­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

Course Number: COUN 4003- 001

Course Title: Introduction to Counseling and Psychotherapy

Prerequisites: COUN 2000

Credit Hours: 3 semester hours credits/Graded

Class Meeting Times: Distance Education

Class Location: Distance Education

Instructor Information: Christine Dyas, M.A. (she, her, hers)

 Graduate Teaching Assistant

 kcc0020@auburn.edu

Office Hours: Wednesdays 9:00AM-10:00AM (or by appointment)

 Zoom or Haley 1234-F

|  |
| --- |
| *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.****REVISED – August 2020*** |

**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

**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 Format:

All lecture material, activities, resources, etc for the week will be posted each Monday before end of day. It if your responsibility to view all the material and complete assignments before the due date. All assignments are due Sunday at 11:59 (Except Student Presentation). I will try to give frequent reminders of due dates and I will provide rubrics for all bigger assignments.

## Course Objectives:

Through course readings and assignments students will:

1- Gain and demonstrate familiarity with the fields of counseling and psychotherapy

2- Discuss specialties within the fields of counseling and counseling psychology

3- Identify the role of ethics in the practice of counseling and psychotherapy

4- Articulate different major theories used to guide counseling

5- Discuss historical factors that affect current practices in counseling

## Office Hours:

I would love to hear from/meet with you all! Best way to get in touch with me is email. Additionally, I will hold office hours via Zoom. If you KNOW you will be wanting to meet during office hours, please send me an email letting me know. If you want to meet but cannot during office hours, please send me an email and we will find another time to talk.

## Course Requirements and Grading:

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

The requirements:

1. Discussion/activity participation (100 points)
2. 2 exams (100 points each) covering reading and class material for that section of the course.
3. 5 two-page journals in which you critically reflect upon the readings or class material as assigned (30 points each).
4. A 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. A group presentation (100 points)

Assignments are due each week by **Sunday at 11:59pm**. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 25% deduction in grade for each day they are late.

If you are having trouble submitting an assignment to Canvas, I suggest you email me (kcc0020@auburn.edu) with your assignment ATTACHED and it will serve as the time-stamp for the assignment is Canvas is not working.

**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%)

**Discussion/Activity:**

(100 pts; 10 pts each) – Each Monday I will post lecture(s) and assignments to the Module for that week. It is your responsibility to watch those lectures in their entirety and complete the associated discussion or activity by the due date. Make-up discussion posts will not be allowed, unless the student can present a University-approved excuse for the week. In this case, the student will be given an alternative assignment (discussion post on same topic, reflection paper related to topic, etc.) to be turned in to the instructor in an appropriate timeframe.

**Exams:**

(200 pts; 100 pts each) - The two exams will be a mixture of *multiple-choice, mulit-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 half 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:**

(150 pts; 30 pts each) -You will write 5 one-page typed (Times New Roman, 12pt., single 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, disagreed from the material, and 1-2 burning questions.

**Student Presentations:**

(100 pts) - 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, relationship concerns. This is not an exhaustive list. Each group must clear the presentation topic with the instructor by the 8th week of class. 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 (we will discuss this when discussing possible topics). You will submit your paper on the date listed in the course schedule for me to review. The purpose of this review is that 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. You will then hand in 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 the original or I cannot evaluate your improvements). The first version of your paper is worth 30 points and the revisions are worth 120 points, therefore it is recommended that you take both versions seriously. Late papers will be penalized (see late policy).

**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.

Additionally, students will have the opportunity to earn bonus points based on the work they put into the course. I will often use a random word or phrase in the recorded lectures and ask you to email me that word to demonstrate that you are watching the lectures. Students who submit the word from every week (basically “perfect attendance”) will be granted 14 bonus points. The number of points available will decrease by 2 points for each week’s “clue” that you are missing throughout the semester. Students will not be penalized for missing any classes, and University Approved Excuses will not impact earning bonus points for this course. Important: to do this, send me an email with the subject *COUN4003 Bonus Points* and always use that chain to send me the clue so that I can more easily keep track.

Additional bonus point opportunities may become available throughout the semester and will be announced by the instructor. Additional bonus points may be combined with SONA bonus points (with a maximum of 6 points coming from the SONA credits).

**Class Calendar**

|  |  |
| --- | --- |
| **Topic** | **Readings/Assignments** |
| **Week 1 (8/17 – 8/23)**  |
| -Review of Syllabus; Introductions; “House Rules”-What is Counseling/Psychotherapy?-Intro to Psychiatry and Mental Illness |  Luhrmann pages 3-24  |
| **Introduction Post****Syllabus Quiz** |
| **Week 2 (8/24– 8/30)**  |
| -Personal and Professional Aspects of Counseling -Mental Illness and Stigma-Theories and Specific Approaches: The Importance of Perspective |  Gladding 1 Luhrmann pages 25-56  |
| **Discussion/Activity** **Journal 1** |
| **Week 3 (8/31 – 9/6)**  |
| Theory: Person-Centered, Gestalt, ExistentialPsychoanalytic, Psychodynamic, AdlerianBehavioral/CognitiveSystemic, Brief, and Crisis Theories of Counseling |  Gladding 7  Luhrmann pages 56-83 Gladding 8 |
|  **Discussion/Activity**  |
| **Week 4 (9/7 – 9/13)**  |
| **M (9/7)** **Labor Day – NO CLASS**  |   |
| -Feminist, Emotion-Focused -Orientation to Research and Writing |  Gladding 8 Luhrmann pages 56-83  Gladding 11 |
| **Discussion/Activity** |
| **Week 5 (9/14 – 9/20)**  |
| -Counseling in a Multicultural Society-Counseling Diverse Clients |  Gladding 3 Gladding 4 Videos |
| **Discussion/Activity****Journal #2** |
| **Week 6 (9/21 – 9/27)**  |
|  -Building Counseling Relationships -Working in and Closing a Counseling Relationship |  Gladding 5 Gladding 6 |
| **Discussion/Activity****Submit Research Paper Topic** |
| **Week 7 (9/28 – 10/4)**  |
| -Consultation and Supervision-Groups in Counseling |  Gladding 10 Gladding 9 |
| **Discussion/Activity****Journal #3** |
|  **Week 8 (10/5-10/11)**  |
| -Theories in Action//Review for Midterm  |  Luhrmann pages 84-102 |
| **MIDTERM EXAM** |
|  **Week 9 (10/12 – 10/18)**  |
| -Differing Perspectives in Inpatient Care-The Great Debate: Research versus Practice  |  Luhrmann pages 102- 202 |
| **Discussion/Activity****Submit Group Topics****Journal #4** |
|  **Week 10 (10/19 – 10/25)**  |
| -Contemporary Psychotherapy and Counseling-Managed Care-Testing, Assessment and Diagnosis  |  Luhrmann pages 203-265 Gladding 12 |
| **Discussion/Activity****Submit Research** **Paper Draft** |
|  **Week 11 (10/26 – 11/1)**  |
| **-**Ethical and Legal Aspects of Counseling-Ethical Issues and Suicide-Professional School Counseling |  Gladding 2 Luhrmann pages 266-294 Gladding 15 |
| **Discussion/Activity****Submit Peer’s Edited Draft** |
|  **Week 12 (11/2 – 11/8)**  |
| **-**Career Counseling over the Life Span-Couple and Family Counseling-College Counseling and Student-Life Services  |  Gladding 13 Gladding 14 Gladding 16 |
|  **Discussion/Activity****Group Project Outline** |
|  **Week 13 (11/9 – 11/15)** |
| -Abuse, Addiction, and Counseling**-**Disability and Counseling-Clinical Mental Health and Private Practice Counseling |  Gladding 17 Gladding 18 |
| **Discussion/Activity****Final Research Paper Due** |
|  **Week 14 (11/16 – 11/22)**  |
| **Student Presentations** | **Provide Group Rubric/Peer Review/Comments for Student Presentations** |
|  **Week 15 (11/23 – 11/29)**  |
| **M (11/22)-** Review for Final Exam and Wrap Up**W-F (11/25-27) – Thanksgiving Break** - **NO CLASS** | **Journal 5** |
|  **Week 16 (11/30 – 12/8)**  |
| **11/30-12/1** | Reading/Study Days |   |
| **FINAL EXAM** |

**POLICIES**

**Name/Pronoun Statement**:

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester (either via email or scheduled Zoom meeting) so that I may make appropriate changes to my records.

**Religious/Cultural Observance:**

Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) prior to the date of said religious or cultural observance.  I strongly encourage you to honor your cultural and religious holidays!  However, if I do not hear from you in advance, I will assume that class responsibilities will not be impacted.

**Respect for Diversity:**

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. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

 Important note: I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. 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. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.

2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.

3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

**Attendance Policy:**

Formal attendance is not required for this course. Alternatively, attendance will be monitored through the completion of course discussions/activities posted weekly. You will not have the opportunity to “make-up” weekly assignment or discussion points for unexcused absences.

**University Approved Excuses:** 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 once a week after the absence. Appropriate documentation for all excused absences is required. The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**Late Assignments:** All assignments are due Sunday at 11:59pm (with the exception of the Student Presentations). 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). Given that you have ample heads up and time to complete most assignments in this course, late assignments will only be accepted in the case of extenuating circumstances and they must be accompanied with a University-Approved Excuse.

**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.

**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. These itemswill be posted on Canvas each Monday (PowerPoint handouts, articles, etc.). You can find them under Files and under the Modules tab for each week. The instructor will make every effort to keep all students’ grades up to date on the course Canvas page by grading within two weeks of the assignment due date. If an assignment is expected to take longer, the instructor will communicate that with you.

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.

**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.

**Student Mental Health and Well-Being:** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Student** **Counseling and Psychological Services (SCPS)** at **(334) 844-5123 and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. The East Alabama Mental Health Center has a toll-free number that may be called 24 hours a day, 365 days a year for emergencies at **800-815-0630**. The clinician on-call will assist you as needed.

**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 and Professionalism**:

Inappropriate class behavior will result in consequences. 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>.

As faculty, staff, and students interact in professional settings (including virtual settings), they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**Recording**: In order to create a safe classroom and learning environment and to respect students’ rights to privacy, recording of class is prohibited. This includes audio and video recordings. However, a student may record classroom activities as an accommodation; in this case, I will notify all students should this occur.

**Course Policies Related to Covid-19**

For Fall 2020, classes will be offered in a variety of formats – in person, online, blended, or HyFlex. Students will have the choice to remain home and participate in online courses or join the residential campus experience. Every student should make an informed decision on whether to enroll in the online option or take classes in-person. There are heightened and unpredictable health risks associated with the COVID-19 pandemic. Risks include exposure to asymptomatic carriers of the virus, as well as virus transfer through face-to-face communications and sharing spaces with others. In some cases, Auburn may recommend that students seriously consider the full online learning option. Ultimately, the final decision resides with the individual student and their health care provider.

**Health and Participation in Class:**

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.

**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/>)

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your home, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. 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. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**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.

**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/>.

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Earned** | **Points Possible** |
| Discussion/Activities |  | 100 |
| Midterm Exam  |  | 100 |
| Final Exam |  | 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** |