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COUNSELOR EDUCATION & SUPERVISION PH.D.

Department of Special Education Rehabilitation and Counseling

COUN 8620 - Advanced Theories in Counselor Education Syllabus

## Course Number: COUN 8620

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** Doctoral Standing in Counselor Education

**Date Syllabus Revised:** May 2025

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

Email: lkp0004@auburn.edu

Office Hours: By appointment

**Required Readings:**

Articles assigned in course schedule

**Recommended Texts:**

**Case Studies in Psychotherapy 7th Edition by** Wedding & Corsini (2013)

**Current Psychotherapies 11th Edition by** Wedding & Corsini (2018)

**Treating Those with Mental Disorders: A Comprehensive Approach to Case Conceptualization and Treatment** (2nd Edition), Kress & Paylo (2018)

**CBT Toolbox for Children and Adolescents by** Phifer, Crowder, Elsenraat & Hu (2017)

**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).

**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)

*These course objectives are based on the CACREP (2024) standards pertaining to doctoral programs in Counselor Education and Supervision.*

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

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| --- | --- | --- | --- | --- |
| Week & Date | Content Focus | In-Class Activities | Assignments (Due Outside Class) | CACREP Standard(s) |
| Week 1 – May 20 | Course Kickoff + Theory in Action | Introduction, syllabus overview, class norms, theory identity reflection |  | 2.B.1 |
| Week 2 – May 27 | Somatic Approaches | In-class somatic grounding demo, critique of AI/wearable tools |  | 2.B.1, 2.F.3.g |
| Week 3 – Jun 03 | Narrative Therapy & Bibliotherapy | Narrative mapping exercise, AI-generated story analysis | Submit therapeutic story created with AI + reflection | 2.B.1, 2.F.5.a |
| Week 4 – Jun 10 | EMDR & Trauma-Informed Practice | Watch and analyze EMDR session clip, discuss AI trauma tools | discussion of AI-assisted EMDR tools (in class) | 2.F.5.j |
| Week 5 – Jun 17 | Acceptance & Commitment Therapy (ACT) | ACT metaphor activity, values clarification exercise | Submit ACT exercise response + values worksheet | 2.B.1, 2.F.3.c |
| Week 6 – Jun 24\* | Internal Family Systems (IFS) | IFS parts roleplay, AI-generated dialogue critique |  | 2.F.5.a, 2.F.5.b |
| Week 7 – Jul 01 | Integrative & Eclectic Approaches | Theory mashup consultation, integrative approach debate | Theoretical & Therapist Reflection Due | 2.F.5.c |
| Week 8 – Jul 08 | Culture, Intersectionality & Emerging Theory | Cultural audit of AI tools, mini presentation prep |  | 2.F.2.a, 2.F.2.c |
| Week 9 – Jul 15 | Student-Selected Theory Spotlights | Lightning round theory presentations, peer feedback | Upload presentation materials | 2.B.3, 2.F.5.e: |
| Week 10 – Jul 22 | Integration & Personal Theory of Counseling | Final presentations, group reflection exercise |  | 2.B.1, 2.B.3: |

**Course Requirements**

The expectation is held that students will demonstrate mastery of all course objectives through the following assignments:

1. **Theoretical and Therapist Reflection Paper:** This assignment invites you to reflect on your emerging theoretical foundation and professional identity as a therapist. Rather than presenting a finalized theory, this paper is designed to help you explore the personal, academic, and clinical experiences that have shaped your current counseling worldview. Use this opportunity to clarify your “why” as a therapist—and how that influences the “how” of your approach in session. Your goal is to connect theory with lived experience in a way that demonstrates thoughtful integration, self-awareness, and a working foundation for your future practice

* Your paper should address the following:
  + Personal Influences & Identity Formation
    - What experiences—personal, academic, cultural, or clinical—have most shaped your view of people, change, and healing?
    - How do aspects of your own identity inform the way you conceptualize clients and their needs?
  + Theoretical Orientation:
    - Which counseling theory (or theories) currently resonates most with you and why?
    - What specific principles, assumptions, or techniques within this theory do you find most compelling or useful?
  + Application & Intuition:
    - How do you imagine applying your chosen theory in practice? Consider your use of language, presence, boundaries, or interventions.
    - Where do intuition, creativity, and client collaboration fit within your theoretical approach?

## Tensions, Gaps, and Growth Areas:

## What parts of your theory feel uncertain, underdeveloped, or in conflict with other parts of your clinical identity?

## What questions are you still exploring about your theoretical foundation?

## Vision for Development:

## How do you envision your theory and professional identity evolving as you move through this program and into future clinical or teaching roles?

## Formatting Guidelines

## 2–3 pages (double-spaced)

## APA 7th edition formatting for any citations (not required, but welcomed)

## Thoughtful, professional tone—this is a personal reflection, not a research paper

1. **Counseling Theory Conceptualization and Application Module:** This module will be submitted in two parts.

## PART A: Case Conceptualization & Theory Application Materials

* Due: One week before your presentation | Format: Upload to shared Box folder
* Your submission must include:
  + Annotated Reading List & Summary (2–3 pages):
    - At least 8 peer-reviewed articles or scholarly readings related to your assigned theory
    - Focus on core components of the theory and clinical application
    - 2–3 page summary including:  
       \* Key highlights from the readings  
       \* Practical implications for counseling  
       \* Discussion points to engage classmates
* Case Description:
  + A clear, concise overview of the case you'll be using to demonstrate your theory
    - Consider diversity factors and presenting concerns relevant to theory selection
* Theory-Based Case Conceptualization:
  + Framework for understanding the case based on your selected theory
  + Include:
    - Conceptualization of presenting concerns
    - Central issues through your theoretical lens
    - Identified goals
    - Role of the therapist
    - Ethical and cultural considerations
    - Strengths and limitations of the theory in this case
* Session Planning (Sessions 1, 5, 8, & Pre-Termination):
  + For each of the four sessions, include:
    - Goal(s) of the session
    - Intervention(s) and session focus
    - Rationale grounded in your theory
    - Anticipated outcomes
* Intervention Toolkit:
  + At least two theory-based interventions (include handouts, tools, or materials if applicable)
  + Describe how each intervention aligns with the case goals and theory principles

PART B: Class Demonstration & Teaching Component

* **Duration: 60 minutes | In-Class Presentation**
  + Theory Overview:
    - teach your assigned theory to classmates, including origins, major concepts, and constructs
    - Relate key ideas to clinical application
* Case Walkthrough:
  + Share your case conceptualization and planned interventions
  + Highlight how the theory guided your decisions
* Live Demonstration:
  + Facilitate a short experiential activity or intervention with the class based on your theory
* Critical Reflection:
  + Facilitate a discussion on the strengths and limitations of the theory in real-world counseling
  + Consider questions of diversity, social justice, and ethical application
  + Share strategies for teaching or supervising students learning this theory

## Evaluation Criteria (Aligned with Rubric)

|  |  |
| --- | --- |
| Category | Examples of What Will Be Assessed |
| Theoretical Conceptualization | Clear connection to theory, application to case, awareness of diversity and social justice issues |
| Clinical Practice & Skills | Thoughtful application of techniques, rationale based in EBP, intervention appropriateness |
| Ethics & Cultural Awareness | Identification of ethical concerns and how theory addresses or neglects them |
| Therapeutic Goals & Outcomes | Goals clearly rooted in theory; plans for measuring progress and evaluating success |

1. **Participation & Engagement (20 points; 10 weeks at 2 points each)**  
   You are expected to engage actively in weekly class discussions and experiential activities. Each week, students will earn up to 2 points for meaningful participation, which may include contributing to discussions, offering insights from the readings or practice, asking thoughtful questions, or sharing relevant clinical experiences.

Consistent, respectful, and prepared engagement will help build a dynamic learning environment. If you anticipate missing a class, please email me in advance to discuss options for participation credit.

**Grading and Evaluation Procedures:**

|  |  |  |
| --- | --- | --- |
| **Course Assignment** | **Points** | **CACREP Professional Standards** |
| |  | | --- | | ***Theoretical and Therapist Reflection Paper*** |  |  | | --- | |  | | *20pts* | CACREP 6.B.5.a.-h |
| ***Counseling Theory Application*** | *35pts* | CACREP 6.B.3.f,h, |
| ***Class Demonstration & Teaching Component*** | *35pts* | CACREP 6. B. 5.i.-l. |
| ***Participation & Engagement*** | *20pts* | CACREP 6. B. 3. i. |

The following scale will be used:

90 – 100% =A

80 – 89.9% =B

70 – 79.9% =C

60 – 69.9% =D

59.9% and Below =F

Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

**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 may miss up to one class for any reason without penalty. Additional absences (without prior or retroactive excusal) will result in a 5-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.
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 th[e *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, midterm 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. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in th[e 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.
6. 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.
7. 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, 2024). 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. o 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) 8442096 (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 334-8441305. 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 334844-5123. 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 th[e 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.