. (2010). A mixed methodological analysis of the role of culture in the clinical decision-making process. *Journal of Counseling & Development*, *88*, 114-121. doi:10.1002/j.1556-6678.2010.tb00158.x

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, *63*, 146-159. doi:10.1037/0003-066X.63.3.146

Laska, K. M., Gurman, A. S., & Wampold, B. E. (2013). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy*, doi:10.1037/a0034332

Morales, E., & Norcross, J. C. (2010). Evidence-based practices with ethnic minorities: Strange bedfellows no more. *Journal of Clinical Psychology, 66*, 821-829. doi:10.1002/jclp.20712

**Recommended:**

 Jongsma, A. E., Peterson, M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons, Inc.

Jongsma, A. E., Peterson, M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner.* Hoboken, NJ: John Wiley & Sons, Inc.

1. **Course Description:** Advanced supervised experience that is appropriate to student’s program emphasis.

**Expanded Course Description:** This practicum is designed for doctoral students who will provide counseling services at pre-arranged sites appropriate to their program emphasis. The course requires integration of theoretical, clinical, and technical expertise in counseling. In addition, students are expected to demonstrate advanced counseling and conceptualization skills.

1. **Course Objectives:** This course is focused on students’ development of advanced individual and group counseling skills. This course meets CACREP 2016 specifications for Counselor Education and Supervision Doctoral Programs under Doctoral Level Practicum (6.C.1-6) and includes the following accreditation standards for Counseling under Doctoral Professional Identity. Students will be able to demonstrate knowledge and skills related to:

a. scholarly examination of theories relevant to counseling (CACREP 6.B.1.a)

b. integration of theories relevant to counseling practice (CACREP 6.B.1.b)

c. conceptualization of clients from multiple theoretical perspectives (CACREP 6.B.1.c)

d. evidence-based counseling practices, including implementing in counseling practice (CACREP 6.B.1.d)

e. methods for evaluating counseling effectiveness (CACREP 6.B.1.e)

f. ethical and culturally relevant counseling in multiple settings (CACREP 6.B.1.f)

1. **Course Requirements:**

A. Readings and Discussion. It is imperative that students read diligently to keep up-to-date with the counseling profession. Readings have been selected to assist students in examining and integrating counseling theories including applying theories to client conceptualization, understand and implement counseling practices with empirical support, and understand and implement culturally-competent counseling practices. Knowledge gained through readings will be advanced and applied via class discussions.

B. Class and practicum attendance. Students are expected to attend *all* class meetings. Further, students will work with site supervisors to schedule *8-10 hours per week* in which students will be at their practicum site, and students are expected to maintain that schedule throughout the semester unless changes are mutually agreed upon between the student and site supervisor and approved by the course instructor. In case of absences due to illness or crisis situation, students will notify all supervisors. Students are responsible for working with their site supervisor to ensure client care is considered in the case of a student’s absence.

C. Provision of counseling services. Students must complete *a minimum of 100 total*

*practicum hours* in order to complete the requirements of this course. A *minimum of 40 direct service hours* is required as part of the total 100 hours (CACREP 6.C.1)

Individual counseling sessions are required to be taped (digital audio) for the purpose of supervision. A “Consent to Tape” form must be obtained from each client (a signed consent from parents is required for minors).

\* Students must attend university-provided individual and group supervision in order to accrue client hours.

D. Clinical documentation. Students are required to write a progress note for each individual or group counseling hour recorded on the students’ hour log. Students are also required to complete a session summary for each client after reviewing the recorded counseling session and prior to the student’s individual supervision session with the university supervisor.

Students are required to complete treatment plans for every individual or group client after three counseling sessions. Treatment plans should be reviewed and updated after every three additional sessions. Treatment plan must show evidence of students’ knowledge and application of counseling theory, including empirically-supported and culturally-relevant practices. For example, students’ theoretical approaches should be evident in the goals and objectives, interventions, and evaluation of the outcomes included on the treatment plan.

Students should use templates provided for aforementioned documentation. Documentation should be completed within 48 hours of the counseling session. Recorded counseling sessions and corresponding documentation should be uploaded to the student’s folder on the G-drive at least 48 hours prior to the student’s scheduled supervision session with his or her university supervisor.

E. Individual Supervision. Each student will be assigned a university supervisor with whom the student will meet for weekly individual or triadic supervision. Prior attending their weekly scheduled supervision session, students will review their recorded counseling sessions and complete the aforementioned clinical documentation. Students must upload a minimum of two (2) recorded counseling sessions and corresponding documentation for all counseling sessions documented on the students’ log at least 48 hours prior to supervision.

F. Group supervision. Group supervision will take place during scheduled class time. Students will present and discuss client cases that are of concern or that might be beneficial to the learning of students. Each student is expected to discuss client cases and to contribute to the learning process of their peers each week.

G. Client case presentation. Each student will present a client case, which will include the following components: a description of the client’s presenting concerns, information gathered via assessment, case conceptualization using at least one counseling theory, diagnostic impressions (based on the DSM-V), short- and long-term goals, theory-based interventions, evaluation of (anticipated) outcomes, and two components of an audio recorded counseling session that demonstrate the student’s counseling skills (e.g., implementing an intervention, evaluating the effectiveness of counseling, etc.). The presentations should be approximately one hour in length. All identifying information should be removed from the client’s information presented.

H. Final Course Documentation. Students must submit the following items to the university group supervisor:

* Practicum log
* Information form about the site and supervisors
* Midterm and final evaluations from site and university supervisors
* Students’ midterm and final self-evaluations

 ***These items must be submitted in order to receive a final grade***, and they will be placed in each student’s permanent file stored in 2084 Haley Center.

I. Professional Liability Insurance: All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the Department of Risk Management and Safety, 334-844-4870. Students are also required to purchase their own individual professional liability insurance through organizations such as HPSO (http://www.hpso.com) or the National Board for Certified Counselors (NBCC) (http://nbcc.org) and provide proof of coverage for student files in the department.

1. **Grading and Evaluation Procedures** The main criterion for evaluation is demonstrated competence in counseling skills, including demonstrations of completing the course objectives. Class attendance and participation, attendance and engagement in supervision, openness to feedback and intentional improvement, completion course of requirements as outlined above, and final evaluations completed by students’ site and university supervisors will all be considered in determining students’ final grades. Grades are S/U.

**Incompletes will be assigned only in rare circumstances**

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| **Assignment** | **CACREP Standards** |
| Readings and discussion | 6.B.1.a; 6.B.1.d; 6B. 1.f |
| Class and practicum attendance | 6.B.1.a; 6.B.1.b; 6.B.1.c; 6.B.1.d; 6.B.1.e; 6.B.1.f |
| Provision of counseling services | 6.B.1.b; 6.B.1.d; 6B. 1.f; 6.C.1 |
| Clinical documentation | 6.B.1.b; 6.B.1.d; 6B. 1.f |
| Individual supervision | 6B. 1.f; 6.C.2; 6.C.3; 6.C.4 |
| Group supervision | 6B. 1.f; 6.C.3; 6.C.5 |
| Client case presentation | 6.B.1.a; 6.B.1.b; 6.B.1.c; 6.B.1.d; 6.B.1.e; 6B. 1.f |
| Final course documentation | 6.C.1 |

1. **Class Policy Statements:**
2. Attendance and Participation: Students are expected to attend, be on time for, and participate in each class meeting. Students are expected to prepare for and attend all supervision sessions and attend their practicum site as agreed upon with the student’s site supervisor.
3. 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 University Policies <https://sites.auburn.edu/admin/universitypolicies/default.aspx>for more information on excused absences.
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. Confidentiality: Students must maintain confidentiality of all case discussions, in compliance with the [ACA Code of Ethics](http://www.counseling.org/ethics)**.** Discussing client material outside of group or individual supervision with any other persons besides those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. Additionally, to maintain client confidentiality, client codes (e.g. a first name) will be used in discussion and on all documentation (e.g. initials).
6. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> 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.
7. 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).
8. 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.
9. 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. 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.***

**Justification for Graduate Credit:**

This course includes advanced counseling practice. 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.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.

**Course Schedule**

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| **Week** | **Date** | **Material** | **Readings/Assignment** | **CACREP Standards** |
| 1 | 1/14/18 | Introduction and Overview of Course Review Required DocumentationSelf-care  |  |  |
| 2 | 1/21/18 | **Martin Luther King Jr. Day** |  | 6.B.1.f |
| 3 | 1/28/18 | Practitioner Development Therapeutic RelationshipMulticulturalism and Ethics in Counseling Practice | **Self-Care Plan** | 6.B.1.f |
| 4 | 2/4/18 | Presence in Counseling Assessment and Diagnosis | Hays, Prosek, & McLeod (2010) | 6.B.1.f |
| 5 | 2/111/18 | Counseling TheoryConceptualization & Treatment Planning |  | 6.B.1.a6.B.1.b6.B.1.c6.B.1.e |
| 6 | 2/18/18 | Counseling TheoryConceptualization & Treatment Planning |  | 6.B.1.a6.B.1.b6.B.1.c6.B.1.e |
| 7 | 2/25/18 | Applying Theory with Diverse ClientsHazards of Practice*Client Case Presentation* | Morales & Norcross (2010)**Distribute Midterm Evaluations** | 6.B.1.a6.B.1.b6.B.1.c6.B.1.f |
| 8 | 3/4/18 | Research and Practice *Client Case Presentation* | Kazdin (2008)**MIDTERM EVALUATIONS DUE** | 6.B.1.d |
| 9 | 3/11/18 | **SPRING BREAK**  |  |  |
| 10 | 3/18/18 | Evidence-Based Practice and Common Factors*Client Case Presentation* | Laskin, Gurman, & Wampold (2013) | 6.B.1.d6.B.1.f |
| 11 | 3/25/18 | Group Counseling*Client Case Presentation* |  | 6.B.1.f |
| 13 | 4/1/18 | Maintaining Change & Termination*Client Case Presentation* |  | 6.B.1.e |
| 14 | 4/8/18 | Maintaining Ethical Practice*Client Case Presentation* |  | 6.B.1.f |
| 15 | 4/15/18 | Balancing Care for Others and for SelfSustaining Professional and Personal Self | **Distribute Final Evaluations** | 6.B.1.f |
| 16 | 4/22/18 | Class wrap-up | **FINAL EVALUATIONS DUE** |  |