**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7360

**Course Title:** Advanced Counseling Practice

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

**Prerequisites:** Graduate Standing

**Course Instructor:**  Heather Delgado PhD, LCMHCA, NCC

**Semester/Year:** Spring 2022

**2. Date Syllabus Prepared: May 2015; December 2015; January 2018; December 2019; January 2022**

**3. Text(s):**

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.

Guerin, Jr., P. J., Fogarty, T. F., Fay, L. F., & Kautto, J. G. (2010) *Working with relationship triangles.* New York: The Guilford Press.

**4. Course Description:**  An intensive study of advanced evidenced-based, trauma-informed counseling skills with supervised experience. This course consists of an intensive exploration of the dynamics of interpersonal relationships, including family and social issues. A critical analysis of various techniques and approaches will be established. Development of personal counseling skills will be of major concern. Class format will include lecture, group discussion, role play, case and videotaped counseling practice analysis, observational analysis and evaluation of counseling techniques.

**5.** **Course Objectives.**

Upon completion of this course, students will be able to recognize and apply skills related to the following objectives in relation to 2016 CACREP Standards:

1. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups – (Section 2C);
2. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (Section 5C 1c);
3. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (Section 5C 1d);
4. Psychological tests and assessments specific to clinical mental health counseling (Section 5C, 1e);
5. Counselor characteristics and behaviors that influence the counseling process (Section 5C, 1f)
6. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (Section 5C, 2b);
7. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD) (Section 5C, 2d);
8. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (Section 5C, 2e);
9. Impact of biological and neurological mechanisms on mental health (Section 5C, 2g);
10. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (Section 5C, 2h);
11. Cultural factors relevant to clinical mental health counseling (Section 5C, 2j);
12. Legal and ethical considerations specific to clinical mental health counseling (Section 5C, 2l);
13. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (Section 5C, 3a);
14. Techniques and interventions for prevention and treatment of a broad range of mental health issues (Section 5C, 3b);
15. Impact of crisis and trauma on individuals with mental health diagnoses (Section 5C, 2f);
16. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting systems theories as appropriate modalities for assessment and counseling (Section 5d).

**6. Course Content Outline**

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| **Date** | **Topic** | **Assignments** | **CACREP Standard** |
| Week 1  January 13th | ***Hybrid Class***  Introduction, Review syllabus  -Counseling Process | **Watch introduction video on Canvas and post questions on discussion board.** | V.5.d  V.2.c  V.5.c.1c  V.5.c.1d  V.F.c.1f  V.5.c.2j  V.5.c 2l |
| Week 2  January 20th | -Documentation, Treatment Planning  -Triangles and establishing relationship with multiple clients  **-**Managing conflict in dyads | **Readings:**  **-Triangle Book: Chapters 1-3**  **Assignments Due:**  ***-*Reading Reflection #1 Due**  *In class: Video demos (Couples Counseling)* | V.2.c  V.C.5  V.5.3a  V.5C.2.b  V.5.c.2j  V.5.c.1c  V.5.c.1e  V.5.c.1d  V.C2.f |
| Week 3  January 27th | ***Hybrid Class***  Understanding Trauma | **Readings:**  **Trauma Book Part One: Chapters 1-3**  **Assignments Due:**  **Reading Reflection #2** | V.2.c  V.C.5  V.C.2.f  V.5.c.1d  V.5.c.2j  V.5.c.2 |
| Week 4  February 3rd | This is Your Brain on Trauma | **Readings:**  **Trauma Book Part Two: Chapters 4-6**  **Assignments Due: Reading Reflection #3**  *In class: video demos (Couples Counseling)* | V.2.c  V.5.c.2l |
| Week 5  February 10th | ***Hybrid Class***  -Therapeutic binds  -Self-Care | **Readings:**  **Triangle Book: Chapters 4-6**  **Assignments Due: Reading Reflection #4** | V.C.5  V.C.2.f  V.5.c.1d  V.5.c.1e  V.5C.2.b  V.C.2.e  V.C.2.g  V.C.3.b |
| Week 6  February 17th | Working with Special Populations in Counseling (e.g. Physical Disabilities) | **Readings:**  **Trauma Part Three: Chapters 7-10**  **Assignments Due: Reading Reflection #5**  *In class: video demos (Couples Counseling)* | V.2.c  V.5.c.1d  V.5C.2.b  V.5C.2.e  V.5.c.2l |
| Week 7  February 24th | ***Hybrid Class***  -Conceptualizing the Case  -Diagnosis  -Societal influences on relationships | **Readings:**  **Triangle Book: Chapters 7-10**  **Assignments Due:**  **-Reading Reflection # 6**  **-Case Conceptualization (Couple)** | V.C.5  V.C.2.f  V.5.c.1e  V.5C.2.b  V.5C.3.b |
| Week 8  March 3rd | Couples and Family Counseling: Theories and Interventions | **Assignments Due:**  **-Couples Counseling Podcast Paper due**  **-Evidence and description of online training due.**  *In class: role play demos (Family Counseling)* |  |
| Week 9  March 10th | Spring Break-NO CLASS | | |
| Week 10  March 17th | ***Hybrid Class***  -Managing Client Noncompliance  -Building Rapport with Difficult Clients | **Readings:**  **Trauma Book Part Four: Chapters 11-12**    **Assignments Due: Reading Reflection #7** | V.C.3.e  V.5.c.1d  V.5C.2.b  V.5C.2.g  V.5C.2.h  V.5.c.2l |
| Week 11  March 24th | -Child and Adolescent Triangles | **Readings:**  **Triangle Book: Chapters 11-13**  **Assignments Due:**  **-Reading Reflection #8**  *In class: role play demos (Family Counseling)* | V.C.5  V.C.2.f  V.5C.2.b  V.5.c.2l |
| Week 12  March 31st | ***Hybrid Class***  -Important Topics in Counseling  (Job Searching, Interview Tips) | **Assignments Due:**  **Case conceptualization (Family)** | V.C.3.e  V.5.c.2l |
| Week 13  April 7th | Working with Trauma, and The Imprint of Trauma | **Readings:**  **Trauma Book: Chapters 13-20**  **Assignments Due:**  **Reading Reflection #9**  *In class: role play demos (Family Counseling)* | V.C.5  V.C.2.f  V.5.c.1e  V.C.2.b |
| Week 14  April 14th | ***Hybrid Class***  -Termination  -Maintaining Change | **Assignments Due:**  **-Treatment Plan** | V.C.3.e |
| Week 15  April 21st | -Reflection of master’s experience  -Looking Forward (e.g. Licensure) | **Assignments Due:**  **-Counseling Skills Demonstration Recording**  **-Progress note**  *In class: role play demos (Family Counseling)* | V.5.c.2l |
| Week 16  April 28th | Final Class/Wrap Up |  | V.C.3.e |

**Syllabus Disclaimer:** Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**7. Assignments/Projects:**

1. **Reading Reflections (10 pts each = 90 pts total)**

Students will read assigned material and respond to questions related to that reading each week. Students are expected to provide thoughtful responses in the form of a vlog (3-5 minutes each). Students are encouraged to critically think about and apply the reading material to counseling practice and their development as a clinician.

Students’ responses should be uploaded to ***Canvas by 4pm*** (before the start of class) on the due date – this includes hybrid weeks as well.

1. **Online Training (5 pts)**

Students will be asked to complete an online training for trauma-informed care and turn in both evidence of the training and a brief description. Examples will be provided in class.

1. **Couples Counseling Podcast Paper (30 pts)**

Each student will select one podcast episode to listen to from Esther Perel, *Where should we begin?* You will be asked to write a 2-3 page reflection paper on working with couples and provide research/scholarly literature (2 citations) to provide support for your approach to working with the couple from the episode. This could range from interventions, techniques, theories, or general approaches you would use. In addition, please provide a very brief summary of the couple’s presenting issues at the beginning of your reflection paper.

This report is to be written in a manner that a fellow mental health professional could read your paper and know how to start working with this couple. Use APA style throughout the paper including proper citation and the reference list.

**C. Case Conceptualizations (30 pts each = 60 pts total)**

Students will complete two case conceptualizations, one for a couple (from the in-class video demonstrations) and one for a family (from the in-class role play demonstrations) and submit it to the instructor. These will be designated at different times in the semester and should be both comprehensive and informative.

**D. Counseling Skills Demonstration Final (50 pts)**

Using the counseling lab or zoom, students will tape a thirty-minute counseling demonstration. For this demonstration, you will be asked to utilize a trauma-informed intervention or skill that you acquired from either your online training or class materials and apply it to the client dyad. This session will be a continuation of the role play and video demonstrations from class. Students can choose to role play either a scenario from the couples counseling videos or the live role play family counseling demonstrations. This session will be uploaded into Panopto Course Folder and will be reviewed by the instructor. Students will receive written feedback regarding the taped sessions, they may also be asked to participate in an individual meeting with the instructor.

**E. Treatment Plan and Progress Note (15 pts each= 30 pts total)**

Students will complete a treatment plan and a progress note for the counseling skill demonstration.

**8. 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:

|  |  |
| --- | --- |
| Assignment | Points |
| Reading Reflections | 90 |
| Evidence/Description of online training | 5 |
| Couples Counseling Podcast Paper | 30 |
| Case Conceptualizations | 60 |
| Counseling Skills Demonstration Final | 50 |
| Treatment Plan and Progress Note | 30 |
| **TOTAL** | **265** |

**Grading Scale**

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| --- |
| A = 100-90% |
| B = 89-80% |
| C= 79 -70% |
| D = 69- 60% |
| F = 59-0% |

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

1. **Class Policy Statements:**
   1. Attendance: 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 or are consistently tardy to class sessions, 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 absence.
   2. 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 *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
   3. 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 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: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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 Office of Accessibility, 1288 Haley Center, 844-2096 (V/IT).
   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:
      * + - Engage in responsible and ethical professional practices
          - Contribute to collaborative learning communities
          - Demonstrate a commitment to diversity
          - Model and nurture intellectual vitality
2. **Justification for Graduate Credit:**

This course includes advanced content onpedagogical 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.

**COVID Related Policies and Procedures**

### **Face coverings**

Auburn is currently requiring face coverings for all individuals regardless of vaccination status, in all campus buildings and university transportation services. Face coverings will be required through the end of the semester.

### **Possibility of going remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

### **Assignments / schedule subject to change due to pandemic**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

### **In the event a student in class tests positive**

Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 should not attend in-person instructional activities. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact me immediately to make instructional and learning arrangements. In order to obtain an official class excuse, please fill out the positive self report form or the student exposure self-report form that is found at <https://auburn.edu/covid-resource-center/reporting/>.

### **In the event that I test positive or am required to quarantine**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

### **Zoom policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

### **Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Complete the COVID self-report form for Auburn
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.