**COUN 8910-001**

Advanced Practicum II in

Counseling Psychology

***Spring 2025***

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

**College of Education**

Instructor Information:

**Chenetra D. Buchannon, PhD**

**Visiting Assistant Professor**

**2084-G Haley Center**

**cdb0015@auburn.edu**

**334-844-2873**

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Office Hours:

**By appointment**

**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 8910 (3 semester hours)

**Course Title:** Advanced Practicum II in Counseling Psychology

**University:** Auburn University

**Prerequisites:** COUN 7910 (two semesters), COUN 8910 (one semester)

**Instructor:** Chenetra D. Buchannon, PhD

**Contact Info:** 2084-G Haley (mail: 2084); cdb0015@auburn.edu

**Class Meeting:** Wednesdays 4:00-6:50pm in Haley 2011

**2. Date Syllabus Prepared:** August 2020; Jan 2021, Jan 2023, Jan 2025

**3. Required Readings:**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). Washington, DC: Author.

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* Retrieved from <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

Student Handbook Auburn University Counseling Psychology PhD Program. 2020-2021 Academic year. [Canvas, program webpage]

State of Alabama, Board of Examiners in Psychology. (2014). *Code of Alabama: Chapter 26. Psychologists.* Author. Available <https://law.justia.com/codes/alabama/2014/title-34/chapter-26/>

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

**4. Course Description:**

Advanced supervised experiences appropriate to student’s program emphasis.

**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. Maintain awareness of client factors and their influence on the therapy process;
2. Be aware of reactions to clients and how those reactions may affect the therapy provided;
3. Establish rapport and a good working relationship with clients;
4. Identify appropriate clinical diagnoses for clients;
5. Conceptualize clients and use that conceptualization to guide treatment in a way that fits clients’ goals and preferences;
6. Identify and respond to situations that involve risk of harm to clients or others;
7. Articulate a theoretical orientation used to guide treatment with clients;
8. Be flexible in the provision of therapy such that different skills and approaches are tailored to client needs and preferences;
9. Keep clients engaged in treatment such that premature termination is unlikely and client improvement is regularly achieved;
10. Use evidence-based practice methods to monitor the process and outcome of work with clients;
11. Integrate multicultural theory and awareness of cultural factors into clinical practice;
12. Manage ethical issues in a professional and appropriate manner;
13. Document clinical work in a way that meets the standards of the work setting, insurance companies (if applicable), and state laws;
14. Work cooperatively and effectively within the agency setting and develop appropriate professional relationships with other agency staff;
15. Effectively engage in the supervision progress to benefit clients and enhance professional development;
16. Request consultation from peers and provide helpful, tactful feedback to peers.

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

An overview of the course content and schedule is included below on the following pages (see Course Requirements and/or Canvas for details on each assignment). This schedule may change based upon the learning needs of the class. As a group, we will make decisions about which students and/or issues to focus on during informal case discussion/discussion of clinical issues time.

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| --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **ASSIGNMENTS DUE** |
| 1 | Jan 15 | Course IntroductionProgress and New Learning GoalsSelect presentation dates  |  |
| 2 | Jan 22 | Didactic & Activity: Self-CareClinical cases/concerns/tape review | **Canvas: Learning Goals Assignment****Canvas: Self-care assessments (optional)****Email: Book Selection due** **Friday Jan 24**  |
| 3 | Jan 29 | Self-Care Plan DiscussionClinical cases/concerns/tape review | **Self-Care Plan Due****Outcome Measure Due** |
| 4 | Feb 5 | Clinical cases/concerns/tape review  |  |
| 5 | Feb 12 | ***Case Presentation 1***Clinical cases/concerns/tape review |  |
| 6 | Feb 19 | ***Case Presentation 2*** Clinical cases/concerns/tape review |  |
| 7 | Feb 26 | ***Case Presentations 3 & 4***Clinical cases/concerns/tape review |  |
| 8 | Mar 5 | **COP Written Comprehensive Exams Week****NO CLASS** | **Tevera: Mid-term Hours Report Due Friday Mar 7** |
| 9 | Mar 12 | **SPRING BREAK: NO CLASS** |  |
| 10 | Mar 19 | Self-Care Plan DiscussionClinical cases/concerns/tape review |  |
| 11 | Mar 26 | ***Case Presentation 5***Clinical cases/concerns/tape review |  |
| 12 | Apr 2 | ***Case Presentation 6***Clinical cases/concerns/tape review |  |
| 13 | Apr 9 | ***Case Presentation 7***Clinical cases/concerns/tape review | **Complete Reading Book** |
| 14 | Apr 16 | ***Case Presentation 8***Clinical cases/concerns/tape review |  |
| 15 | Apr 23 | Book Summary Discussion Clinical cases/concerns/tape review | **Book Summary Due**  |
| 16 | Apr 30 | Self-Care Plan DiscussionClinical cases/concerns/tape review | **Case Conceptualization Paper Due Friday May 2** |
| Finals  | May 7 | **NO CLASS** | **Tevera: Hours Report & Site Evaluation Due Friday May 9** |

**7. Course Requirements/Evaluation:**

**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, 2017). 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.

**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 20 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 or supervision with a professional who is not a licensed psychologist 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. You must follow the site guidelines for telehealth and in-person sessions.

**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 theory/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 present client recordings during consultation at least twice (2 times) during the semester*** ***for scheduled Case Presentations*** which will last about an hour (see below), in addition to regular briefer discussion of cases and issues about counseling/therapy. Included in evaluation of your therapy skills is my evaluation of your work in the class (which includes presenting cases for group supervision and presenting/discussing theory or techniques) and openness to supervision (reflected in how readily you present cases) including sharing recordings outside of the two scheduled presentations. 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.

**Self-Care Plan**: You are required to develop a self-care plan for the semester. Your plan should include the following: 1) what self-care means to you (consider your multiple and intersecting identities), 2) at least one area of health and wellness on which you would like to focus, 3) current effective and ineffective practices in which you already engage in the chosen health area, 4) a new practice that you want to engage in (if applicable), 5) S.M.A.R.T. goal, 6) barriers to accomplishing your goals, 7) strategies to address the barriers, and 8) frequency of reviewing and modifying your plan. Optional self-care assessment tools are available in Canvas. You will turn in your self-care plan on Canvas **(See due date above).** We will also discuss your plans in class on the due date, as well as at mid-semester and at the end of the semester addressing progress. Self-care plans are highly personalized and often contain some private information. You should omit any information (from your plan and the class discussion) that you want to keep private. You can substitute private information related to self-care activities with “my activity” or a similar notation.

**Book Summary**: You will select and read a *clinical practice* book. The book must focus on a specific clinical population and/or clinical issue. For example, populations might include transgender women, Black Americans, or individuals in the criminal justice system. Clinical issues might include sexual assault, alcohol abuse, or marital infidelity. Alternatively, you can select a book that examines a clinical issue within a specific population (e.g., romantic relationship concerns among LGBTQ+ individuals). You **cannot** select a book that is simply a compilation of activities or interventions, and you **cannot** select a book you have already read. The book will ideally be geared toward clinicians (as opposed to clients), but certain books for clients may be deemed appropriate if they will substantially contribute to your knowledge on how to treat the population/issue. Email the instructor with your proposed book selection and a link to the book’s content (**Due date above**). The instructor will then inform you whether your selection is appropriate or whether you need to propose a different book. You are required to read this book before the summary is due. Students must be prepared to discuss their books during that class period. In addition, students will complete the *Clinical Practice Book Summary Form* (available on Canvas) and submit it on Canvas (**See due date above**). The instructor will then make the summary forms available to all students in the class.

**Case Presentations (2)**: 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 presentations (~30 min [uninterrupted] video, 20 min presentation, 10 min discussion) twice** during the term. Students will sign up for **2 of 8** presentation dates.

The presentation should include the following components:

* 1. **Client Presentation**: Select a client that you have seen for about 3-4 sessions and share a 30-minute uninterrupted segment of session tape that demonstrates your work utilizing your chosen theory (see below) with a client. The client should be in individual therapy, in most cases. Summarize the client’s presenting concern(s), co-morbid conditions, relevant environmental factors and cultural variables, and other individual differences (e.g., sexual orientation, gender, disability conditions, etc.) that are relevant to understanding the client. Describe the assessment process to determine the presence of a DSM-5 disorder (or disorders), discuss the differential diagnosis process (including rule-outs that were made), provide justification for the diagnosis/es given. Integrate cultural considerations in assessment and diagnosis of the client
	2. **Theoretical Orientation Statement**: Select a theory that best fits your current direction in working with clients and 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. The theory may be related to your clinical practice book. 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.
	3. **Conceptualization**: Explain the theory-driven conceptualization of the client that incorporates cultural factors. This must include a description of how the theory/theories and conceptualization influenced treatment goals and interventions. The treatment goals should be explicitly stated in theory consistent language. Specific examples of how theory was implemented in this session should be included. The theory/theories addressed in this section must align with the work demonstrated in the recorded session, including handling of any client risk factors as needed.
	4. **Outcome Assessment**: You are required to monitor outcome with at least one client during the semester to present as part of your case conceptualization paper. I recommend measuring outcomes on multiple clients, even though only one is required. This will allow flexibility, e.g., in case of client attrition. In their first semester of Advanced Practicum, students were required to demonstrate their ability to obtain and appropriately interpret outcome data to inform their treatment with a client over time. This assignment allows students to build on knowledge from the past semester. For COUN 8910: Advanced Practicum II, students are required to select and utilize **at least one outcome measure** (beyond any tools routinely used by the site). Students will **report two data points** at designated intervals for their first presentation and **report three data points** for the second presentation:
1. **Pre-Treatment**: Students report baseline data for the outcome measure (with appropriate rationale for why the measure was selected) and describe how the baseline score(s) will inform their work with the client.
2. **Pre- to Mid-Treatment**: Partway into treatment with the selected client, students conduct at least one additional assessment point for the outcome measure(s). Students will report client’s results and identify whether the client has made reliable improvement on the assessment(s). Students will articulate what the outcome data mean about their treatment with the client thus far and how the data will inform upcoming treatment with the client.
3. **Post-Treatment** (or during/late treatment if not terminated by assignment deadline): Students will report all their outcome data (a minimum of three assessment points on one outcome measure) collected over the course of their treatment with the selected client. Students will identify whether the client made reliable improvement on the outcome measures. Students will reflect on what the outcome data mean about the effectiveness of their treatment with this client.
	1. Present your case presentation (~60 min) to class. You will bring to class a bullet point version of your written case presentation (see below) 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).
	2. A transcript of the 30-minute session segment.

**\*NOTE\* You must know and follow your practicum site’s policies for presenting material including case information and recorded sessions.**

**+NOTE+ All outcome assessments given to clients must be reviewed AND approved by a site supervisor PRIOR to use. You should complete the *Outcome Measure Approval* (see Canvas) within the first 3 weeks of the semester.** Additionally, assessments should be clinically relevant to the case (this is in line with ethical clinical conduct) and fit within your theoretical framework. As such, you should engage in ongoing discussions with your supervisor regarding your outcome assessments and their clinical utility. Failure to do so will not be considered an acceptable excuse for the outcome assessment assignment. Subjective reports from you or your client are **not** sufficient for this assignment.

**Case Conceptualization Paper:** The **written component** turned into the instructor (about **4-5 double-spaced pgs**.) of the case conceptualization will require completing a written description of the case presentation above (or the same information for a case that was not presented in class) for **1 (one) client** during the semester. **The Case Conceptualization paper will be submitted on Canvas on the due date outlined in the course schedule.**

**Documentation and Practicum Site Evaluation**:

* a partial list of practicum hours and clients seen using the program approved reporting form (e.g., ***Tevera Mid-term Hours Report***). You must sign this form, but a supervisor signature is optional.
* a complete list of practicum hours and clients seen using the program approved reporting form (e.g., ***Tevera End Semester Hours Report***). You and one site supervisor must sign this form.
* you are required to submit an evaluation using the program approved practicum evaluation form at the end of the term using the online system (e.g., ***Tevera Semester Evaluation***). You must have your site supervisor(s) sign this form, followed by signing that you reviewed the form online or with your supervisor. You can enter up to 3 site supervisors—enter “**skip**” if you only have 1-2 supervisors instead of leaving the online box blank.

It is your responsibility to provide your site supervisor(s) the form enough in advance that it can be completed by the end of the term (**see due dates above**). 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 on Canvas or Tevera on the due date outlined in the course schedule.**

**COUN 8910 (Advanced Practicum II) Supervisor’s Semester Evaluation:** To receive a grade of “Satisfactory” in the second semester of COUN 8910, the student must receive ratings on the Tevera Semester Evaluation from the on-site supervisor that have the following characteristics:

1. No item may be rated as 1, “Unacceptable” or 2, “Substantially Below Beginning Practicum Student Skill Level”.
2. No more than two items completed by the supervisor can be rated 3, “Below Beginning Practicum Student Skill Level”.
3. At least half of the items completed by the supervisor (excluding “Cannot Judge”) must be rated “Consistent with Some Prior Clinical Experience” or better.
4. The student cannot be rated as having violated ethical principles for psychologists.

In addition, a grade of “Satisfactory” requires that the on-site supervisor who completed the evaluation be a ***licensed psychologist*** in the jurisdiction in which the student engaged in the clinical work and that the on-site supervisor who completed the evaluation indicate that their evaluation is based at least in part on direct observation of the student’s work. If the on-site supervisor does not verify that they are a licensed psychologist and that their supervision of the student involved direct observation, the practicum instructor or other designated licensed psychologist (such as the Director of Practicum Training) must also complete a Practicum Evaluation based in part on direct observation. This Evaluation must also meet the requirements above and be approved at the beginning of the semester by the Director of Practicum Training.

**Overall Course Evaluation**:

**This course uses satisfactory/unsatisfactory grading**. Your evaluation will depend on your performance as a therapist/counselor (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 minimum of:
	+ A grade of 85% on the book summary/presentation
	+ A grade of 80% on self-care assignment
	+ A grade of 85% or better on the case presentations
	+ A grade of 85% or on the case conceptualization paper
* 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. Note: it is the student’s responsibility to demonstrate clinical competence.

**Protection of Client Information**. It is the student’s responsibility to safeguard client confidentiality in all aspects of course assignments. In written materials, students will use pseudonyms and ensure that details are sufficiently disguised.

**8. Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by the start of class on the day assignments are due. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion, i.e., loss of points up to all points possible, of that course requirement, and in many 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.

Attendance Policy: As this is a practicum course, attendance is required. Students are expected to attend all class meetings in person (or online, e.g., via Zoom as dictated). 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. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence 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).

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.

* We, the faculty, instructors, and students of COUN 8910 pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School and will not tolerate activities that undermine academic integrity.

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.

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. 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/recordings 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.

* Note that confidentiality and security of information apply for remote, i.e., Zoom, meetings if scheduled. We will all use appropriate measures to ensure that class meetings are not overheard or viewed by persons not in this class. These concerns may also limit the ability to have remote learning for this class and must be balanced with other health concerns.

Office Hours and Clinical Emergencies: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class. 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 (334-707-7362)**in case of a clinical emergency in which your on-site supervisor cannot be reached or additional, urgent supervision is needed. It is important to note that your on-site supervisor or designee* *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.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis (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.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate 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. As a practicum course designed to teach knowledge and skills related to psychotherapy through the direct provision of supervised psychotherapy services, only students enrolled in the counseling psychology doctoral programs are eligible to take this course.