# AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** COUN 7510

**Course Title:** Advanced Clinical Mental Health Counseling Interventions

**Credit Hours:** 3 Semester hours

**Prerequisites:** COUN 7320

**Corequisites:** None

**Course Instructor:** Dixie Powers, PhD, LPC, NCC

[**daf0002@auburn.**edu](mailto:daf0002@auburn.edu)

1. **Date Syllabus Prepared:** January 2017, Revised April 2018

# Text(s):

Meier, S. & Davis, S. (2011). *The Elements of Counseling*. Belmont, CA: Brooks/ Cole.

Yalom, I. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Collins.

# Recommended:

Perry, C.W. (2002). *Basic Counseling Techniques: A Beginning Therapist’s Toolkit.*

Bloomington, IN: 1st Books Library.

Belmont, J. (2006). *86 Tips and Tools for the Therapeutic Toolbox.* Eau Claire, WI: PESI, Inc.

Gregoire, J., & Jungers, C. (2007). *The Counselor’s Companion: What Every Beginning Counselor Needs to Know.* (Eds.). Mahwah, NJ: Lawrence Erlbaum Associates.

Halbur\, D., & Halbur, K.V. (2005). *Developing your Theoretical Orientation in Counseling and Psychotherapy.* Boston: Allyn & Bacon.

# Course Description:

This course consists of advanced counseling interventions, practices, techniques and methods for mental health counselors including: treatment planning, counseling processes, and evaluation. This specifically includes exploration of the dynamics of relationships and triangles, including family and social issues. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standard of care. A critical analysis of various techniques and approaches will be established.

# Student Learning Outcomes:

Upon completion of this course, students will gain an understanding of:

* 1. Theories and models related to clinical mental health counseling (CACREP V.C.1.b)
  2. Psychological tests and assessments specific to clinical mental health counseling (CACREP V.C.1.e.)
  3. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP V.C.2.m)
  4. Strategies for interfacing with integrated behavioral health care professionals (CACREP V.C.3.d)
  5. Strategies to advocate for persons with mental health issues (CACREP V.C.3.e)
  6. Legal and ethical considerations specific to clinical mental health counseling (CACREP V.C.2.l.)
  7. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the International Classification of Diseases (ICD) (CACREP V.C.2.d)
  8. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP V.C.3.b.)
  9. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP V.C.2.h.)
  10. Roles and settings of clinical mental health counselors (CACREP V.C.2.a.)
  11. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP V.C.2.k.)
  12. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP V.C.1.d.)
  13. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorder (CACREP V.C.2.e)
  14. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP V.C.3.a)
  15. Strategies for interfacing with the legal system regarding court-referred clients (CACREP V.C.3.c)
  16. Theories and models of marriage, couple, and family counseling (CACREP V.F.1.c)
  17. Sociology of the family, family phenomenology, and family of origin theories (CACREP V.F.1.d)
  18. Principles and models of assessment and case conceptualization from a systems perspective (CACREP V.F.1.e)
  19. Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective (CACREP V.F.3.a)

6. **Course Content Outline:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Assigned Reading** | **CACREP Standards** |
| **5/21/18** | **Introduction Review of Syllabus**  **Counseling Process** |  |  |
| **5/24/18** | **Holiday** |  |  |
| **6/4/18** | **Theoretical Orientation & Counselor Identity**  **Treatment Planning and Record Keeping- *Simona*** | **Meier & Davis p. 1-18**  **Yalom Chapters 1-6**  **Yalom Chapters 7-**  **12**  **Meier & Davis**  **p. 63-80** | **V.C.1.b**  **V.C.2.m**  **V.F.1.d**  **V.F.3.a** |
| **6/11/18** | **Psychological Testing**  **Ethical Counseling/Self- Monitoring** | **Yalom Chapters 13-**  **18**  **Meier & Davis**  **p. 29-34**  **Yalom Chapters 19-**  **24** | **V.C.1.e.**  **V.C.2.l**  **V.C.2.d.** |
| **6/18/18** | **De-escalating Clients**  **Crisis Intervention**  ***Mini-Workshop*** | **Meier &**  **Davis**  **p. 19-28**  **Yalom**  **Chapters 25-**  **30** | **V.C.3.b**  **V.C.3.c**  **V.F.1.d**  **V.F.3.a** |
| **6/25/18** | **Severely Mentally Ill**  ***Mini-Workshop***  ***Treatment Plan I Due*** | **Yalom Chapters 31-**  **36** | **V.C.3.a**  **V.C.3.b**  **V.C.3.c**  **V.C.2.h.**  **V.F.3.a** |
| **7/2/18** | **Working with children & the elderly**  ***Mini-Workshop***  **Family Dynamics and Counseling- *Simona*** | **Yalom Chapters 37-**  **42** | **V.C.3.b**  **V.F.1.c**  **V.F.1.d**  **V.F.1.e**  **V.F.3.a** |
| **7/9/18** | **Counselor Limitations & Supervision- *Shanel***  **Alcohol and Other Drug Abuse**  ***Mini-Workshop***  ***Treatment Plan II Due*** | **Yalom Chapters 43-**  **48**  **Yalom Chapters 55-**  **60** | **V.C.2.a.**  **V.C.1.d.**  **V.F.1.e**  **V.F.3.a** |
| **7/16/18** | **Pharmacology/ Psychometrics**  ***Presentations of Treatment Plan II (Groups)*** | **Meier & Davis p. 56-62**  **Yalom Chapters 49-**  **54** | **V.C.2.h.**  **V.F.3.a** |
| **7/23/18** | **Termination**  **Important Topics in Counseling**  **Advocacy- *Shane*l**  ***Counselor Toolbox Due***  ***Discussion and Role Play of Toolbox Interventions*** | **Meier &**  **Davis**  **p. 35- 55**  **Yalom**  **Chapters 67-**  **72** | **V.C.3.e** |

1. **Assignments/Projects:**

|  |  |  |
| --- | --- | --- |
| **Mini Workshop** | 100 | V.C.3.d, V.C.2.k., V.C.3.b.,  V.C.2.a., V.C.2.h., V.C.1.d., V.C.3.e. |
| **Treatment Plan**  **(25pts- Treatment Plan I)**  **(50pts- Treatment Plan II)** | 75 | V.C.2.d., V.C.1.e., V.C.2.h., |
| **Counselor Toolbox** | 25 | V.C.2.k |
| **Professional Development** | 25 | V.C.1.b; V.C.2.m; V.C.3.e,  V.C.2.l. |
| **TOTAL** | 225 |  |

1. **Mini-Workshop.**

**100 pts.** Students will prepare a mini-workshop to present in class. On their assigned date, students will present on a preapproved topic in a workshop format. Presentations should last 45 minutes and must include a PowerPoint presentation, workshop handout and class discussion. Students will receive a group grade, which is evaluated based on workshop content, application, organization and creativity. Please include in this presentation

1. Information for working with this specific client population (i.e., history of the population, consultation/collaboration opportunities, research suggestions)
2. Include and review DSM-V diagnoses that are relevant to this population (i.e., If you are presenting information on alcohol and other drug abuses include DSM- V criteria for abuse, dependence, et cetera)
3. Possible counseling interventions to use with clients
4. A review of the weekly assigned readings
5. Include a media clip related to the mini-workshop topic.

# Treatment Planning Project

(75 pts) Students are asked to develop a two treatment plans. You will be provided with the cases in advance. These plans will include application of theory, goal settings, identification of interventions, evaluation, and barriers or concerns.

***Treatment Plan I:*** (25pts) Develop the treatment plan from the following format and template that will be provided. In addition you are to identify these areas:

* + Specific client strengths
  + Specific concerns or barriers
  + One long-term goal and three specific short-term goals that are focused on the long-term goal
  + One client outcome that would indicate that the client is making progress on this goal
  + Development of an intervention: You are to identify 3 possible interventions/counseling strategies that you may use to address these short-term goals. Include a description of the intervention/counseling strategy, rationale (with empirical support when possible) for the use, and what is the expected outcome of the intervention/counseling strategy.

***Treatment Plan II: (Group Assignment)*** (50pts) Each group will pick a diagnosis they plan to work with and write up a treatment plan including:

* Parts of the brain are being affected, which hormones are being compromised (serotonin, norepinephrine or dopamine)
* Medications will be expected and what amount.
* Group will include in the treatment plan what they will recommend to the client/student as alternatives for addressing the     ​symptoms.
* Each group will do a case study project and present in class.
* The case study will be organically written by the group with a case study of interest and will create a treatment plan including: behavioral definitions, basic explanation the brain dysfunction, diagnostic suggestions, long-term goals, short- term objectives, therapeutic interventions, psychotropic drugs and side effects.
* The presentation will be expected to cover collaboration with a medical doctor, parents, or other caretaking personnel. Presentation should equip other students in the class of the step by step process of walking a treatment plan with a client/student. ​

# Counselor Toolbox:

# (25pts). The final assignment for this class is intervention activity to assist in your future practice. Students are asked to find two interventions that they would be interested in implementing with future clients*.* The interventions need to be applicable to your population of interest (e.g. kids, SMI, career, etc.). For this assignment you will provide a description or the two interventions and write a reflection of how you would use this intervention in your practice. You will role play one of the two interventions in the final class with a partner to increase self-efficacy with intervention implementation.

1. **Professional Development Activities**: (25pts). Students will be assigned reflection and process oriented assignments to be linked to class readings and specific content or issues that arise related to discussions about counseling practice.

# Rubric and Grading Scale:

Students in this course are required to complete the specified course requirements.

Student’s final evaluation is based on these components.

The following scale will be used: 90-100% = A

80-89.9% =B

70-79.9% =C

60-69.9% =D

Below 60% =F

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

# Class Policy Statements:

1. Attendance: Professionals show up on time and prepared every day for work. Although occasional sick and personal days may be necessary, the best professionals are always there. If you miss a class, you will be responsible for the notes, assignments, and other duties that have been discussed. Also note that you will not receive credit for in-class activities and discussions; thereby your overall grade with be lowered **5** points for each class missed.
2. Make-Up Policy: Professionals complete assignments on time. Assignments are due in class on the date given. Assignments handed in after this time will be considered late. Late assignments will be penalized by **10% per day**. Arrangement to make up a missed assignment due to properly authorized excused absences and must be initiated by the student within one week of the end of the period of the excused absence(s).
3. 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

Professionals take responsibility for their own learning. Professionals also understand that teaching and learning are ongoing processes for everyone. Understand that I as you instructor am learning along with you and your classmates. Please help me take a collaborative approach to solving any problems that arise. My purpose is to help facilitate your professional development through the use of instruction, feedback, answering questions, brainstorming, and mediating course work requirements. If you need additional assistance or have a concern that needs to be addressed, please contact me via email. Professionals use appropriate means for discussing disagreements. Please don’t be so unprofessional as to take class time to discuss grades or other points of contention.

1. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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. In essence, professionals give credit where credit is due.
2. Students with Disabilities Statement Disability 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 alternative 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).

1. 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.

# 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, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

# Other Class Readings

Lambie, G., W. (2006). Burnout prevention: A humanistic perspective and structured group supervision activity. *Journal of Humanistic Counseling, Education and Development,* 45, 32-44.

Owens, C. (2004). The glass-walled asylum: A description of a lay residential community for the severely mentally ill. *Journal of Mental Health,* 13(*3*), 319-332.

Daniels, J.A. (2001). Managed care, ethics, and counseling. *Journal of Counseling & Development,* 79, 119-122.

Magnuson, S., Norem, K., Wilcoxon, S.A. (2002) Clinical supervision for licensure: A consumer’s guide. *Journal of Humanistic Counseling, Education & Development,* 41, 52-60.