**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8620

**Course Title:**  Advanced Theories in Counselor Education

**Credit Hours:**  3 Semester hours (Lecture 3)

**Prerequisites:** Graduate Standing

**2. Date Syllabus Prepared:** 1/2020, 1/202, 5/2024

**3.** **Text(s):**

**Required:**

##  [Essential Psychotherapies, Fourth Edition: Theory and Practice](https://www.amazon.com/Essential-Psychotherapies-Fourth-Theory-Practice/dp/1462540848/ref%3Dsr_1_1?keywords=Essential+Psychotherapies%2C+Fourth+Edition%3A+Theory+and+Practice+Fourth+Edition&qid=1578240371&s=books&sr=1-1)

  Stanley B. Messer and Nadine J. Kaslow | (2019)

#  Recommended: Case Studies in Psychotherapy 7th Edition [Danny Wedding](https://www.amazon.com/Danny-Wedding/e/B004FQT5SI/ref%3Ddp_byline_cont_book_1)  & [Raymond J. Corsini](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Raymond+J.+Corsini&text=Raymond+J.+Corsini&sort=relevancerank&search-alias=books) (2013)

#  Current Psychotherapies 11th Edition [Danny Wedding](https://www.amazon.com/Danny-Wedding/e/B004FQT5SI/ref%3Ddp_byline_cont_book_1)  & [Raymond J. Corsini](https://www.amazon.com/Raymond-J-Corsini/e/B001H6EOQW/ref%3Ddp_byline_cont_book_2)  (2018)

**Treating Those with Mental Disorders: A Comprehensive Approach to Case Conceptualization and Treatment** (2nd Edition), [Victoria E. Kress](https://www.amazon.com/Victoria-E-Kress/e/B00JJG3M1A/ref%3Ddp_byline_cont_book_1)  &  [Matthew J. Paylo](https://www.amazon.com/Matthew-J-Paylo/e/B00MWLI5WU/ref%3Ddp_byline_cont_book_2)  (2018)

#  CBT Toolbox for Children and Adolescents [Lisa Phifer](https://www.amazon.com/Lisa-Phifer/e/B075XQ3C5K/ref%3Ddp_byline_cont_book_1), [Amanda Crowder](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Amanda+Crowder&text=Amanda+Crowder&sort=relevancerank&search-alias=books), [Tracy Elsenraat](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Tracy+Elsenraat&text=Tracy+Elsenraat&sort=relevancerank&search-alias=books) & [Robert Hu](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_4?ie=UTF8&field-author=Robert+Hull&text=Robert+Hull&sort=relevancerank&search-alias=books) (2017)

**4.         Course Description:**

An advanced study of counseling theories and their application to the counseling process as well as an examination of outcome research relating to the use and application of these theories and techniques. The course will emphasize integration, evidence-based approaches, case conceptualization and models for evaluating counseling.

**Class Format:** This course is designated as a digital delivery course that is provided in an in-person format. The course also utilizes digitally delivered content and evaluation formats (Tevera, Canvas and Zoom).

**5. Course Objectives:**

Upon completion of this course, students will be able to demonstrate the following skills (CACREP 6. B. 1. Counseling):

1. Scholarly examination of theories relevant to counseling (CACREP 6. B. 1. a);
2. Integration of theories relevant to counseling (CACREP 6. B. 1. b);
3. Conceptualization of clients from multiple theoretical perspectives (CACREP 6. B. 1. c);
4. Evidence-based counseling practices (CACREP 6. B. 1. d);
5. Methods for evaluating counseling effectiveness (CACREP 6. B. 1. e);
6. Ethical and culturally relevant counseling in multiple settings (CACREP 6. B. 1. Counseling)

**6.** **Course Content:** Readings will be assigned throughout the semester as they pertain to the specific content and nature of course lectures and activities.

|  |  |  |
| --- | --- | --- |
| **Date** | **Content** | **Readings/Assignment** |
| 5/21 | **Course Orientation****Case Conceptualization** |  |
| 5/28 | **Theoretical Orientation Development** Video Conceptualizations | Readings:(Petko et al., 2016)(Hinkle et al., 2017)Chapter 1- Messer and Kaslow**Assignments Due:****Reading Response**  |
| 6/4 | **Evidence-based Approaches** **Theoretical Integration**Video Conceptualizations | Readings:Chapt 19- Integrative Psychotherapy Counseling Today Article:<https://ct.counseling.org/2019/06/bringing-evidence-based-processes-into-the-therapy-room/> **Assignments Due:****Reading Response** |
| 6/11 | **Cognitive Theories:****REBT & CBT**1. Principles of REBT and CBT
2. Conceptualization in REBT and CBT
3. Assessment in REBT and CBT
4. Application and Evaluation of REBT and CBT Approaches in Counseling
 | Readings:Chapt 5 - Messer and Kaslow(Froggatt, 2005)**Assignments Due:****Reading Response****Therapist Reflection** |
| 6/18 | **Cognitive Theories:****ACT**1. Principles of Acceptance and Commitment Therapy
2. Conceptualization in Acceptance and Commitment Therapy
3. Assessment in Acceptance and Commitment Therapy
4. Application and Evaluation of Acceptance and Commitment Approaches in Counseling

***Class Demonstration-***  | Readings:Chapter 6- Messer and Kaslow(Hayes et al., 2005)(Daltry, 2015)**Assignments Due:****Reading Response** |
| 6/25 | **Cognitive Theories:****DBT** 1. Principles of Dialectical Behavior Therapy
2. Conceptualization in Dialectical Behavior Therapy
3. Assessment in Dialectical Behavior Therapy
4. Application and Evaluation of DBT Approaches in Counseling

***Class Demonstration-*** | Readings:Chapter 6- Messer and Kaslow(Neacsiu et al., 2012)**Assignments Due:****Reading Response** |
| 7/2 | **Cognitive Theories****Trauma-Focused CBT** 1. Principles of TFCBT
2. Conceptualization in TFCBT
3. Assessment in TFCBT
4. Application and Evaluation of TFCBT Approaches in Counseling

***Class Demonstration-*** | Readings:(Cohen & Mannarino, 2015)**Assignments Due:****Reading Response** |
| 7/9 | **Humanistic Theories:****Existential** 1. Principles of Existential Therapy
2. Conceptualization in Existential Therapy
3. Assessment in Existential Therapy
4. Application and Evaluation of Existential Approaches in Counseling

***Class Demonstration-*** | Readings:Chapt 8 - Messer and Kaslow(Lockman & Servaty-Seib, 2018)**Assignments Due:****Reading Response** |
| 7/16 | **Humanistic Theories:** **Motivational Interviewing** 1. Principles of MI
2. Conceptualization in MI
3. Assessment in MI
4. Application and Evaluation of MI Approaches in Counseling

***Class Demonstration-*** | Readings:Chapter 8-Messer and Kaslow(Treasure, 2004)**Assignments Due:****Reading Response** |
| 7/23 | **Humanistic Theories:****Emotion-Focused Theory**1. Principles of EFT Therapy
2. Conceptualization in EFT Therapy
3. Assessment in EFT Therapy
4. Application and Evaluation of EFT Approaches in Counseling

***Class Demonstration-*** | Readings:Chapter 10-Messer and Kaslow (Only sections on emotionally-focused theory(Meneses, 2017)**Assignments Due:****Reading Response** |

**7. Course Requirements:**

1. **Theoretical and Therapist Reflection Paper (10 points):** based on the questions provided in class you are asked to develop a 2-3 page reflection that addresses your theoretical foundation and identity as a therapist.

2. **Counseling Theory Conceptualization and Application Module (70 points):** This module will be submitted in two parts.

1. **Theory Application (35 points)**: You will be required **one week prior to your assigned session** to provide in a shared Box folder the following:
* A minimum of 8 articles or readings related to the theory you are assigned. This should include a focus on the major components of the theory and/or application of the theory to the counseling process. You are asked to also include a 2-3 page summary of the specific highlights, implications and discussion points related to the articles.
* The **case** that will be used in applying and describing your theory
* The **Case Conceptualization and Theoretical Application Project Outline:** Discuss your specific case and process for addressing the counseling case **from your theory**
* Case Framework/Conceptualization/Plan (define from your theory)
	+ Identification of central issues (from theory perspective)
* Identification of goals
* Role of therapist
* Outline of 1st, 5th, 8th, pre-termination session
* Goal(s) of the session
* Focus and interventions
* Rationale for focus and interventions
* Outcomes
* Identification of at least two interventions or counseling processes and how they would be applied and linked to your goals (please provide all resources needed to use or discuss these interventions)
1. **Class demonstration and teaching component (60 mins)(35 points):**
* You will need to be prepared to lead a discussion of the theory you have selected related to the key components of the theory and application to your case.
* Demonstration of **one intervention** and/or process related to your theory and the case
* Discussion of the strengths and limitations of your theory
* Discussion of any strategies or approaches you would take towards teaching this theory to counselors-in-training.

**3. Reading Responses (18 points; 9 posts (2 points each) -** You will be asked to post either one question or discussion point from the readings before each class and participate in each class discussion. These posts will be due the day before class by 5pm.

**8. Grading and Evaluation Procedures:**

1. Theoretical and Therapist Reflection Paper 10

2. Counseling Theory Conceptualization and Application Module:

* Theory Application 35
* Class demonstration and teaching component (60 mins): 35

3. Reading responses/Reflections (24): 18

The following scale will be used:

 90-100% = A

 80-89.9% =B

 70-79.9% =C

 60-69.9% =D

 Below 60% =F

**9. Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in a 10 point grade reduction. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Course communication: 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. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
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). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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. 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 Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

SYLLABUS DISCLAIMER:

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.