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COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

COUN 8910 Advanced Counseling Practicum Syllabus

**Course Number:** COUN 8910

**Course Title:** Practicum - Advanced Counseling

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7910 & Department Approval

**Date Syllabus Revised:** January 2025

**Instructor:** Lindsay Portela, Ph.D., LPC, NCC

Email: lkp0004@auburn.edu

Office Hours: By appointment

**Required Texts:**

*Counselor Education Doctoral Degree Handbook*, provided via Canvas

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. (2022). *Diagnostic and statistical manual of mental disorders: DSM-5 TR*. Washington, D.C: American Psychiatric Association.

Articles posted on Canvas

**Recommended Texts:**

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**

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.

**Course Objectives**

This course is focused on students’ development of advanced individual and group counseling skills. This course meets CACREP 2024 standards section and includes the following accreditation standards for Doctoral Curriculum related to counseling practice. Students will demonstrate knowledge and skills related to:

* 1. scholarly examination of the evidence base counseling processes and theories (CACREP VI.B.1.a)
  2. integration of theories relevant to counseling (CACREP VI.B.1.b)
  3. conceptualization of clients from multiple theoretical perspectives (CACREP VI.B.1.c)
  4. scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities (CACREP VI.B.1.d)
  5. methods for evaluating counseling effectiveness (CACREP VI.B.1.e)

legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities (CACREP VI.B.1.f)

**Course Requirements & Assignment Description**

1. **Readings and Discussions**
   1. It is imperative that students read diligently to keep up-to-date with the counseling profession.
   2. 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.
   3. Knowledge gained through readings will be advanced and applied via class discussions.
2. **Class and practicum attendance**
   1. Students are expected to attend ***all***class meetings.
   2. students will work with site supervisors to schedule ***8-10 hours per week***in which students will be at their practicum site, and students are expected to maintain that schedule throughout the semester unless changes are mutually agreed upon between the student and site supervisor and approved by the course instructor.
   3. In case of absences due to illness or crisis situation, students will notify all supervisors. Students are responsible for working with their site supervisor to ensure client care is considered in the case of a student’s absence.
3. **Provision of counseling services**

Students must complete ***a minimum of 100 total***

***practicum hour****s* in order to complete the requirements of this course. A***minimum of 40 direct service hour****s* is required as part of the total 100 hours.

* 1. Two individual counseling sessions a week are to be taped (digital audio) for the purpose of supervision.
     1. A “Consent to Tape” form must be obtained from each client (a signed consent from parents is required for minors). Documentation will be provided to you.
  2. 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 instructor.
     1. You are not permitted to use your phone as a recording device.
  3. Once you have recorded the session, the session must be uploaded to Box and immediately deleted from the recording device.
     1. At the end of the semester, all recordings are to be deleted from Box.
     2. 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.

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

1. **Clinical documentation& Required Work Samples**
   1. Students are required to write a progress note for each individual or group counseling hour recorded on the students’ hour log.
      1. Students are also required to complete a session summary for each client after reviewing the recorded counseling session and prior to the student’s individual supervision session with the university supervisor.
   2. Students are required to complete treatment plans for every individual or group client after three counseling sessions.
      1. Treatment plans should be reviewed and updated after every three additional sessions.
      2. 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.
   3. Students should use templates provided for aforementioned documentation
   4. **Documentation should be completed within 48 hours of the counseling session.**
      1. Recorded counseling sessions and corresponding documentation should be uploaded to the student’s folder in Box at least 48 hours prior to the student’s scheduled supervision session with their university supervisor.
      2. **If a student fails to upload documentation 48 hours prior to supervision more than 3 times throughout the semester, then the student will receive an incomplete for the course.**
   5. **ALL** clinical documents should be uploaded in a designated Box folder and shared with both your University Supervisor and Group Practicum Instructor. The following documents will need to be submitted to Tevera:

* Memorandum of Agreement
* Proof of Liability Insurance
* Midterm Evaluation from Site Supervisor
* Final Evaluation from Site Supervisor
* Weekly Time Log
* Final Signed Time Log

1. **Individual Supervision**
   1. Each student must identify a qualified fieldwork supervisor with whom the student will meet for weekly individual or triadic supervision.
   2. Prior to engaging in supervision students will obtain a signed supervision contract, site information sheet, supervisor information sheet, and signed MOA.
   3. Prior attending their weekly scheduled supervision session, students will review their recorded counseling sessions and complete the aforementioned clinical documentation.
      1. Students must upload a minimum of two (2) recorded counseling sessions and corresponding documentation for all counseling sessions documented on the students’ log at least 48 hours prior to supervision.
      2. If a student fails to upload recordings 48 hours prior to supervision more than 3 times throughout the semester, then the student will receive an incomplete for the course.
2. **Group supervision**
   1. Group supervision will take place during scheduled class time.
   2. Students will present and discuss client cases that are of concern or that might be beneficial to the learning of students.
   3. Each student is expected to discuss client cases and to contribute to the learning process of their peers each week.
   4. **Attendance is required**.
3. **Client case presentation.** 
   1. Each student will present a client case.
   2. The presentations should be approximately one hour in length.
   3. All identifying information should be removed from the client’s information presented and include the following components:
      1. a description of the client’s presenting concerns
      2. information gathered via assessment
      3. case conceptualization using at least one counseling theory
      4. diagnostic impressions (based on the DSM-V[TR])
      5. short- and long-term goals
      6. theory-based interventions
      7. evaluation of (anticipated) outcomes
      8. 2 samples of an audio recorded counseling session that demonstrate the student’s counseling skills (e.g., implementing an intervention, evaluating the effectiveness of counseling, etc.).
4. **Final Course Documentation**
   1. Students must submit the following items to the university group supervisor in Box and paper copy:
      1. Signed Supervision Agreement
      2. Final Practicum log
      3. Information form about the site and supervisors
      4. Memorandum of Agreement
      5. Midterm and final evaluations from site and university supervisors
      6. Students’ midterm and final self-evaluations

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

1. **Mandated Reporter Training**
   1. Students will be required to complete online mandated reporter training (<https://aldhr.remote-learner.net/course/index.php>).
   2. Students can choose between child abuse mandated reporters training or adult abuse mandated reporters training based on the population of focus at their site.
   3. Students must submit evidence of their completion of this training on helping abused and neglected children and vulnerable adults.
2. **Professional Liability Insurance**
   1. All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy.
   2. 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.
   3. 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.

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| **Assignment** | **CACREP Standards** |
| Readings and discussion | (CACREP VI.B.1.a-f) |
| Class and practicum attendance | (CACREP VI.B.1.a-f) |
| Provision of counseling services | (CACREP VI.B.1.b,c,d,e,f) |
| Clinical documentation | (CACREP VI.B.1.c,d,e) |
| Individual supervision | (CACREP VI.B.1.a-f) |
| Group supervision | (CACREP VI.B.1.a-f) |
| Client case presentation | (CACREP VI.B.1.a-f) |
| Final course documentation | (CACREP VI.B.1.c,d) |

**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**

**Course Schedule**

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| --- | --- | --- | --- |
| **Week** | **Date** | **Material** | **Readings/Assignment** |
| 1 | 1/14 | Introduction and Overview of Course  Review Required Documentation  Self-care |  |
| 2 | 1/21 | Practitioner Development  Therapeutic Relationship  Ethics 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). |
| 3 | 1/28 | Presence in Counseling  Assessment of SI and HI | Hays, Prosek, & McLeod (2010)  Assessing and Responding to Suicide |
| 4 | 2/4 | Trauma Informed Care | Southern, S., & Devlin, J. (2010). |
| 5 | 2/11 | Treatment Planning and Evaluation of Counseling | Zubernis, Lynn, Snyder, Matthew & Neale-McFall, Cheryl (2017). |
| 6 | 2/18 | Applying Theory with Diverse Clients  Hazards of Practice | Morales & Norcross (2010)  **Distribute Midterm Evaluations** |
| 7 | 2/25 | Understanding School Counseling | Stensrud, R. H., Gilbride, D. D., & Bruinekool, R. M. (2019). |
| 8 | 3/4 | Testifying in Court | Cervoni, A., & DeLucia-Waack, J. (2011)  **MIDTERM EVALUATIONS DUE** |
| 9 | 3/11 | NO CLASS - SPRING BREAK |  |
| 10 | 3/18 | Research and Practice | Kazdin (2008)  Laskin, Gurman, & Wampold (2013) |
| 11 | 3/25 | **ACA CONFERENCE** |  |
| 12 | 4/1 | Law versus Ethics in Counseling |  |
| 13 | 4/8 | Maintaining Change, Termination, & Ethical Practice  *Client Case Conceptualization* | Kress, V., & Marie, M. (2019)  Wilkinson, T., Smith, D., & Wimberly, R. (2019). |
| 14 | 4/15 | Balancing Care for Others and for Self  Sustaining Professional and Personal Self  *Client Case Conceptualization* | Bradley, N., Whisenhunt, J., Adamson, N., & Kress, V.E. (2013)  **Distribute Final Evaluations** |
| 15 | 4/22 | Understanding Rehabilitation Counseling  *Client Case Conceptualization* | Huber, M. J., Walker, Q. D., Dunlap, P. N., Russell, V. E., & Richardson, T. V. (2019) |
| 16 | 4/29 | Counselor Professional Development over the Semester  Class Wrap Up | **FINAL EVALUATIONS DUE** |

## **ETHICAL STANDARDS**

## Students engaged in all professional experiences, including Practicums and Internship, are required to follow the Counselor Education Doctoral Program, Auburn University, Practicum and Internship Site, and professional standards and practices. This includes following guidelines and standards related to HIPAA and FERPA compliance, and adhering to the *American Counseling Association Ethical Standards* (2014): <https://www.counseling.org/resources/ethics>

## **PROFESSIONAL LIABILITY INSURANCE**

## All College of Education students at Auburn University 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 form the [Department of Risk Management and Safety](https://ba.auburn.edu/rms/), 334-844-4870.

## As required by CACREP, 6.C.3 (2024) students are required to be covered by both the university liability insurance coverage and *by individual professional counseling liability insurance policies while engaged in counseling or supervision as part of their doctoral program.*

## Students can purchase this insurance through several organizations including professional organizations (HSPO, AMHCA, ASCA). At the present time, student membership in the American Counseling Association does not include liability insurance for doctoral students.

## **WORK SAMPLES AND DEMONSTRATIONS**

## Specific practicums and the doctoral internship require work samples and documentation which are specified in course syllabi. Work samples may include recorded sessions or demonstrations. In all instances, students should follow ACA Ethical Standards (2014) and related HIPAA and FERPA policies. Students are required to provide documentation and work samples within the timeframe specified in course syllabi (e.g. 48 hours prior to supervision or evaluation meetings).

## The Counselor Education Doctoral Program specifies the following in reference to policies regarding recording and documentation during Practicums and Doctoral Internship:

## **RECORDING**

## In practicums that require work samples (e.g., Counseling, Supervision) students are required to use the appropriate consent documents to record all sessions. The consent documents may include site specific documents. If those are not provided, students will use the AU consent document provided as part of the course materials.

## During Teaching Practicum, the Instructor (Doctoral Student) should review class policies related to recording the class session. If the class does not have a policy related to recording sessions, the Instructor (Doctoral Student) must notify students (digital or live delivery) that the session is being recorded and the purpose of the recording, following Auburn University guidelines regarding recording of class sessions. These policies also apply to Internship components that include the taping of demonstrations and work samples.

## **METHODS OF RECORDING**

## In reference to recording methods, please refer to site specific policies and procedures related to recording and retaining recordings (HIPPA, ACA 2016, FERPA). In addition, course syllabi provide specific requirements related to the type and nature of recordings in Practicums and Internship. Students can only use approved encrypted devices, provided by the [COE Learning Resource Center](https://education.auburn.edu/about/learning-resources-center/), to record work samples and recordings must be deleted no later than the end of classes unless requested by instructor and/or supervisor.

## Auburn University Counselor Education Program also provides students with the facilities to record, including the Counseling Labs (1220, 1219, 1218). Supervision sessions conducted at Auburn University by Doctoral Supervisors must be recorded in the individual rooms provided in the Counseling Labs. Teaching demonstrations can be recorded in classrooms that have smart technology or using other formats or technology to record the demonstration. Students can use Panopto or Zoom to record class demonstrations.

## Auburn provides HIPAA Compliant Zoom for students in clinical practice areas that require the use of recorded work samples. Work samples and documentation must not contain identifiable information. Samples and documentation (including all practicum and internship experiences) can be stored in secured BOX folders with access provided only to the doctoral student and approved University supervisors. When documenting and evaluating supervisee work or academic teaching experiences (COUN 8910 Teaching Practicum) Doctoral students also need to adhere to FERPA policies pertaining to student records.

## **DOCUMENTATION**

## As noted, all documentation and recording needs to follow ethical standards and include the consent of the client and/or supervisee. Storage of demonstrations, work samples, and documentation should also follow site policies, course syllabi, and program requirements.

## Once counseling sessions are recorded, they are immediately uploaded to a secure password protected BOX folder (AU) and deleted from the recording device. Supervisors will upload sessions to a secure password protected BOX folder immediately after the session and cannot store sessions on the computers in the Counseling Labs. You will be required to select the Link Settings in Box that include the option of a password protected file. You are only permitted to share these files with your supervisor.

## Teaching demonstrations are also to be stored in a secured BOX folder. All required documentation follows confidentiality policies and practices (ACA, 2014, site specific) and can only be retained in a secured password protected BOX folder. As a reminder, you are required to notify students that the session is being recorded.

## Auburn University Counselor Education policies require that all counseling and supervision work samples and corresponding documentation (*not site-specific documentation except approved consent documents that address recording*) must be destroyed and erased at the conclusion of the semester. The only exception is when a University Supervisor requests or requires the documentation; in this case the University Supervisor will retain the documentation and/or work sample in a separate secured BOX folder.

## **Class Policy Statements:**

* 1. Course communication: University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions. Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. Final documentation will be uploaded to both Canvas and Tevera. Auburn provides students with helpful tips for proper email etiquette which can be found [here](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay?v2).
  2. Attendance: Students are expected to attend, be on time for, and participate in each class meeting. Students are expected to prepare for and attend all supervision sessions and attend their practicum site as agreed upon with the student’s site supervisor.
  3. Excused Absences: Students are granted excused absences from class for the following university approved reasons. 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 EPolicy Handbook*](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12589&PageId=462108) for more information on excused absences.
  4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). If you miss an assignment, you have one week to contact the instructor and address the issue. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
  5. Confidentiality: Students must maintain confidentiality of all case discussions, in compliance with the [ACA Code of Ethics](http://www.counseling.org/ethics)**.** Discussing client material outside of group or individual supervision with any other persons besides those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. Additionally, to maintain client confidentiality, client codes (e.g. a first name) will be used in discussion and on all documentation (e.g. initials).
  6. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839&PageId=463585) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
  7. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
  8. 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.***
  9. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
     + Engage in responsible and ethical professional practices
     + Contribute to collaborative learning communities
     + Demonstrate a commitment to diversity
     + Model and nurture intellectual vitality

**Justification for Graduate Credit:** This course includes advanced content on pedagogical methods in counselor education. 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 Master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

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

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.

* + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, 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 so we can discuss if accommodations are possible.

**Diversity Statement**  
A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement**  
Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**Mental Health**   
If you or someone you know needs support, you are encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-844-1305. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123.  Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs**  
Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact [Auburn Cares](https://studentaffairs.auburn.edu/acsc/) at 334-844-1305 for resources and support.

**Sexual Misconduct Resources Statement**   
Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the [Title IX Office](https://auburn.edu/administration/tix-eeo/titleix.php), who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures.

If you would like to speak with someone confidentially, [Safe Harbor](https://studentaffairs.auburn.edu/safe-harbor/) (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources.

**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.