**COUN 7910**

Practicum in

Counseling Psychology

***Spring 2023***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Latifat O. Cabirou, PhD**

**Assistant Professor**

**2060 Haley Center**

**Loc0005@auburn.edu**

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Office Hours:

**by appointment via**

[**calendly.com/cabirou**](https://calendly.com/cabirou)

**This course is reserved for students enrolled in the Counseling Psychology doctoral program at Auburn University. All others require permission.**



**SYLLABUS**

**1. Course Number: COUN 7910 (3 semester hours)**

**Course Title: Practicum in Counseling Psychology**

**University: Auburn University**

**Prerequisites: 2nd year doctoral student: Auburn University COP**

**Instructor: Latifat O. Cabirou, PhD**

**Contact Info: 2060 Haley (mail: 2084); loc0005@auburn.edu**

**Class Meeting: Thursdays 1:00-3:50pm in AU Counseling Center**

**2. Date Syllabus Prepared:** Jan 2018; Revised: Jan 2021, Jan 2022; Jan 2023

**3. Required Readings:**

1. Jordan, J. (2018). *Relational Cultural Therapy* (2nd edition). APA.
2. Student handbook: Auburn University Counseling Psychology PhD Program (2020). Sent via email. (Specifically, section 9. Practicum, Externship, and Other Clinically-Related Policies)
3. Nierenberg, A. A., Bentley, K. H., Farabaugh, A. H., Fava, M., & Deckersbach, T. (2012). The absence of depressive symptoms is not the presence of wellness: Validation of the Clinical Positive Affect Scale. *Australian & New Zealand Journal of Psychiatry*, *46*(12), 1165-1172.
4. Nordal, K. C. (2012, January). Outcomes measurement benefits psychology. *Monitor on Psychology*, *43*(1). Retrieved from <http://www.apa.org/monitor/2012/01/perspectives>
5. Geisner, I. M., Kirk, J. L., Mittmann, A. J., Kilmer, J. R., & Larimer, M. E. (2015). College students’ perceptions of depressed mood: Exploring accuracy and associations. *Professional psychology: research and practice*, *46*(5), 375.
6. Gelso, C. J., Kivlighan Jr, D. M., Busa-Knepp, J., Spiegel, E. B., Ain, S., Hummel, A. M., ... & Markin, R. D. (2012). The unfolding of the real relationship and the outcome of brief psychotherapy. *Journal of Counseling Psychology*, *59*(4), 495.
7. Kline, K. V., Hill, C. E., Morris, T., O’Connor, S., Sappington, R., Vernay, C., ... & Okuno, H. (2019). Ruptures in psychotherapy: Experiences of therapist trainees. *Psychotherapy Research*, *29*(8), 1086-1098.
8. Blampied, N. M. (2022). Reliable change and the reliable change index: Still useful after all these years? *The Cognitive Behaviour Therapist,* 15 (50), 1-18.

**Additional Supplementary Resources:**

Halbur, D., & Halbur, K. V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th edition). Pearson.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). <https://doi.org/10.1176/appi.books.978089042559>

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct.* Retrieved from <http://www.apa.org/ethics/code/principles.pdf>

*Counseling psychology program practicum guidelines* (2015). Retrieved from <http://www.education.auburn.edu/wp-content/uploads/2016/02/serc-cop-practicumguidelines16.pdf>

State of Alabama, Board of Examiners in Psychology. (2002). *Code of Alabama: Chapter 26. Psychologists.* Author. (available online <http://law.onecle.com/alabama/professions-and-businesses/chapter26.html>)

Board of Professional Affairs, Committee on Professional Standards, American Psychological Association (1987). General guidelines for providers of psychological services. *American Psychologist, 42*, 1-12. Available through PsychInfo.

**4. Course Description:**

Initial experience in providing psychotherapy and in designing psychological interventions following assessment/evaluation.

**5. Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals. The objective of this course is to continue students’ development as a psychotherapist. Subsets of this overall objective include continued improvement in students’ ability to:

1. Awareness of your emotional reactions to clients and how that affects the therapy you provide
2. Establish rapport and a good working relationship with a client during the first session
3. Utilize the DSM to accurately identify clinical diagnoses and ability to distinguish between more and less severe psychopathology
4. Case conceptualization skills
5. Develop treatment plans that will motivate clients, reflect agreed upon and appropriate goals, and that research has shown to be effective strategies for clients identified problem(s)
6. Articulate a working theoretical orientation that is used to guide treatment with clients and integrated into the practice of working with clients
7. Awareness of danger areas with various types of clients
8. Ability to use a variety of skills with various types of clients
9. Maintain an appropriate counseling process until the client’s problems are resolved such that you demonstrate you can effectively and consistently assist clients in solving their problems, improving quality of their lives, or assisting them to better cope with their suffering
10. Awareness of how factors traditionally associated with diverse populations may influence problems presented by clients as well as how these issues may impact the way therapy is experienced by the client and should be conducted by the therapist
11. Awareness of ethical issues, and being able to deal with them professionally and ethically, in psychotherapy
12. Appreciation for clients' defenses and the ability to effectively engage clients' affect
13. Document clinical work in a way that meets the standards of the work setting, insurance companies, and state laws
14. Work cooperatively and effectively within the agency setting and develop appropriate professional relationships with mental health professionals outside the agency and other providers within and outside the agency as needed
15. Ability to use the supervisory experience to assist your client
16. Obtain a minimum of 30 hours of supervised experience providing psychological services to clients
17. Obtain a minimum of 1 hour each week of direct individual supervision from a qualified supervisor in the identified service setting; additional supervision can be provided in group or other formats

**6. Course Content** **and Schedule:**

The basic course content and schedule for our weekly 3-hour class meetings is outlined below in course requirements. This is subject to change based upon the learning needs of the class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WEEK | DATE | CLASS TOPIC/ACTIVITIES | READINGS DUE | ASSIGNMENTS DUE |
| 1 | Jan 12 | Course Intro. The theoretical self. Goals. Schedule Presentation Assignments. Cultural identity. |  |  |
| 2 | Jan 19 | Intro to Relational-Cultural TherapyClinical cases/concerns/tape review. | Jordan (2018) Ch. 1  | Reflection Log #1 |
| 3 | Jan 26 | College Student Mental Health  | Jordan (2018) Ch. 2 Reading #5 |  |
| 4 | Feb 2 | Therapy AllianceClinical cases/concerns/tape review.  | Jordan (2018) Ch. 3Reading #6 | Case Consultation 1 |
| 5 | Feb 9 | Ruptures in psychotherapyClinical cases/concerns/tape review. | Reading #7 | Reflection Log #2Case Consultation 2Case Consultation 3  |
| 6 | Feb 16 | Measuring Therapy OutcomesClinical cases/concerns/tape review  | 1. Jordan (2018) Ch. 4
2. Reading #4
 | Case Consultation 4 Case Consultation 5  |
| 7 | Feb 23 | Measuring Therapy Alliance & OutcomesClinical cases/concerns/tape review. Visit from Jeff. | 1. Jordan (2018) Ch. 5
2. Reading #8
 | 1. Reflection Log #3
2. Mid-term Hours Report (March 4)
 |
| 8 | Mar 2 | Clinical cases/concerns/tape review.  | Reading #3  | Theoretic Presentation 1 Theoretic Presentation 2 |
| 9 | March 9 | **Spring Break** |
| 10 | Mar 16 | Measuring Therapy Alliance & OutcomesClinical cases/concerns/tape review. | Jordan (2018) Ch. 6 | Reflection Log #4Theoretic Presentation 3  |
| 11 | Mar 23 | Clinical cases/concerns/tape review. |  | Theoretic Presentation 4Theoretic Presentation 5 |
| 12 | March 30 | Clinical cases/concerns/tape review. | Jordan (2018) Ch. 7.  | Reflection Log #5 |
| 13 | Apr 6 | Clinical cases/concerns/tape review. |  | Work on presentations |
| 14 | Apr 13 | Clinical cases/concerns/tape review. |  | Reflection Log #6Case Presentation 1Case Presentation 2 |
| 15 | Apr 20 | Clinical cases/concerns/tape review. End-of-Semester Processing. |  | Case Presentation 3Case Presentation 4 |
| 16 | April 27 |  |  | Case Presentation 5 Reflection Log #7 |
| 17 | May 4 | Finals Week |  | Hours Documentation & Site Evaluation Due May 2 |

**7. Course Requirements/Evaluation:**

1. **Preparation**: Re-read the practicum guidelines if you have not done so within the past 30 days, as that document serves as an addendum to the course syllabus. Also, you should review the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010). In addition to following the practicum guidelines and ethical code, you are required to carry out the responsibilities to which you are assigned at your practicum site, including reading other resources such as site manuals/handbooks, treatment manuals, and literature on clinical issues.
2. **Clinical and Individual Supervision Hours**: This course is a practicum placement. The schedule is to be agreed upon by the student and the identified training site but should not include less than 8 hours of on-site services per week and no more than 13 hours (as agreed upon by the training site). The training site must also provide a minimum of 1 hour of on-site scheduled supervision per week with additional supervision available. Students receiving less than one hour of supervision weekly from their site should notify the instructor, who may require the student to obtain additional supervision. The training site will also provide all necessary in-service trainings required of employees and therapeutic service providers at their site.
3. **Group Supervision**: You are also expected to attend all class meetings as class will serve as your group supervision experience.***More than one unexcused absence will result in an Unsatisfactory grade for the semester*** (see Attendance policy for additional details). The 3-hour weekly class will consist of informal case/clinical discussions, formal case presentations, and periodic didactic presentations by the instructor. During informal discussion time, the highest priority will go to individuals who have a concern about a therapeutic issue. Students and the instructor will work together to determine how that time is best used in each class period. However, each student is expected to bring a consultation question/clinical issue for discussion several times. *You must show client tape during consultation at least once during the semester* (in addition to any tape shown for presentation purposes). Included in evaluation of your therapy skills is my evaluation of your work in the class (which includes presenting cases for group supervision) and openness to supervision (reflected in how readily you present cases and respond to consultative feedback). It is expected that we will always have people ready to show tape. This informal discussion and consultation time will also serve as a forum for discussing various topics relevant to the clinical situations, such as risk of harm, ethics, multicultural issues, case conceptualization, boundary issues, transference, countertransference, self-care, etc. When discussing clients and their problems, you will be expected to know (or be willing to commit to finding out) what the literature (research and more general scholarly writings) says about the issue under discussion. If site supervision and in-class group supervision is not sufficient to meet your training needs, you may request periodic individual meetings with the instructor. In addition, the instructor may require periodic individual meetings if it becomes evident that you need additional supervision.
4. **Reflection Log (5 points each- 35 points total):** The development of competent psychologists depends upon not only clinical competencies, but also the development of the person as the psychotherapist. As such, you are tasked with documenting your reflections of your training experience. The reflection log should reflect an overview of the week’s assigned reading materials, the previous class’ discussions, and/or your reactions and internal experiences (thoughts and feelings) about the content of the week’s material, as well as your work with your clients. It is optimal to complete these logs after you have had time to process the class discussions and readings. This is a graduate, professional course, thus students are expected to display a thorough reflection of course content. Logs should be at least, two double-spaced pages in length and should be typed using Times New Roman and font size 12. All reflections are to be submitted via Canvas and are due by 5pm on the Tuesday before class. A portion of each class will be dedicated to discussing the content of your Reflection Logs, so it is imperative that you submit your logs on time.
5. **Case Consultation w/ Tape Review (10 points):** Consultation and supervision are effective ways to learn, maintain, and improve counseling skills. Thus, students are expected to facilitate one case consultation that includes a showing of a recording of a session with the client (students must show at least a 10-minute segment). The case consultation should include a brief introduction to the client and clinical presentation, and consultation question. Students and instructor are expected to provide consultative feedback to the student presenter.
6. **Theoretical Case Presentation (45 points)**: The advancement of psychotherapy as a reproducible, teachable set of skills and knowledge requires a strong foundation in case conceptualization. As such, you will present a **60-min case presentation (15 min video, 30 min presentation, 15 min discussion)** on your theoretical orientation. You will utilize examples from your clinical work to illustrate the clinical application of your selected orientation. You may integrate multiple theories here, but you must have a clear demonstration of these integrated skills and an understanding of how you are utilizing multiple theories in your work. Integration is an advanced skill, and if you are uncomfortable with the application of 1 or more of your interested theories, it may be best to rely on a single theory for the purposes of this case presentation. Your presentation will require the following components:
	1. A detailed review of the theoretical orientation that best fits your current direction in working with clients. In doing this, you should identify 2-3 pieces of literature (at least 1 scholarly book and at least 1 empirically based peer-reviewed article) that will enhance your understanding of theory application to your clinical practice. This review should, at minimum, include your theory’s position on how psychological problem develops and changes over time, how change occurs, clinical assessment, treatment goals/plans, intervention strategies, therapy techniques, and role of the therapist and client in the therapy relationship.
	2. A presentation that introduces a selected client and provides an overview of how you apply your theoretical orientation to your work with the client. This should include your case conceptualization, treatment goals/plans, interventions, and progress in therapy. You will also share a 15-minute segment of session tape that demonstrates your work utilizing your chosen theory with the client. You should select a client that you have seen for a minimum of 3-4 sessions.
	3. Facilitate a 15-minute consultation on your work with the client. This should include some consultative questions for the group, especially related to the applicability of your theoretical orientation to your clinical work.
	4. You will bring to class a bullet point version of your written case presentation for each person in the class. At the end of the class you present, you will collect these and destroy these materials and tape at the earliest possible point in time (typically immediately after the class).
	5. The written component of the case presentation (**4-5 double-spaced pgs**.) will require you to:
		1. Provide a case conceptualization of your client’s presentation. This conceptualization should be rooted in your theoretical orientation.
		2. Identify how the theoretical orientation guides your work with your client, including what you have already done in session (and specifically incorporate what you do differently based on the literature), nature of the client/therapist relationship, and tools/techniques/interventions utilized in sessions.
		3. Specify the appropriate diagnoses. Provide differential diagnoses as needed.
		4. Outline a basic treatment plan (referencing treatment goals and your theoretical orientation/belief about change/growth, as well as diagnosis and cultural concerns).
		5. Outline the progress you have made to date and your treatment goals.
		6. Discuss the major limitations of your theoretical orientation in relation to the relevant diversity/multicultural factors in your case.
7. **Client Treatment Presentation (60 points)**: In addition to developing skills in case conceptualization and developing theoretical orientation, students in their second semester of Beginning Practicum, are required to demonstrate their ability to obtain and appropriately interpret outcome data (containing a minimum of two data points for one client obtained in at least two different sessions) related to their clinical work.

This assignment will ideally cover one client across time; therefore, you should select a client you have met with for at least 6 sessions. See the instructor for guidance in the case of premature termination. You will present a 60 min case presentation (45-minute presentation (including 15min segment of recording), and 15 min discussion) to illustrate your work with this client. This assignment will require the following components:

* 1. Your client’s demographic and clinical information
	2. An overview of the theory that supports your work with this client
	3. Your theory-based case conceptualization of the clinical presentation
	4. Your treatment plan and progress made towards treatment goals. This should be supported using treatment outcome measure(s) and data.

Subjective reports from you or your client alone are not sufficient for this assignment. You can utilize an outcome measure routinely used by your training site. Your outcome data segment of your presentation should include the following:

* + 1. Baseline outcome data for your client (collected **within the first 2** sessions of treatment).
		2. Outcome data for your client mid-treatment (at session 3). The presentation must address your interpretation of the meaning of any statistically reliable change (or lack thereof) on the outcome variables and how this new data will be used for additional treatment planning. Your presentation must include a graphic representation of change over time for each outcome variable.
		3. Outcome data for your client during the last session including the meaning of any statistically reliable change (or lack thereof) on the outcome variables and how this end-of-treatment data influenced termination discussions with your client (e.g., referral to additional treatment options, ending all services, etc.). Your presentation must include a graphic representation of change over time for each outcome variable.

**\*NOTE\* SCPS policy requires that any written case presentation material be given to supervisors AND approved at least 2 weeks prior to the presentation.** As such, you should aim to COMPLETE your presentation at least 2 weeks BEFORE the due date (SCPS supervisors may require edits prior to allowing you to submit your case for course credit). Failure to give your supervisor the two weeks prior to your case presentation will not be accepted as an excuse for missed deadlines. As such, it may be wise to engage in ongoing discussions with your supervisor regarding this assignment and when they might expect your presentation for review.

**Documentation and Practicum Site Evaluation**: You are required to submit to your site supervisor, the director of practicum training, and to your instructor of practicum (7910):

1. Weekly log of your hours due at the end of each week (*No supervisor signature needed)*.
2. Mid-term hours report due **March 2**. (*No supervisor signature needed*).
3. Semester hours report due **May 2**.
4. Semester evaluation due **May 2**. You may have up to 3 supervisors’ signatures. Be sure to enter “skip” instead of leaving a box blank if you have only 1 or 2 supervisors. This should resolve most of the problems from last semester. For students with 3 supervisors, the order should be 1) intern supervisor, 2) licensed supervisor, 3) supervisor of supervision unless the SCSP supervisors ask for a different order.

It is your responsibility to provide your site supervisor with advance notice of the deadlines so that it can be completed by the end of the term. Waiting until the last week of class may be too late to meet this deadline.

You must meet the requirements spelled out in the program policies for the minimally acceptable evaluations to pass practicum for students in their first year of practicum. These requirements are spelled out in the program policies on the COP website. **ALL record of hours and evaluations will be submitted via Tevera on the due date outlined in the course schedule.**

**Overall Course Evaluation**:

**Course Assignment Evaluation**:

Case Consultation w/ Tape Review ------------------------------------------ 10 points

Theoretical Case Presentation ------------------------------------------------ 45 points

Client Treatment Presentation ------------------------------------------------ 60 points

 Reflection Log ------------------------------------------------------------------- 35 points

Total 150 points

This course uses satisfactory/unsatisfactory grading. Your evaluation will depend on your performance as a therapist (including related issues such as ethics, behavior with on-site colleagues, etc.), particularly as evidenced in the tapes you play and in your descriptions of the actions you have been taking with your clients. Also considered will be your comments and behavior in class (e.g., frequency and quality of the tapes you bring to class, abilities in role play situations, comments in class, quality of your presentation, etc.). A key ingredient in your evaluation will be the evaluation form completed by your on-site supervisor near the end of the semester. A grade of Satisfactory in the course requires all the following (no one thing can offset another requirement):

* No more than 1 unexcused absence
* The following grades on all course requirements, including
	+ A grade of 85% or better on Case Consultation w/ Tape Review
	+ A grade of 85% or better on the Theoretical Case Conceptualization presentation assignment
	+ A grade of 85% or better on the Client Treatment Presentation assignment
	+ A grade of 85% or better on the Reflection Logs
* Satisfactory performance in demonstration of clinical skill for your current level of training
* Satisfactory use of supervision
* Active and open involvement in class discussions
* Completion of minimum number of direct client hours (30)
* Completion of weekly individual supervision with site supervisor
* A satisfactory evaluation from your training site (see COP practicum guidelines)
* An accurate submission of clinical hours and on-site evaluation from the term
* No indication of behavior that violates APA ethical standards as it relates to the student’s practicum work or participation in the practicum class.

If you are not making adequate progress to my expectation, I will meet with you to discuss this matter. I encourage you to schedule meetings with me to discuss your progress over the course of the semester. If you do not receive a satisfactory evaluation from your training site, I may require you to take steps towards remediation as allowed in the program manual, training site policies, ethical guidelines, and professional judgment of program faculty.

**Please Note**: If students wish to continue their AU SCPS training experience in the summer semester after their second year, students will be required to take an Incomplete in the spring section of COUN 7910. Their final grade will be calculated following completion of the summer practicum training.

**8. Class Policy Statements:**

Canvas: All course assignments will be submitted via Canvas. Course related announcements will also be communicated via Canvas. Students are responding for checking Canvas regularly. Students have control of the notification settings in the Canvas accounts. It is recommended that students set up Canvas notifications to alert them when an announcement has been posted, an assignment is due, a grade is released, etc. For students new to Canvas, visit this link for a 7-minute tutorial on using Canvas [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642) created by Canvas LMS.

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by the day assignments are due. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion of that course requirement, and in some instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Face Coverings: Auburn University permits individual faculty members to require face coverings in their classrooms. Students in this class are encouraged, but not required to wear face coverings that appropriately cover the nose and mouth to limit the spread of infectious disease. This policy may change during the semester and is subject to the instructor’s discretion. Failure to comply with the requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

Attendance Policy: As this is a practicum course, attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death 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 *Student Policy eHandbook* 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. In order for an excused absence to not count against the participation grading requirement, students must make up the missed class period within one week of the absence (by the start of the next class period) or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Modifications to the above policy have been made to accommodate COVID related absences. 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 must follow the instructions on the Healthcheck app. If you are feeling ill or if you have been exposed to someone with the virus, you are asked to stay home to protect others. If you are not experiencing symptoms of illness, you are asked to participate in course meetings remotely. Some class meetings are already set for Zoom format, and in-person meetings will include a Zoom link for students who need to participate remotely for any reason. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

Respect: When providing feedback and consultation to other students, it is expected that you will be respectful of one another. You will be encouraged to challenge your colleagues and provide constructive feedback. This feedback from individuals who know you well is extremely valuable in improving your skills as a therapist. Your feedback should be provided in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Should it be determined that your feedback is provided in a way that undermines the experiential learning in this course, you will be asked to remediate your behavior and you may be referred to the counseling psychology faculty for formal remediation.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. 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.

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

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation (e.g. COVID-19 or Monkey Pox outbreak), 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.

Confidentiality/Privacy: Material describing clients, particularly any information which might later help identify a client in an environment outside class, must be kept confidential, consistent with the APA ethics code. Specifics that you discuss in class about yourself and your behavior as a therapist are considered private within the scope of training, and confidential as pertains to your peers. That is to say, no member of the class is to repeat outside of class private information disclosed in class. To do so would violate the privacy rights of your peers who are disclosing in pursuit of becoming a better psychotherapist. As your group supervisor (class instructor) there are certain conditions that demand information I obtain about your clients’ behaviors and your own behavior with your clients be disclosed or otherwise discussed with others. These include the usual ones of court order, child or elder abuse, and serious threats of violence, including threatened suicide or homicide, by the client. I may also disclose to others behaviors you have engaged in or appear to be engaging in which in my opinion put your client's welfare at risk. Routine mistakes made by students in training do not demand that I disclose personal information. Should I have serious concerns about your ability to pass the class, I may discuss these concerns with colleagues to arrive at an appropriate decision for future training requirements. I also reserve the right to consult with a colleague to appropriately address clinical issues that arise (ranging from a clinical policy to a situation in which I have concerns about your or a client’s safety). Finally, during faculty meetings and/or on-site evaluations of your performance, illustrative problem areas may be discussed. As a rule, I will use common sense and sensitivity to your needs as important variables in deciding whether it is necessary to discuss with others what has transpired in class or individual meetings.

In line with confidentiality, you will need to retrieve and shred documents that you share with peers during in-class presentations. Similarly, you should appropriately store transcripts and tapes and destroy such materials as soon as possible (typically immediately after class/supervision, though you may need to review tape a few times or retain documents for training evaluation). Regarding transport of session recordings to and from your site, I require that you use a password-protected or encrypted flash drive or folder.

Office Hours and Clinical Emergencies: I am available by appointment. The best way to schedule an appointment with me is via [calendly.com/Cabirou](http://calendly.com/Cabirou) You can also see me after class to meet briefly. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it. Additionally**, I have made my cell available in case of a clinical emergency in which your on-site supervisor cannot reached or additional, urgent supervision is needed. That number is 773-679-9555**. It is important to note that your on-site supervisor is the first point of contact in these situations. I also offer the caveat that I may ask another supervisor to serve in my absence if I am away and cannot be reached. Please follow your site requirements and the ethical guidelines, along with Alabama (or Georgia, if applicable) state law, when dealing with client emergencies.

**9. Justification for Graduate Credit:**

This course includes advanced content in doctoral counseling psychology education, and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. Only students enrolled in the Auburn University counseling psychology PhD program are eligible to take this course.

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