­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Course Number:** COUN 4000

**Course Title**: Introduction to Counseling and Psychotherapy

**Prerequisites:**  COUN 2100

**Credit Hours:**  3 semester hours credits/Graded

**Class Meeting Time:** asynchronous

**Instructor:** Kevin White, MS, APC, NCC.

**Office:** www.doxy.me/kwhiteapc

**Office Hours:** Friday 8AM-10AM

**Email:** klw0070@auburn.edu

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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.* |

**Syllabus Preparation Date:** August 2021

**Course Description:**

This course is an introduction to current theory, research, and practice regarding counseling and psychotherapy. We will cover several current issues related 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 Requirements and Grading:

Final grades will be based on 5 requirements that total 700 points.

The requirements:

1. 3 exams (100 points each) covering reading and class material for that section of the course
2. 5 one-page journals in which you critically reflect upon the readings or class material as assigned (30 points each), and
3. A research paper (150 points) addressing one topic covered in the Luhrmann (2000) required textbook (or Richards & Perri, 2002 text).
4. A group presentation (100 points)

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

A = 540-600pts. (90-100%), B = 480-539pts. (80-89%), C = 420-479pts. (70-79%), D = 360-419pts. (60-69%), and F = 0-359pts. (0-59%).

**The 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.

Gladding, S.T. (2008). Counseling: A comprehensive profession, 8th edition. Columbus, OH: Pearson.

**Exams:**

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, role plays, 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.

**Attendance Policy:**

Students are expected to view the lectures for the course. Viewing the lectures will replace the face-to-face lecture experience. It is the student’s responsibility to view the lectures, and they should not expect to keep up with the class or perform well on assignments/exams without viewing them.

**Late Policy:**

All assignments are due midnight on Sundays. Late papers/assignments will result in a 20% automatic grade reduction for each day past the date due. If you believe that you will not be able to turn an assignment in on time, reach out to me prior to the due date. I understand that we continue to live in an eventful time.

**Journal Papers:**

You will write 5 one-page typed (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, and disagreed with from the material.

**Student 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, 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 2 weeks prior to the assignment due date.

**Formal Paper:**

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 Richards & Perri (2002) textbook, but you will need to be sure to have access to the optional text in order to do this. You must choose one or the other as your main source for your paper. Your paper must be typed, double-spaced, use a 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 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 Richards & Perri) 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 and (we will discuss this when discussing possible topics). You will hand in 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 of 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 100 points and the revisions are worth 50 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 struggling to access this, please email sona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT 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 email sona@auburn.edu

Any additional opportunities will be shared via CANVAS announcements and email, and they will be added to the syllabus.

**Class Calendar**

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| **Due Dates** | **Tasks & Topics** |  |
| Week 18/16-8/22 | Cover syllabus and Grad School Information  |  |
| Week 28/23-8/29 | Historical Overview and the Process of Change and Growth | Gladding Chapter 1  |
|  | Historical Overview Continued | Luhrmann pages 3-24 |
| Week 38/30-9/5 | Theories and Specific Approaches: The importance of Perspective  | Luhrmann pages 25-56 |
|  | Analytic and Psychodynamic**Journal 1 Due** | Gladding 9 |
| Week 49/6-9/12 | Behavioral/Cognitive and Time Limited/Sensitive | Gladding 10 |
|  | Orientation to Research and WritingReview for Exam | Luhrmann pages 56-83 |
| Week 59/13-9/19 | **Exam 1**History, Change Process, and Theoretical Perspective (Assigned Textbook Readings, Lectures, and Demos & role plays) |  |
|  | The Counseling Process | Gladding 2 |
| Week 69/20-9/26 | The Counseling Process | Gladding 6 |
|  | The Counseling Process**Journal 2 Due** | Gladding 7 |
| Week 79/27-10/3 | Theories in Action | Luhrmann pages 84-102 |
|  | Treatment in Groups | Luhrmann pages 102-157Gladding 11 |
| Week 810/4-10/10 | Review for Exam | Luhrmann pages 158-202 |
|  | Contemporary Psychotherapy and Counseling**Journal 3 Due** | Luhrmann pages 203-238 |
| Week 910/11-10/17 | Managed CareReview for Exam | Luhrmann pages 239-265 |
|  | **Exam 2**Counseling Process: Establishing a relationship, Progression, and Client Care (Assigned Textbook Readings, Lectures, Demos, & role plays) |  |
| Week 1010/18-10/24 | Multicultural Issues | Gladding 4 and 5 |
|  | Doing Psychotherapy and Counseling & Diagnosis**Research Paper Due** | Gladding 14 |
| Week 1110/25-10/31 | Discussing aspects of the Luhrmann text |  |
|  | Ethical Issues  | Gladding Chapter 3 |
| Week 1211/1-11/7 | Ethical Issues continued | Luhrmann pages 266-294 |
|  | Specialties: Career and College counseling**Journal 4 Due** | Gladding 15 and 18 |
| Week 1311/8-11/14  | Specialties: Family, Systems Work, and Addiction | Gladding 16 and 19 |
|  | **Revised Paper Due**Specialties: Severe Mental Illness |  |
| Week 14 11/15-11/21 | Group Presentations on Counseling for Specific Concerns |  |
|  | Group Presentations on Counseling for Specific Concerns |  |
| Week 1511/22-11/28 | Thanksgiving break |  |
| Week 1611/29-12/3 | Specialties: School Counseling and Clinical Mental Health**Journal 5 Due** | Gladding 17 and 20 |
| 12/4-12/5 | Review for Exam |  |
| Final Exam12/6-12/10 | Exam 3(Assigned Readings, Lectures, Demos, & role plays from last section) |  |

**Accommodations:**

Any student needing accommodations should inform the instructor(s) and/or The Program for Students with Disabilities, in 1244 Haley Center as soon as possible. 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 regarding the other students enrolled in the course

**Canvas/Email:**

All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make a good faith effort to keep all students’ grades up-to-date on the course’s Canvas page.

**Tigermail is the preferred means of communication between student and instructor throughout this course.** The instructor will notify you via email and Canvas announcements of any course changes. The instructor will respond to emails within a 24-hour period. Emails will not be checked after 8pm by instructor.

**Academic Honesty:**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the Tiger Cub and 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.

**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

**Classroom Behavior:**

Students are expected to be considerate of other perspectives and experiences in all class discussions and interactions. It should be obvious that insulting language, minimization, and personal attacks are unacceptable. Though, none of us are perfect, and at times we may say something that causes harm because of our own lack of awareness. I expect everyone in this class, even myself, to be open to recognizing how we can be better and more aware of microaggressions and biased or marginalizing language. This is an inclusive class environment. This class values the individual identities of its students. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

**Respect for Diversity:**

I intend this class to meet the needs of students from all backgrounds and perspectives. As such, the diverse experiences, and perspectives of students in this course should be seen as a valuable resource for the growth of understanding of the human experience and unique needs of different groups. I encourage you to offer me your thoughts on ways to better serve your needs and the overall effectiveness of course delivery and content.

I expect everyone to be respectful and open to the experience of others and will do my best to create an environment where this is the case. A major part of working in counseling and human services is the development of effective empathy. This means that we must be aware of and sensitive to the lived experiences of others and how that informs their way of navigating the world.

This includes respecting personal pronouns and identity markers indicated by individuals. I encourage you to share your pronouns if you are comfortable doing so and will do everything for us to create a shared space that is respectful of that.

At times we may be challenged by other perspectives, but I encourage you to take a moment to consider why you feel challenged and how your own life experience informs that feeling. 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. It may not be our intention may to cause discomfort or offense, but it sometimes happens. Addressing these instances is important and the impact of them can be lasting. 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.