­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: COUN 4000 – 001, Fall 2021

Course Title: Introduction to Counseling and Psychotherapy

Prerequisites: COUN 2000

Credit Hours: 3 semester hours credits/Graded

Class time: MWF 10:00am – 10:50am

Room Number: Haley 2456

Instructor Information: Candace McConaha, M.A. (She/Her/Hers)

Graduate Teaching Assistant

**czm0141@auburn.edu**

Office Hours: Thursdays 9:00am – 11:00am (or by appointment)

Haley Center Room #1234G or 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.

**The Required Textbooks (should plan to rent/purchase and need to read):**

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

Glading, S.T. (2018). Counseling: A comprehensive profession, 8th edition. Columbus, OH: Pearson.

\*Note: The instructor may provide additional reading materials to supplement student learning, or ask that students find and bring academic sources on a given topic for class discussion.

**Assignments/Projects:**

**Exams**

(150 pts; 50 pts each) - The three exams will be a mixture of *multiple-choice, 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. Make-up exams (which will require *written* documentation of an excused absence) will be *short-answer essay format* that cover the same material as the scheduled exams. An absence will be considered excused if there is written documentation of a severe emergency, serious illness with doctor’s note (dated that day), or Auburn approved event.

**Journal Papers**

(100 pts; 20 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 “presenting issue” 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 discuss the presentation topic with the instructor by the 5th week of class. Each group will submit an outline of their topic 1 week ahead of their presentation date. Both submitting the topic and the outline will contribute to grade of presentation. Presentations should be ~15 - 20 minutes.

**Research Paper:**

*This paper has two parts, a first draft (50pts) and the final paper (100 pts) for a total of 150 points. The purpose of the review is to gain feedback on how to improve your paper from peers and the instructor.*

You will write a 5-page research paper (not including title page and references) addressing some aspect of the counseling process discussed in either the Luhrmann (2000) or 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 we will discuss 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 in essence 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 additional 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 and possibly the course.

You will submit a first draft of your paper on the date listed in the course schedule for me to review, and you will bring a hard copy to class. The purpose of this review is that I can give you feedback to help you as you develop your academic writing skills, and you can gain feedback from peers, as well as experience in giving feedback. You will then turn in a revised version addressing my feedback. The first version of your paper is worth 50 points and the revised version is worth 100 points, therefore it is recommended that you take both versions seriously. Late papers will be penalized (see late policy).

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| **COURSE CONTENT OUTLINE** | | |
| **Topic** | | **Assignments** |
| **Week 1 (8/16 – 8/20)** | | |
| **M (8/16)** | Review of Syllabus; Introductions; “House Rules” |  |
| **W (8/18)** | What is Counseling/Psychotherapy? |  |
| **F (8/20)** | Intro to Psychiatry and Mental Illness | Luhrmann Introduction |
| **Week 2 (8/23 – 8/27)** | | |
| **M (8/23)** | Personal and Professional Aspects of Counseling | Gladding 1 |
| **W (8/25)** | Mental Illness and Stigma |  |
| **\*F (8/27)** | Theories and Specific Approaches: The Importance of Perspective | Luhrmann pages 25-56 (first half of ch 1)  **Due: Journal 1** |
| **Week 3 (8/30 – 9/3)** | | |
| **M (8/30)** | Psychoanalytic, Psychodynamic, Adlerian | Gladding 7  Luhrmann pages 56-83 (second half of ch 1) |
| **W (9/1)** | Person-Centered, Gestalt, Existential | Gladding 7 |
| **F (9/3)** | Behavioral/Cognitive | Gladding 8 |
| **Week 4 (9/6 – 9/10)** | | |
| **M (9/6)** | **LABOR DAY – NO CLASS** |  |
| **W (9/8)** | Feminist, Emotion-Focused |  |
| **F (9/10)** | **Review for Exam 1** |  |
| **Week 5 (9/13 – 9/17)** | | |
| **M (9/13)** | **EXAM 1** |  |
| **W (9/15)** | Systemic, Brief, and Crisis Theories of Counseling | Gladding 8 |
| **\*F (9/17)** | Orientation to Research and Writing | Luhrmann pages 56-83 (second half of ch 1)  Gladding 11  **DUE Group Presentation Topic** |
| **Week 6 (9/20 – 9/24)** | | |
| **M (9/20)** | Counseling in a Multicultural Society | Gladding 3 |
| **W (9/22)** | Multiculturalism and Diversity Videos |  |
| **\*F (9/24)** | Counseling Diverse Clients | Gladding 4  **DUE: Journal #2** |
| **Week 7 (9/27 – 10/1)** | | |
| **M (9/27)** | Groups in Counseling | Gladding 9 |
| **W (9/29)** | Couples and Family in Counseling | Gladding 14 |
| **F (10/1)** | Groups, Couples, & Family: Theories in Action | Luhrmann 2 |
| **Week 8 (10/4-10/8)** | | |
| **M (10/4)** | Differing Perspectives in Inpatient Care | Luhrmann 3 |
| **\*W (10/6)** | The Great Debate: Research versus Practice | Luhrmann 4  **DUE:**  **Journal #3** |
| **F (10/8)** | **FALL BREAK – No Class** |  |
| **Week 9 (10/11 – 10/15)** | | |
| **M (10/11)** | Contemporary Psychotherapy and Managed Care | Luhrmann 5 & 6 |
| **W (10/13)** | **Review for Exam 2** |  |
| **F (10/15)** | **EXAM 2** |  |
| **Week 10 (10/18 – 10/22)** | | |
| **M (10/18)** | Building Counseling Relationships | Gladding 5 |
| **W (10/20)** | Diagnosis in Counseling/Psychotherapy | Gladding 12 |
| **\*F (10/22)** | Testing and Assessment | Gladding 12  **DUE:**  **Journal #4** |
| **Week 11 (10/25 – 10/29)** | | |
| **M (10/25)** | Ethical and Legal Aspects of Counseling | Gladding 2 |
| **W (10/27)** | Ethical Issues and Suicide | Luhrmann 7 |
| **F (10/29)** | Ethical Issues and Homicide |  |
| **Week 12 (11/1 – 11/5)** | | |
| **\*M (11/1)** | **Draft Research Paper Review** | **Bring Hard Copy of**  **Research Paper Draft to Class AND Turn in a Digital Copy to Canvas** |
| **W (11/3)** | Professional School Counseling | Gladding 15 |
| **F (11/5)** | College Counseling and Student-Life Services | Gladding 16 |
| **Week 13 (11/8 – 11/12)** | | |
| **M (11/8)** | Clinical Mental Health and Private Practice Counseling | Gladding 18  **DUE:**  **Outline of Group Presentation** |
| **\*W (11/10)** | Hospitals and Veteran Affairs | **DUE:**  **Journal #5** |
| **F (11/12)** | **Group Project Work Day** |  |
| **Week 14 (11/15 – 11/19)** | | |
| **\*M(11/15)** | **Student Presentations** | **DUE:**  **Group Presentations – All Groups must submit their presentation materials before this class** |
| **W(11/17)** | **Student Presentations** |  |
| **F(11/19)** | **Student Presentations** |  |
| **Week 15 (11/22 – 11/26)** | | |
| **M (11/22)** | **NO CLASS** |  |
| **W (11/24)** | **NO CLASS** |  |
| **F (11/26)** | **NO CLASS** |  |
| **Week 16 (11/29 – 12/3)** | | |
| **M (11/29)** | Abuse, Addiction, and Counseling | Gladding 17 |
| **W (12/1)** | Disability and Counseling | Gladding 17 |
| **\*F (12/3)** | Review for Exam 3 and Wrap Up | **Final Research Paper Due** |
| **FINAL EXAM: Friday 12/10/19 8 -10:30 AM** | | |

## Course Requirements and Grading:

All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

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| Exams | 150 |
| Research Final Paper | 100 |
| Group Presentation | 100 |
| Journals | 100 |
| First Draft of Final Paper | 50 |
| **TOTAL** | **500** |

Grades will be based upon final percentages:

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| **A** | **B** | **C** | **D** | **F** |
| 90-100% | 80-89% | 70-79% | 60-69% | 59% and below |

Assignments are due at the START of class on the date listed on the syllabus. 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 have technical difficulties with canvas, it is your responsibility to email the instructor your assignment before the due date.

**Extra Credit through SONA**:

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 struggling to access this, please emailsona@auburn.edu.

For every SONA credit you earn, you earn 2 bonus points to be added towards your grade in the course at the end of the semester (i.e., NOT percentage points on your final grade). No more than 6 extra credit 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 [emailsona@auburn.edu](mailto:emailsona@auburn.edu)

More information on SONA can be found at: <https://cla.auburn.edu/psychology/research/participation/>

**Course Policy Statements:**

**Name/Pronoun Statemen**t: 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 in-person) so that I may make appropriate changes to my records.

**Attendance**: Attendance is expected and you are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade can be affected by an absence. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will participate in class. I appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence.

**Excused Absences**: Only university excused absences will be accepted. 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. Please see university policies for additional information on absences.

**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, I will assume that you plan to attend all class meetings.

**Personal Technology**: The use of a laptop, tablet, or any other device for taking notes or otherwise participating in class is permitted. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know.

**Email**: Outside of class, I will communicate primarily through email and canvas announcements. Therefore, all students are expected to regularly check their Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email or stop by my office. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow-up with me. **It is recommended that you set your canvas to send class announcements to your email.**

**Class Cancellation**: In the event that class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments before the next class period. Additionally, I will notify students if class is canceled as soon as possible through email, therefore, it is expected that students are regularly checking their official Auburn email.

**Make-Up Policy**: Arrangement to make up a missed test, in-class activity, or presentation due to properly authorized excused absences must be initiated by the student within one week of the end of the period of

the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Your One 72-hour Extension:** Students are allowed ONE assignment extension (does NOT include exams, group project, or the first draft of your final paper) during the semester, no explanation needed. In order to use this, students must email the instructor before the due date stating that they will be using their 72-hour extension.

**Late papers/assignments will receive a 25% deduction in grade for each day they are late.**

**Academic Honesty**: The University Honesty Code and the university policies, see website at https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information, pertaining to cheating will apply to this class.

Much plagiarism occurs as a result of missteps in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. If you are having difficulty with an essay, please contact me right away!

**Disability Accommodations**: Students who need accommodations are asked to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**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) 844-5123and** <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.

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

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

**Title 1X:**  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: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

**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*

*Course Policies Adapted for Use from CRLT, University of Michigan.*

**Covid-19 Policies:**

**Face Coverings:** The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom or instructor’s office. This policy will remain in place, even if the university lifts its current mask mandate. Failure to comply with this requirement 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) for additional details.

**Virtual Learning Plan:** To be used in the event that the University moves to online instruction, or if multiple students and/or the instructor test positive or are exposed to Covid-19. Any changes to course delivery method will be communicated via canvas announcements, so it is important that you set up your canvas notifications to send announcements to your email, and that you are checking your auburn email regularly. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet

Class will meet synchronously at designated class time via zoom, and will adapt class lectures, activities, and assignments as necessary to fit an online format. Zoom class meetings are likely to be recorded. Students will be expected to treat classes held via zoom as they would a regular class period. Expectations during zoom class meetings include:

* Students will have their cameras on throughout the lecture
* Only the student will be visible, not friends, roommates, family, etc.
* Students will participate in activities and discussions