­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

Course Number: COUN 4000

Course Section: 001

Course Title: Introduction to Counseling and Psychotherapy

Prerequisites: COUN 2000

Credit Hours: 3 semester hours credits/Graded

Attribute: Blended

Class Meeting Times: MWF 10:00-10:50AM

Class Location: Haley 2116 and Zoom

Instructor Information: Heather Dorough Windham, M.Ed., NCC

Graduate Teaching Assistant

[had0005@auburn.edu](mailto:had0005@auburn.edu)

Preferred Salutations: Heather, Mrs. Windham, Instructor

Office Hours: Wednesdays 11:00AM-12:00PM (or by appointment)

Via Zoom

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.* |

**Course Description**

This course is an introduction to current theory, research, and practice regarding counseling and psychotherapy. We will cover several current issues relevant to counseling and psychotherapy, including the process of change, history of psychotherapy, theoretical perspectives, ethical issues in therapy, recent research, empirically supported treatments, opportunities and challenges for practice, and practical concerns. You will *not* do counseling with actual patients and this is *not* a Practicum course. My goal is to introduce you to the fields of counseling and psychotherapy, so you can more clearly define your own interests, aptitudes, and values related to the counseling process.

## Course Objectives: Through course readings and assignments students will:

## Gain and demonstrate familiarity with the fields of counseling and psychotherapy

## Discuss specialties within the fields of counseling and counseling psychology

## Identify the role of ethics in the practice of counseling and psychotherapy

## Articulate different major theories used to guide counseling

## Discuss historical factors that affect current practices in counseling

## Course Requirements and Grading

Final grades will be based on 5 requirements that total 700 points. (See chart in Grading Calculations.)

The requirements:

1. 2 exams (100 points each) covering reading and class material for that section of the course.
2. 5 two-page journals in which you critically reflect upon the readings or class material as assigned (30 points each).
3. 1 group presentation (100 points)
4. 1 research paper (Peer Review Draft = 30 points, Final Paper = 120 points) addressing one topic covered in the Luhrmann (2000) required textbook (or Gladding, 2018).
5. 10 discussion posts (100 points total) in which students will earn points for posting and responding to two classmates based on the discussion prompt provided.

I use a “mastery grading system,” such that the grade cutoffs are as follows:

A = 630-700 points (90-100%)

B = 560-629 points (80-89%)

C = 490-559 points (70-79%)

D = 420-489 points (60-69%)

F = 0-419 points (0-59%)

**Required Textbooks (should plan to purchase and need to read)**

Luhrmann, T.M. (2000). *Of two minds: The growing disorder in American Psychiatry*. New York: Alfred Knopf. ISBN: 9780679744931

Gladding, S.T. (2018). *Counseling: A comprehensive profession* (8th ed.). Columbus, OH: Pearson. ISBN: 9780134460604

**Recommended Textbook (not required)**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7th ed.). ISBN: 9781433832178

**Exams**

The two exams will be a mixture of *multiple-choice, multi-select, short answer, and essay style response*. Approximately 50% of the items will be from required readings, and the other 50% from the class material, which includes lectures, demonstrations, guest lectures, and discussions. Lectures and readings will be complimentary; therefore, performing well on exams will require knowledge of material covered both in class and from the readings. The exams are *not* cumulative, and each exam only covers the readings and lectures (plus other class material) for that third of the course. See below for the make-up exam policy.

Exams will be administered online via Honorlock and/or in person during class times. Students will be required to download the Chrome browser extension for Honorlock to utilize this feature. When using Honorlock, students will be recorded through a third-party and flagged for potential cheating behaviors. If flagged, a person working for Honorlock will login to your exam and monitor your behaviors for the remainder of the exam. If Honorlock identifies your behaviors as cheating, then the instructor reserves the right to follow the Auburn University Academic Honesty Code (see below for Academic Honesty).

**Journal Papers**

You will write 5 two-page typed (Times New Roman, 12pt., double spaced) critical reflection on the readings. This is a chance for you to ask questions and share your own thoughts and reactions to the readings. Think about what you liked, disliked, agreed, or disagreed from the material and include 1-2 burning questions. Be sure to utilize APA format with a reference page and include in-text citations when referencing readings. Each journal should make at least 2 references to the readings.

**Group Presentations**

In groups of 3-4, students will select a topic and research how counselors work to help individuals with that particular concern. Students whose major is in a related field may present on how people from their discipline work with a particular problem. The selected problem should have some relationship to mental health or mental illness. Examples of problems students might select include depression, bipolar disorder, eating disorders, loneliness, or relationship concerns, although this is not an exhaustive list. Each group must clear the presentation topic with the instructor by the date listed in the course calendar below. Each group will submit an outline of their topic by the assigned due date.

**Formal Paper**

*This paper has two parts, a peer review draft (30pts) and the final paper (120 pts) for a total of 150 points! The purpose of the peer review is to gain feedback on how to improve your paper from your peers and instructor.*

You will write a 5-page research paper addressing some aspect of the counseling process discussed in the Luhrmann (2000) required textbook. You may also choose to write your research paper on the Gladding (2018) textbook. You must choose one or the other as your main source for your paper. Your paper must be typed, double-spaced, use a Times New Roman 12-point font size, and use 1.0-inch margins. As a class, we will discuss a list of possible issues that you might want to consider for your paper. Your research paper will follow APA format which will be discussed in class. As an upper level course, it is expected that you will continue to develop critical writing and research skills. Therefore, this paper will be a literature review like those that you would find in a peer review journal. You will review what Luhrmann (or Gladding) says about the topic and supplement your review with other academic sources (you will have at least 5 sources that are either professional books or journals, *not* web sites).

Your literature review should include a discussion of how that topic fits with the course and the field of counseling & psychotherapy and brief speculation on the implications of this issue for the future. Examples of relevant journals are the *Journal of Consulting and Clinical Psychology, Journal of Abnormal Psychology, Journal of Counseling Psychology, Behavior Therapy, Cognitive Therapy and Research, Behavior Research and Therapy, American Journal of Psychiatry, Archives of General Psychiatry,* and *British Journal of Psychiatry.* Your literature review should be clearly organized, focused on the topic, and well written. It should also be thorough, thoughtful, accurate, and include some of your *own* ideas and perspectives on the topic.

You will include a title page (APA format) and a list of references that you reviewed and cited (APA style). You may not quote more than 50 words, and always put quotations in quotation marks along with providing the source (authors followed by year) and page number. Avoid plagiarism as it will result in a grade of zero for the paper.

Draft Submission: You will submit your paper on the date listed in the course schedule for me to review. The purpose of this review is that your peers and I can give you feedback to help you as you develop your academic writing skills. I will assign a grade to this paper and provide you with feedback. Additionally, all students will be assigned to a group and asked to peer review another student’s paper within their group. You will have class time to review a peer’s paper. All students must complete a peer review for another student to receive full credit on the final paper grade. This draft version is worth 30 points.

Final Submission: For the final paper, you will then submit a revised version addressing my feedback plus the original version with my comments on ­­­­­the date listed in the course schedule (you *must* hand in my original feedback or I cannot evaluate your improvements). The revised version of your paper is worth 120 points, therefore it is recommended that you take both versions seriously. Late papers will be penalized (see late policy).

**Discussion Posts:** There will be 10 discussion posts worth 10 points each (100 points total). The purpose of these posts is to expand the content beyond the lectures and readings utilizing higher-level, application-based discussions. Students will earn 6 points for posting an accurate and thoughtful response to the provided prompt, and an additional 2 points for contributing an insightful response to two classmates’ post. Students will be required to complete the initial post and two responses for full credit for each discussion.

**Extra Credit Opportunities:** The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are unable to access this, please email [sona@auburn.edu](http://sona@auburn.edu).

For every SONA credit you earn, you earn 2 cumulative bonus points to your class earned points (i.e., NOT points on your final grade). No more than 6 extra credit points (or 3 SONA points) can be applied to your grade through SONA. If you have questions about how these extra credit points are applied, please email me. If you have questions about participating in studies, please email [sona@auburn.edu](mailto:sona@auburn.edu).

Additionally, students will have the opportunity to earn bonus points through attendance. Students who miss 0 classes will earn 14 bonus points, and each class missed will reduce the bonus earnings by 2 points. For instance, students who miss one class will earn 12 points, two classes will earn 10 points, etc. Students will not be penalized for missing any classes, and University Approved Excuses will not impact earning bonus points for this course. Please also reference the attendance policy for this course for how attendance will be taken.

Additional bonus point opportunities may become available throughout the semester. For instance, on exam review days. When available, these opportunities will be posted on Canvas in addition to discussed in class. Additional bonus points may be combined with SONA bonus points (with a maximum of 6 points coming from the SONA credits).

**Course Policies Related to Covid-19**

This course is being offered in a “blended” format. This course will primarily be offered using Zoom synchronously, and asynchronous online formats as well (Canvas). For the beginning of the semester, students will attend classes synchronously on Zoom on Mondays and Wednesdays. It is possible that our course will transition on campus for the remainder of the semester. In this case, students will attend in-person classes in two rotating groups, possibly meeting Mondays, Wednesdays, and Fridays. The instructor will assign students to a particular group at random. When it is not your specified day to attend in-person, students are expected to attend class synchronously via Zoom. See the policies related to Covid-19 if you feel unsafe or unable to attend in person. Should this occur, the transition will be discussed at great length during class time.

**Health and Participation in Class:** You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

1. Notify me in advance of your absence, if possible
2. Provide me with medical documentation, if possible
3. Keep up with coursework as much as possible
4. Participate in class activities and submit assignments remotely as much as possible
5. Notify me if you require a modification to the deadline of an assignment or exam
6. Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources:** These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team (<http://ahealthieru.auburn.edu/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Campus Community Expectations:** We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during class to show your pass.

**Course Expectations**

1. **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.  
   You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
2. **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.
3. **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
4. **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
5. **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).
6. *Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the*[Classroom Behavior Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

**Course Delivery Changes:** Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas announcements as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer, reliable Internet, and check the Canvas page for updates daily.

**University Approved Excuses:** According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**Attendance Policy**

Formal attendance will only be mandatory on exam days. However, attendance is highly encouraged, and it is your responsibility to obtain any material covered during absences. It will be difficult to do well on exams and complete assignments on time without regular attendance. Therefore, attendance will be taken daily and will constitute up to14 possible bonus points (see extra credit opportunities below). Attendance will be taken in various forms, at the discretion of the instructor. Ways in which attendance may be collected is through roll call during class, the chat feature on Zoom, via email, or other means dictated by the instructor. The instructor reserves the right to take attendance at any point during the class time (not always at the beginning of class). Attendance participation will be monitored via Canvas throughout the semester. Attendance points will be earned through both Zoom and in-class lectures as appropriate.

**Late Assignments:** Papers are due at the beginning of the class on which they are assigned. Should technological issues arise through the submission of assignments on Canvas, you are expected to submit the assignment by the due date and time to me by email (but be sure they go through). Unexcused late papers/assignments will be accepted up to 48 hours past the due date, resulting in a significant grade reduction for each day past the date due. Unexcused late assignments that are submitted within 24 hours of due date will result in an automatic 20% grade reduction and within 48 hours will result in an automatic 40% grade reduction. Unexcused late papers/assignments will not be accepted beyond 48 hours past the due date.

**Make-up Exams:** If students miss a midterm or final exam due to a university approved absence, they will be allowed to make up the exam only if they contact the instructor and turn in the valid written excuse *within 48 hours of the exam date and time*. An absence will be considered excused if there is written documentation of an Auburn University Approved Excuse (see policy above). The makeup exam schedule is determined by the instructor and will need to be completed *within one week (5 working days)* from the time that the absence was submitted to the instructor. The instructor reserves the right to alter the format of make-up exams while maintaining coverage of the same material as the scheduled exams.

**Device Policy:** This policy includes, but is not limited to cell phones, smart watches, tablets, and laptops. These items are to be turned on silent or vibrate during class. Students are permitted to answer calls/texts during class **as long as they are not disruptive and are respectful of others** (i.e. stepping out of class to answer calls). If an electronic device goes off in class, a warning will be given. If after the warning is given the device continues to go off, the student will be asked to leave the class for the remainder of the class session (see classroom behavior policy).

**Lecture Materials:** These itemswill be posted on Canvas before each class (PowerPoint handouts, articles, etc.) It will be your responsibility to print these out and bring to class to use in discussion and note taking as needed.

**Canvas/Email:** Students are expected to familiarize themselves with Canvas. All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make every effort to keep all students’ grades up to date on the course Canvas page by grading within one week of the assignment due date.

Auburn University TigerMail is the preferred means of communication between student and instructor throughout this course. Emails from servers outside of AU TigerMail will not be accepted (i.e. gmail, yahoo, outlook, etc.). Students are expected to check their email accounts/Canvas announcements on a daily basis. The instructor will notify you via Canvas announcements of any course changes. It is highly encouraged that students ensure Canvas settings forward Canvas announcements to their TigerMail account. The instructor will respond to emails within a 24-hour period during weekdays. Emails will not be checked after 7pm by instructor or on weekends and holidays.

**Diversity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate a preferred name to be called and identify pronouns to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and will highly encourage that classmates do so as well.

**Office of Accessibility:** Any student needing accommodations should inform the instructor and/or the Office of Accessibility as soon as possible (<https://accessibility.auburn.edu/>). If you already have accommodations, it will be your responsibility to set up a conference with the instructor. Students in need of reasonable accommodations due to some other need or hardship are encouraged to meet with the instructor as soon as possible. All requests will be considered equitably, with regard to the other students enrolled in the course.

**Academic Honesty:** Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade. It is the student’s responsibility to review and adhere to the Academic Honesty Code: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>.

**Classroom Behavior:** Non-threatening behaviors that impede the learning of other students will result in the following consequences:

1. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
2. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
3. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

* Arriving after a class has begun
* Use of tobacco products
* Monopolizing discussion
* Persistent speaking out of turn
* Distractive talking, including cell phone usage
* Audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
* Refusal to comply with reasonable instructor directions
* Employing insulting language or gestures
* Verbal, psychological, or physical threats, harassment, and physical violence

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Title IX:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: <http://www.auburn.edu/titleix>.

**Student Policy eHandbook:** This course will follow the policies listed in the Auburn University Student Policy eHandbook. It is the responsibility of the student to review and adhere to the policies listed here: <http://www.auburn.edu/student_info/student_policies/>.

**Class Calendar**

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| **Due Dates** | | **Tasks & Topics** | **Readings & Assignments** |
| Week 1 (Aug 17)  M | Course introduction, Syllabus, and Grad School Information | |  |
| Aug 19  W | Historical Overview: Personal and Professional Aspects of Counseling | | * Gladding 1 |
| Aug 21  F  **Asynchronous** | Historical Overview: Intro to Psychiatry, Mental Illness, and Stigma | | * Luhrmann pages 3-24 * **Honorlock Practice Quiz (Optional)** * **Discussion #1: Syllabus Quiz (Using Honorlock)** |
| Week 2 (Aug 24)  M | Theories and Specific Approaches: The Importance of Perspective | | * Luhrmann pages 25-56 |
| Aug 26  W | Psychoanalytic, Adlerian, and Humanistic Theories of Counseling | | * Gladding 7 |
| Aug 28  F  **Asynchronous** | Behavioral/Cognitive, Systemic, Brief, and Crisis Theories of Counseling | | * Gladding 8 * **Discussion #2: Emerging Theories** * **Journal #1 Due** |
| Week 3 (Aug 31)  M | Behavioral/Cognitive, Systemic, Brief, and Crisis Theories of Counseling Cont’d | | * Gladding 8 |
| Sept 2  W | Psychodynamic Cont’d & | | * Gladding 11 |
| Sept 4  F  **Asynchronous** | Orientation to Research and Writing | | * Luhrmann pages 56-83 * **Discussion #3: Theoretical Orientation** |
| Week 4 (Sept 7)  M | ***Labor Day – No Class*** | |  |
| Sept 9  W | Counseling in a Multicultural Society | | * Gladding 3 |
| Sept 11  F  **Asynchronous** | Counseling in a Multicultural Society | | * Gladding 4 * **Discussion #4: Implicit Association Test** * **Journal #2 Due** |
| Week 5 (Sept 14)  M | Building Counseling Relationships | | * Gladding 5 |
| Sept 16  W | Building Counseling Relationships Cont’d | | * Gladding 5 |
| Sept 18  F  **Asynchronous** | Working in and Closing a Counseling Relationship | | * Gladding 6 * **Discussion #5: Therapeutic Alliance** |
| Week 6 (Sept 21)  M | Working in and Closing a Counseling Relationship Cont’d | | * Gladding 6 |
| Sept 23  W | Exam 1 (Midterm) Review | |  |
| Sept 25  F  **Asynchronous** | **Exam 1 (Midterm)** | |  |
| Week 7 (Sept 28)  M | Consultation and Supervision | | * Gladding 10 |
| Sept 30  W | Groups in Counseling | | * Gladding 9 |
| Oct 2  F  **Asynchronous** | Theories in Action | | * Luhrmann pages 84-102 * **Discussion #6: Group Counseling Demonstration** * **Presentation Topic Approval** |
| Week 8 (Oct 5)  M | *Early Alert/Mid-Term Grade Deadline*  Theories in Action Cont. | | * Luhrmann pages 84-102 |
| Oct 7  W | *Group Presentation Work Day*  *(During Cass Time)* | |  |
| Oct 9  F  **Asynchronous** | *Group Presentation Work Day*  *(During Cass Time)* | | * **Group Presentation Outlines Due (For All Groups)** * **Journal #3 Due** |
| Week 9 (Oct 12)  M | Differing Perspectives in Inpatient Care | | * Luhrmann pages 102-157 |
| Oct 14  W | The Great Debate: Research versus Practice | | * Luhrmann pages 158-202 |
| Oct 16  F  **Asynchronous** | Contemporary Psychotherapy and Counseling | | * Luhrmann pages 203-238 * **Discussion #7: Trauma Informed Counseling** |
| Week 10 (Oct 19)  M | Managed Care | | * Luhrmann pages 239-265 |
| Oct 21  W | Testing, Assessment, and Diagnosis in Counseling | | * Gladding 12 |
| Oct 23  F  **Asynchronous** | Testing, Assessment, and Diagnosis in Counseling Cont. | | * Gladding 12 * **Discussion #8: Ethics of Counseling Assessments** * **Draft Research Paper Due** |
| Week 11 (Oct 26)  M | Peer Review for Research Paper During Class | | * Peer Review |
| Oct 28  W | Introduction to Ethical and Legal Aspects of Counseling | | * Gladding 2 * Luhrmann pages 266-294 |
| Oct 30  F  **Asynchronous** | Ethical and Legal Aspects of Counseling Cont. | | * Gladding 2 * Luhrmann pages 266-294 * **Discussion #9: ACA Code of Ethics** * **Group Presentations Due in Canvas for All Groups** |
| Week 12 (Nov 2)  M | **Group Presentations in Class** | |  |
| Nov 4  W | **Group Presentations Cont.** | |  |
| Nov 6  F  **Asynchronous** | Career Counseling over the Life Span | | * Gladding 13 * **Journal #4** |
| Week 13 (Nov 9)  M | School Counseling, Clinical Mental Health, and Private Practice Counseling | | * Gladding 15 * Gladding 18 |
| Nov 11  W  **Asynchronous** | School Counseling, Clinical Mental Health, and Private Practice Counseling Cont. | | * Gladding 15 * Gladding 18 |
| Nov 13  F  **Asynchronous** | College Counseling and Student-Life Services | | * Gladding 16 * **Final Research Paper Due** |
| Week 14 (Nov 16)  M | Abuse, Addiction, Disability, and Counseling | | * Gladding 17 |
| Nov 18  W  **Asynchronous** | Couple and Family Counseling | | * Gladding 14 |
| Nov 20  F  **Asynchronous** | Exam 2 (Final) Review | | * **Discussion #10: Private Practice** * **Journal #5 Due** |
| Week 15 (Nov 23)  M | Exam 2 (Final) Review | |  |
| Nov 25  W | ***Thanksgiving Break – No Class*** | |  |
| Nov 27  F | ***Thanksgiving Break – No Class*** | |  |
| Week 16 (Nov 30)  M | ***Study/Reading Days – No Class*** | |  |
| Finals Week | **EXAM 2 (Final)**  Thursday, December 3rd 8:00-10:30 am | |  |

**Grading Calculations:** I use a “mastery grading system,” such that the grade cutoffs are as follows:

A = 630-700 points (90-100%)

B = 560-629 points (80-89%)

C = 490-559 points (70-79%)

D = 420-489 points (60-69%)

F = 0-419 points (0-59%)

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Earned** | **Points Possible** |
| Exam 1 (Midterm) |  | 100 |
| Exam 2 (Final) |  | 100 |
| Discussions (10 at 10 points each) |  | 100 |
| Journal 1 |  | 30 |
| Journal 2 |  | 30 |
| Journal 3 |  | 30 |
| Journal 4 |  | 30 |
| Journal 5 |  | 30 |
| Research Paper: Peer Review Draft |  | 30 |
| Research Paper: Final Paper |  | 120 |
| Group Presentation |  | 100 |
| **TOTAL:** |  | **700** |
| **BONUS POINTS EARNED:** |  | **0** |
| **FINAL POINTS:** |  | **700** |