**AUBURN UNIVERSITY**

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

**SYLLABUS**

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|  | **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 2024 |

**Instructor:** Heather Delgado

Email: hnm0030@auburn.edu

Office Hours: By appointment (*can be scheduled in-person or via zoom*)

**Date Syllabus Prepared:** Updated Fall 2022, Spring 2024

**Text(s) or Major Resources:**

*Counselor Education Professional Experience Handbook*

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:**

Ametrano, Irene Mass (2014). Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-161.

Bradley, N., Whisenhunt, J., Adamson, N., & Kress, V.E. (2013). Creative Approaches for Promoting Counselor Self-Care, Journal of Creativity in Mental Health, 8:4,456-469, DOI: 10.1080/15401383.2013.84465

Cervoni, A., & DeLucia-Waack, J. (2011). Role Conflict and Ambiguity as Predictors of Job Satisfaction in High School Counselors. *Journal of School Counseling*, *9*(1).

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

Huber, M. J., Walker, Q. D., Dunlap, P. N., Russell, V. E., & Richardson, T. V. (2019). A revisited inquiry: A survey of the members of the American Rehabilitation Counseling Association (ARCA). *Rehabilitation Counseling Bulletin*, *62*(2), 121– 127. https://doi-org.spot.lib.auburn.edu/10.1177/0034355218755509

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

Kress, V., & Marie, M. (2019). Counseling termination and new beginnings: The end of the counseling relationship can be emotional for clients and counselors alike, but when done well, the process can serve as a tool to empower clients and prepare them for continued personal growth. *Counseling Today*, *62*(4), 40–44. Retrieved from <https://searchebscohostcom.spot.lib.auburn.edu/login.aspx?direct=true&db=ehh&AN=13> 8878353&site=eds-live&scope=site

Laskin, 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

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession. *Journal of Multicultural Counseling and Development*, *44*(1), 28–48.

Southern, S., & Devlin, J. (2010). Theory Development: A Bridge between Practice and Research. *Family Journal: Counseling and Therapy for Couples and Families*, *18*(1), 84–87.

Stensrud, R. H., Gilbride, D. D., & Bruinekool, R. M. (2019). The Childhood to Prison Pipeline: Early Childhood Trauma as Reported by a Prison Population. *Rehabilitation Counseling Bulletin*, *62*(4), 195–208. <https://doi-> org.spot.lib.auburn.edu/10.1177/0034355218774844

Wilkinson, T., Smith, D., & Wimberly, R. (2019). Trends in Ethical Complaints Leading to Professional Counseling Licensing Boards Disciplinary Actions. *Journal of Counseling & Development*, *97*(1), 98–104. <https://doi> org.spot.lib.auburn.edu/10.1002/jcad.12239

Zubernis, Lynn, Snyder, Matthew & Neale-McFall, Cheryl (2017). Case Conceptualization: Improving Understanding and Treatment with the Temporal/Contextual Model. *Journal of Mental Health Counseling*, *39*(3), 181–194. <https://doi-> org.spot.lib.auburn.edu/10.17744/mehc.39.3.01

**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.

**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.

This is a digitally delivered course. Students meet the face-to-face requirements of the course through their engagement in the delivery of counseling services at their approved counseling sites. Group and Individual (University) Supervision will be provided via zoom (see Class Policy Statements regarding requirements).). The supervision sessions **are not and will not be recorded** by students or supervisors. Students are asked to only participate in group and individual supervision in spaces, or using technology (e.g., headphones), where confidentiality can be maintained.

All documentation and work samples (digital audio tapes of individual sessions) are to be submitted through BOX in a secured folder only to be shared with the University Group and Individual Supervisors. Students will also submit final documentation through Tevera.

All clinical documentation and work samples formats will meet relevant University, ACA (2014), CACREP (2016), HIPAA and FERPA standards and guidelines.

**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)

**Course Requirements:**

**A. Supervision.**

**Individual Supervision.** Each student receive individual supervisor from their site supervisor with whom they will meet weekly for individual supervision.

**Group supervision.** Group supervision will take place during scheduled class time via zoom. Group supervision will include content and supervisory instruction related to development of advanced counseling skills. Students are required to prepare for group supervision through completing readings, activities or reflections assigned in the course and completion of client case presentation/counseling module (see below).

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 individual and group supervision sessions*** (CACREP 2016).Please refer to the **Class Policies** relating to university policies about attendance. If a student must miss an individual session, they are asked to reschedule at the convenience of the Individual Supervisor. Students are asked to notify their Group Supervisor as soon as possible if they are going to miss a session.

Please note, **if a student misses a supervision session**, they may be prohibited from accruing direct counseling hours, attending their site and more than one absence from Group and/or Individual Supervision may result in an Incomplete or an Unsatisfactory grade for the practicum.

**C. Provision of counseling services.**

Students must complete ***a minimum of 100 total* *practicum hour****s* to meet the requirements of this course. A***minimum of 40 direct service hours*** are required as part of the total 100 hours (CACREP 6.C.1). Students will also continue to attend their sites throughout the semester, even if the minimum number of hours are completed prior to the end of the semester.

Students will work with site supervisors to schedule ***8-10 hours per week***in which students will be at their practicum site. Students are expected to maintain this schedule throughout the semester unless changes are mutually agreed upon between the student and site supervisor and approved by the University Group Supervisor.

In case of absences students will notify all supervisors (see Class Policies) as soon as possible. Students are responsible for working with their site supervisor to ensure client care is considered in the case of a student’s absence.

**D. Digital audio recordings/work samples.**

Work samples are a required component of supervision, work samples can only be individual counseling sessions. Two individual counselign sessions are to be taped to meet this requirement. One of these will be taped and uploaded before midterm and one will be taped and uploaded before the end of the semester. The site supervisor is responsible for reviewing these tapes and providing feedback. A ***Consent to Tape*** form must be obtained from each client (a signed consent from parents is required for minors).

Recording devices can be obtained from the LRC. If you would like to purchase your own device, it will need to be approved by the University Group and Individual Supervisor. ***You are not permitted to use your phone as a recording device***. As long as there is a recording on the device, it should be kept in a safe and secure place as it contains confidential material.

Once you have recorded the session, the session must be uploaded to Box (in a secured folder only shared with your Site Supervisor and Group Supervisor) and immediately and deleted from the recording device. At the end of the semester, all recordings are to be deleted from Box.

**E. Clinical documentation.**

Students will be required to provide approved documentation for all counseling direct hours (group and individual sessions as documented in practicum log). All required clinical documentation is to be loaded into the secure BOX folder (following appropriate professional [ACA, 2014, CACREP, 2016], HIPAA, FERPA, and University standards). This documentation should have no identifying client data. Clinical Documentation templates are provided in CANVAS/CED Professional Experiences Handbook. This box folder will be shared with the site supervisor and the group practicum instructor.

Students **not meeting requirements** for required documentation, including the timelines required for uploading of documentation and work samples, **may be prohibited from accruing hours, attending their sites or may receive an incomplete for practicum.**

**Progress Notes:** Students will be required to submit a progress note for ***all*** individual sessions and group sessions documented in their direct hours. Progress notes are to be submitted within **48 hours of completing the session.**

**Treatment Plans:**

Students are required to complete treatment plans for every individual 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.

**F. Site, program and evaluation documentation**

In addition to clinical documentation students are required to provide documentation related to their sites, program requirements and evaluation. This includes submission of required documentation (CACREP 2016) corresponding to practicum requirements.

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| **Tevera**  |  | **BOX**  |  |
| Site and Supervisor Information Form | Upload | Site and Supervisor Information Form | Upload  |
| Proof of Liability Insurance  | Upload | Proof of Liability Insurance  | Upload |
| Memo of Agreement | Upload | Memo of Agreement | Upload |
| University Individual Supervisor Final Evaluation  | Upload  | University Individual Supervisor Midterm and Final Evaluation  | Supervisor will load to BOX folder |
| Site Supervisor Final Evaluation  | Upload  | Site Supervisor Midterm and Final Evaluation  | Upload |
| Final Log (signed by Site Supervisor | Upload  | Midterm and Final Log (signed by Site Supervisor) | Upload  |
|  |  | Supervisee Evaluation of Individual Supervisor | Upload |
|  |  | Supervisee Evaluation of Practicum Site  | Upload |

\*Upload means the student uploads the documents to the required site.

**G. Group Supervision Assignments.**

Weekly Group Supervision: In addition to completing readings and other class reflections/activities as assigned, students are asked to be prepared on a weekly basis to present and engage in group supervision. Group supervision follows all ethical guidelines related to confidentiality. Content discussed in group supervision and individual supervision is confidential and cannot be discussed outside of the supervisory process.

Group Supervision Case Presentation: You are asked to present two formal counseling case presentations. One will be presented before midterm and one will be presented before the end of the semester. These presentations will be limited to 20-30 minutes of presentation and 30 minutes of group supervision. You will be required to present a description of the case, and relevant assessment and DSM-V information, your conceptualization of the case and identified goals (this needs to be linked to your theoretical focus/process), identification of critical counseling issues or concerns (this may focus on interventions, assessment, challenges in the counseling process, theory application), and a 10-minute audio clip. You will then identify at least 3 questions for discussion during the group supervision process.

Counseling Module: For both of the cases you present on you will also need to develop a more expanded discussion of your counseling process that includes: Description of your case, presenting issues, specific counseling goals, description of your counseling approach (theory, or integration of theories), identification of interventions used (link to theory and goals), counseling evaluations of outcomes (short-term and long-term), and modifications made to address changes in your therapeutic process.

This module will require artifacts to support your narrative. Please identify these artifacts (can be retained in a sub-folder or attached to your narrative) and link to your narrative. These may include examples (***be selective***) of session summaries, treatment plans, progress notes, interventions used in counseling, and resources to support your process.

**H. Mandated Reporter Training:** Students will be required to complete online mandated reporter training (<https://aldhr.remote-learner.net/course/index.php>). Students can choose between child abuse mandated reporters training or adult abuse mandated reporters training based on the population of focus at their site. Students must submit evidence of their completion of this training on helping abused and neglected children and vulnerable adults.

**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. This proof will be provided to the University Individual and Group Supervisor in the practicum BOX folder and in Tevera.

**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 presentations/Module | 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 |

**Class Policy Statements:**

1. 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.
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 University Policies <https://sites.auburn.edu/admin/universitypolicies/default.aspx>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 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. 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).
5. 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.
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. Students must maintain confidentiality of all case discussion. The discussion of cases outside of the group setting with any other persons other than 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. This action would be considered highly unethical behavior (see [**ACA Code of Ethics**](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a nickname) of the person in discussion and/or some other code (e.g. initials of a nickname) on all documentation will be appropriate. Classroom civility is expected.
11. Social Media and Public Representations**:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.
12. In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.
13. **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. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. 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.

**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 | 1/16/22 | Introduction and Overview of Course Review Required DocumentationSelf-care  |  |  |
| 2 | 1/23/22 | Practitioner Development Therapeutic RelationshipEthics in Counseling Practice | **Professional Liability Insurance Due** **Mandated Reporter Training Due** Ametrano, Irene Mass (2014)Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016).  | 6.B.1.f |
| 3 | 1/30/22 | Presence in Counseling Assessment of SI and HI*Case Conceptualization* | Hays, Prosek, & McLeod (2010)Assessing and Responding to Suicide | 6.B.1.f |
| 4 | 2/06/22 | Trauma Focused Care Treatment Planning*Case Conceptualization* | Southern, S., & Devlin, J. (2010).Zubernis, Lynn, Snyder, Matthew & Neale-McFall, Cheryl (2017). | 6.B.1.a6.B.1.b6.B.1.c6.B.1.e |
| 5 | 2/13/22 | Balancing Care for Others and for SelfSustaining Professional and Personal Self *Case Conceptualization* | Bradley, N., Whisenhunt, J., Adamson, N., & Kress, V.E. (2013) | 6.B.1.f |
| 6 | 2/20/22 | Applying Theory with Diverse ClientsHazards of Practice*Case Conceptualization* | Morales & Norcross (2010)**Distribute Midterm Evaluations** | 6.B.1.a6.B.1.b6.B.1.c6.B.1.e |
| 7 | 2/27/22 | Understanding School Counseling *Case Conceptualization**Case Conceptualization* | Stensrud, R. H., Gilbride, D. D., & Bruinekool, R. M. (2019). **MIDTERM EVALUATIONS DUE** | 6.B.1.a6.B.1.b6.B.1.c6.B.1.f |
| 8 | 3/05/22 | NO CLASSSPRING BREAK |  |  |
| 9 | 3/12 |  Testifying in Court *Case Conceptualization* | Cervoni, A., & DeLucia-Waack, J. (2011) | 6.B.1.d |
| 10 | 3/19 | Research and Practice *Case Conceptualization* | Kazdin (2008)Laskin, Gurman, & Wampold (2013) | 6.B.1.d6.B.1.f |
| 11 | 3/26 | Maintaining Change & Termination*Case Conceptualization* | Kress, V., & Marie, M. (2019) | 6.B.1.f |
| 12 | 04/02 | Law versus Ethics in Counseling*Case Conceptualization* |  |  |
| 13 | 4/09 | Maintaining Ethical Practice*Case Conceptualization* | Wilkinson, T., Smith, D., & Wimberly, R. (2019). | 6.B.1.e |
| 14 | 4/16 | Trauma Focused Care *Case Conceptualization* | Southern, S., & Devlin, J. (2010). | 6.B.1.f |
| 16 | 4/23 | Understanding Rehabilitation Counseling | Huber, M. J., Walker, Q. D., Dunlap, P. N., Russell, V. E., & Richardson, T. V. (2019)**FINAL DOCUMENTATION DUE** | 6.B.1.f |