**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND COUNSELING**

**Clinical Mental Health Counseling**

**Course Number:** COUN 7910-002

**Course Title:** Practicum in Clinical Mental Health Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7320, 7350, 7950; Departmental approval. Students must notify practicum coordinator one semester in advance of registering for COUN 7910

**Co-requisites:** None

**Instructor:** Sarah Flint, Ph.D., LPC-S, NCC

 sam0058@auburn.edu

**Date Syllabus Prepared:** August 2016, January 2017, August 2017, August 2018, August 2019, August 2020, August 2021, August 2022, August 2023, August 2024, August 2025

**Required Texts:**

Jongsma, A. J., Pastoor, K., Berghuis, D. J., & Bruce, T.J. (2023). *The child psychotherapy*

 *progress notes planner*., 6th ed. Hoboken, NJ, US: John Wiley & Sons Inc.

Jongsma, A. J., Peterson, L. M., McInnis, W. P., & Berghuis, D. J. (2014). *The adolescent*

 *psychotherapy progress notes planner*., 5th ed. Hoboken, NJ, US: John Wiley & Sons Inc.

Jongsma, A. J., Pastoor, K., & Berghuis, D. J. (2021). *The adult psychotherapy progress notes planner*., 6th ed. Hoboken, NJ, US: John Wiley & Sons Inc.

**Course Description:**

Supervised counseling experiences in which students serve as counselors at pre-arranged sites and approved community counseling settings appropriate to their program emphasis. Students will be placed through an application process that occurs the spring semester prior to the start of Practicum.

**Course Objectives:**

1. Each week’s class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback.

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| **Learning Objectives** | **Class Requirement** | **Artifact**  |
| Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (2024 CACREP 3.Q, 3.R).  | All students will maintain their approved placement while working directly with clients/consumers/ students.  | Students will maintain a counseling log documenting all indirect and direct hours completed.  |
| Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum, performed by a designated supervisor. (2024 CACREP 3.S.1, 3.S.2, 3.S.3)  | Supervisors will provide one hour of supervision each week.  | Student will maintain a counseling log documenting all supervision hours received.  |
| Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum.Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (2024 CACREP 3.T.1, 3.T.2) | Students will meet for an average 1 ½ hour course weekly for group supervision.  | Attendance will be verified by the instructor.  |
| The opportunity for the student to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). (2024 CACREP 3.D) | Students will participate in professional development opportunities at their site as though they were a professional counselor.  | During their site visit conducted by the instructor of record, professional development will be discussed and reviewed.  |
| Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students’ interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types. (2024 CACREP 3.C) | Sites will provide opportunities for recording sessions, live supervision or co-led counseling services. | Information will be documented through counseling log.  |
| Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship. (2024 CACREP 3.F)  | Student will receive passing grades in the midterm and final evaluation to continue matriculation.  | Evaluations will be submitted and reviewed by instructor of record.  |
| In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. (2024 CACREP 3.E)  | Student will pursue group counseling opportunities at their practicum site.  | Student will maintain a counseling log documenting all group counseling provided.  |

1. **Course Content:**
2. **Class Schedule**

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| Date | Topic | Readings/Assignments |
| Week 1 – August 19th  | Introductions*Roles, paperwork, ethics* | Fieldwork HandbookACA Code of Ethics (2014) |
| Week 2 – August 26th | Clinical documentation Site check-ins and group feedback | Zhang, Shubina, Morrison, & Turchin (2013)**Mandated reporter training due****Proof of individual professional liability insurance due**<https://www.youtube.com/watch?v=iGt0tDWSCXM>  |
| Week 3 – September 2rd  | Ethical decision makingSite check-ins and group feedback | Ametrano (2014)Harris & Robinson Kurpius (2014)Forester-Miller & Davis (2016) |
| Week 4 – September 9th  | Risk assessment and intensive treatment optionsSite check-ins and group feedback | Granello (2010)Thompson et. al (2016)Westers & Culyba (2018) |
| Week 5 – September 16th  | Treatment planning & evidence-based practiceSite check-ins and group feedback  | Trahan & Lemberger (2014) |
| Week 6 – September 23rd  | Counselor identity developmentSite check-ins and group feedback  | Lloyd‐Hazlett & Foster (2017) |
| Week 7 – September 30th  | Discovering theoretical orientationSite check-ins and group feedback | Boswell, Castonguay, & Pincus (2009)Smith (2010) |
| Week 8 – October 7th  | Behavior therapyCase Conceptualization (1) & group feedback | George (2018)**Midterm evaluations due in Box and Tevera** **Midterm review of self, site and supervisor due in Box and Tevera** |
| Week 9 – October 14th | Cognitive therapyCase Conceptualization (1) & group feedback | Barrio Minton & Myers (2008)APA (2017) |
| Week 10 – October 21st  | Humanistic therapyCase Conceptualization (2) & group feedback | Piazza-Bonin et al. (2016) |
| Week 11 – October 28th  | Treating Personality DisordersCase Conceptualization (2) & group feedback | Bateman et al, (2015) |
| Week 12 – November 4th  | Integrative or holistic therapyCase Conceptualization (2) & group feedback | Ameli & Dattilio (2013) |
| Week 13 –November 11th | Vicarious Trauma and CounselorsCase Conceptualization (2) & group feedback | Vicarious Trauma Assessment |
| Week 14 – November 18th  |  Maintaining Care of Self when Life Happens Case Conceptualization (2) & group feedback | Podcast:<https://therapyreimagined.com/modern-therapist-podcast/replay-therapists-are-not-robots-how-we-can-show-humanity-in-the-room/>  |
| Week 15 – November 25th  | No Class Meeting – Thanksgiving Break |
| Week 16 – December 2nd  | Semester Wrap Up & Group Feedback**Final evaluations & field experience documentation due in Box and Tevera**  |

**7. General Information and Assignments/Projects**

1. **Accrual of Hours:** The expectation is held that students will attend all in person 2 hour class meetings each week (group supervision). In addition to this group supervision, students are required to attend 1 hour of University individual supervision per week by a CED Doctoral Student who is supervised by an Auburn faculty member. University supervision is conducted in person, face-to-face unless approval has been given by AU Faculty to meet face-to-face via synchronous Zoom meeting. Any Zoom supervision meetings follow the same Zoom policies as Group supervision class policies. ***As with class attendance, weekly site and supervision attendance is mandatory.*** In case of absence due to illness or other crisis condition, practicum students will notify all supervisors (university supervisor, course instructor and site supervisor). It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site and unable to count hours at their site that week. **Students who miss more than one practicum class or supervision will automatically fail the course.**
2. **Practicum Site Experience:** Students should complete a minimum of **100 total practicum hours,** which include a minimum of **40 direct service hours** to pass this class. Students are required to spend a minimum of **10 hours on site per week and no more than 12 hours (unless otherwise directed by the Program Coordinator, Practicum/Internship Placement Coordinator, Site Supervisor or Course Instructor)**. The direct service portion of the practicum requirements can be met by providing individual counseling and group counseling.

**All practicum hours must be completed on site**. This includes any tele-mental health sessions. All tele-mental health sessions must be completed on site. **You are not permitted to engage in tele-mental health sessions outside your site.** This remains true even if your site allows you to complete tele-mental health sessions outside of the site. The program will not allow the practice of tele-mental health services outside of site.

1. **Work samples**: **Students are expected to submit an average of two audio-recorded counseling sessions weekly throughout the semester** in which they are enrolled in practicum. Students must submit **a minimum of 15 work samples (at least 750 recorded minutes)** throughout the semester in order to complete practicum. These audio recordings must be recorded on an encrypted recording device and uploaded to a secured, password protected Box folder (shared with your university and group supervisor). As soon as your recording is uploaded, you are to remove the recording from your recording device. These tapes should be uploaded to Box within 48 hours of seeing that client. A ***Consent to Tape*** form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student’s site supervisor, meaning the supervisor will sit in on or otherwise observe the student’s counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. A minimum of 15 live observations would be needed to complete the requirement for the course.

1. **Client file(s):** Students will maintain the following documents in a password protected, secure Box folder for each client and group with identifying data not included (students are required to code files). Client files will be shared with the University Supervisor and Group Supervisor in Box. All documents should be uploaded to Box ***within 48 hours*** of seeing that client to count those hours.
* Progress note for each counseling session

\*Note: Students must have a progress note for ***each*** direct hour documented on their hours log

* Session summaries for each recorded counseling session
* Treatment plans (required for clients with 3+ sessions)

 **\* Due (Week 15): Field Experience Documentation Due**

1.Practicum Log (should be signed by the site supervisor weekly and uploaded to Box and Tevera)

* Copy provided to University Supervisor in Box

 2. Three (5) Evaluation Forms

* Site Supervisor (midterm and final evaluations uploaded to Box and Tevera)
* University Supervisor (midterm and final evaluations uploaded to Box and Tevera)
* Student Self-evaluation (midterm and final evaluations uploaded to Box and Tevera)
* Student evaluation of site (miderm and final uploaded into Box and Tevera)
* Student evaluation of site supervision (midterm and final uploaded into Box and Tevera)

 3**.** Client Information (using code names, uploaded to Box only)

* Intake/Assessment materials
* Treatment Plan
* Case Conceptualization
* Progress Notes/Session Summaries

 **E. Individual Supervision:** The assigned university supervisor will provide individual supervision weekly. All individual supervision is conducted by CED doctoral students under AU Faculty or by AU Faculty. These meetings occur in person, face-to-face for one hour weekly. Prior to this supervision meeting, students should review tapes on their own and complete a typed session summary form for every client weekly. **Students must turn in a minimum of two (2) tapes and all summaries 48 hours prior to supervision.** In addition, students must submit evidence of their documentation (reviewed at midterm and final) that includes the practicum log, evaluation forms, \*client files (including up to date progress notes) uploaded through a password protected, secure Box folder. Please note that individual supervisors may request additional materials to be added to Box for review (e.g., other evaluations forms, tape transcripts, etc). The individual supervisor will complete both a midterm and a final evaluation of the student submitted via Tevera. It is the student’s responsibility to notify their supervisor of the due date of both of these evaluations.

Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. ***You must attend an average of one hour of in person individual supervision with your University-appointed supervisor every week in order to continue to see clients and count hours at your site.*** In the event of an emergency or illness, your supervisor will work with you to reschedule so that client sessions are not interrupted. However, if you are persistently absent or late for non-emergency reasons or fail to submit materials in a timely fashion so that you and your supervisor can be prepared for supervision, ***you may not be allowed to see clients and your continuation in the practicum class may be discontinued.*** We all have a responsibility to each and every client you see, and a large part of demonstrating commitment to these responsibilities is through your preparedness for and participation in both group and individual supervision.

It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site or count hours at their site until they have made up their individual supervision time.

**F. Group Supervision:** Group supervision occurs face to face, in person for two hours weekly during the designative class time for practicum, in which students participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Confidentiality of group supervision is expected and required outside of the class meeting. Readings will be assigned using journals and other sources. Students are expected to link relevant material from the readings to their work with clients in discussion during group supervision.

 **G. Site Supervision:** All students will have a designated site supervisor during their practicum and internship field experience. Site supervisors have (1) a minimum of a master’s degree in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of counseling experience; (4) knowledge of the counseling program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Although these interactions may vary, this includes opportunities for on‑going supervision, consultation, and collaboration. Students will meet with their site Site supervisors will complete both a midterm and a final evaluation of the student (uploaded to Tevera) and sign their log weekly.

**H. Client Case Conceptualization:** Students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision. The following components are required:

* Client’s presenting concern and background information gathered at first appointment
* Information gathered via formal and/or informal assessments
* Client’s goals for counseling
* Conceptualization of the client’s concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
* Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan)
* Description of a single counseling session’s focus, goals, interventions, process, and observations of progress (e.g., progress note)
* At least one 10-minute segment of the audio recording of this counseling session that demonstrate the student’s counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

**I. Field Experience Documentation:** Students must submit the following items (shared in Box **and** uploaded to Tevera) to their *university group supervisor* to receive final grades. The items include:

* + Practicum Information Form (Box only)
	+ All supervisors’ midterm and final evaluation forms (Site and University supervisors)
	+ Self-Evaluation Midterm and Final Form
	+ Practicum Log (midterm and final)
	+ A copy of all counseling documentation (with client codes) for every direct hour calculated on the counseling log (no hard copies- ***only load on Box***; these materials need to be permanently erased after being reviewed by your group supervisor at the end of the semester.)

**J. Professional Liability Insurance:** All College of Education interns 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 from the **Department of Risk Management and Safety,** 334-844-4870. 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.

**K. Mandated Reporter Training:** Students will be required to complete online mandated reporter training (<https://aldhr.remote-learner.net/course/index.php>). Students can choose between child abuse mandated reporters training or adult abuse mandated reporters training based on the population of focus at their site. Students must submit evidence of their completion of this training on helping abused and neglected children and vulnerable adults.

**Grading and Evaluation Procedures:** The COUN 7910 course grade is determined by classroom and site performance. To successfully pass the Practicum course, students must attend classes, complete practicum assignments, submit the appropriate documentation (including practicum hours log and evaluations) and successfully complete the 100 hour practicum experience, including a minimum of 40 direct hours that are verified by the site supervisor as evidenced in a signed counseling log. Students will not pass the course if they have poor attendance at the site or in the classroom, do not submit class assignments, do not obtain a satisfactory midterm/final evaluation, are accused of fraudulent log documentation, are accused of an ethical violation, do not demonstrate appropriate professional behaviors or any other behaviors deemed inappropriate as cited in the COUN Handbook, Professional Practice Handbook, Code of Ethics and AU Graduate School Standards. Grades are S/U.

**Class Policy Statements:** Students are expected to attend all supervisory in person individual and group class meetings and participate in all classroom exercises **(***Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)). Should students need to be absent for any reasons, they must contact the course instructor before missing that class meeting. Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).

Dates for completing assigned class activities are noted in the course calendar. Unless otherwise notified, students should assume no deviation regarding these dates/assignments. Students anticipating difficulties in attending class on a date scheduled assignments are due should seek permission from the instructor to turn in an assignment prior to the due date. Students assume the responsibility for contacting the instructor to make suitable arrangements for making-up an assignment within 48 hours. The make-up assignment must be completed 2 weeks of the students’ return to class. Failure to comply with these stipulations may result in the student receiving a grade of (0) zero for the missed assignment.

**Students must maintain confidentiality of all case discussion.** The discussion of cases outside of the group setting with any other persons other than 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. This action would be considered highly unethical behavior (see [**ACA Code of Ethics**](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a nickname) of the person in discussion and/or some other code (e.g. initials of a nickname) on all documentation will be appropriate. Classroom civility is expected. Using technology to multitask during class is inappropriate in this setting due to confidentiality and the nature of group supervision; also, please discontinue the use of electronics and internet when class begins.

**Social Media and Public Representations:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

**Policy of Verifying Hours.** Students are required to retain all documentation related to practicum and internship (e.g., Logs, Evaluations, Site and Supervisor Information).  University policy does not require that we retain this information once students have completed the program.  We will be unable to verify your hours in practicum and internship to an external site or for licensure without this documentation.   If you are a student who used Tevera while in the program this information is available to you through Tevera.

**AI Policy.** 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.

**Accommodations.** 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.

**Zoom Policy**. 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 work, 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.

**Justification for Graduate Credit.** This course includes advanced content crisis intervention. 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.

**SYLLABUS DISCLAIMER.** 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.

**Readings**

Ameli, M., & Dattilio, F. M. (2013). Enhancing cognitive behavior therapy with logotherapy:

 Techniques for clinical practice. *Psychotherapy, 50*(3), 387-391. doi:10.1037/a0033394

Ametrano, I. M. (2014). Teaching ethical decision making: Helping students reconcile personal

 and professional values. *Journal of Counseling & Development, 92*(2), 154-161.

 doi:10.1002/j.1556-6676.2014.00143.x

Boswell, J. F., Castonguay, L. G., & Pincus, A. L. (2009). Trainee theoretical orientation: Profiles

 and potential predictors. *Journal of Psychotherapy Integration, 19*(3), 291-312.

 doi:10.1037/a0017068

Cameron, S., & Turtle-Song, I. (2002). Learning to write notes using the SOAP format.
 *Journal of Counseling & Development,* 80, 286-292.

Barrio Minton, C. A., & Myers, J. E. (2008). Cognitive style and theoretical orientation: Factors

affecting intervention style interest and use. *Journal of Mental Health Counseling, 30*(4), 330-344.

George, H. P. (2018). Introduction to the special issue of behavioral disorders: Positive behavior

interventions and supports. *Behavioral Disorders, 43*(3), 340-343. doi:10.1177/0198742918763951

Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal*

 *of Counseling & Development, 88*(3), 363-371.

Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client

 searches, informed consent, and disclosure. *Professional Psychology: Research and*

 *Practice, 45*(1), 11-19. doi:10.1037/a0033478

Healey, A. C., & Hays, D. G. (2012). A discriminant analysis of gender and counselor

 professional identity development. *Journal of Counseling & Development, 90*(1), 55-62.

Jungers, C. M., & Gregoire, J. (2016). Authenticity in ethical decision making: Reflections

 for professional counselors. *Journal of Humanistic Counseling, 55*(2), 99-110.

 doi:10.1002/johc.12027

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical

 research and practice, enhance the knowledge base, and improve patient care. *American*

 *Psychologist, 63*(3), 146-159. doi:10.1037/0003-066X.63.3.146

Lloyd‐Hazlett, J., & Foster, V. A. (2017). Student counselors' moral, intellectual, and professional

ethical identity development. *Counseling & Values, 62*(1), 90-105. doi:10.1002/cvj.12051

Moerman, M. (2012). Working with suicidal clients: The person-centered counsellor's experience

and understanding of risk assessment. *Counselling & Psychotherapy Research, 12*(3), 214-223. doi:10.1080/14733145.2011.628031

Moss, J. M., Gibson, D. M., & Dollarhide, C. T. (2014). Professional identity development: A

 grounded theory of transformational tasks of counselors. *Journal of Counseling &*

 *Development, 92*(1), 3-12. doi:10.1002/j.1556-6676.2014.00124.x

Piazza-Bonin, E., Neimeyer, R. A., Alves, D., & Smigelsky, M. (2016). Innovative moments in

 Humanistic therapy II: Analysis of change processes across the course of three cases

 of grief therapy. *Journal of Constructivist Psychology, 29*(3), 298-317.

 doi:10.1080/10720537.2015.1118713

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist, 65*(2),

 98-109. doi:10.1037/a0018378

Thompson, L., Wegman, M., Muller, K., Eddleton, K., Muszynski, M., Rathore, M., & ... Shenkman,

 E. (2016). Improving adolescent health risk assessment: A multi-method pilot study.

 *Maternal & Child Health Journal, 20*(12), 2483-2493. doi:10.1007/s10995-016-2070-5

Trahan, D. P., & Lemberger, M. E. (2014). Critical race theory as a decisional framework for the

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