­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

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| **Course Number & Section:** | **COUN 4000-001** |
| **Class Location:** | Haley 2346 |
| **Class Meeting Times:** | Monday, Wednesday, Friday 10:00-10:50 AM |
| **Course Title:** | Introduction to Counseling and Psychotherapy |
| **Prerequisites:** | COUN 2000 |
| **Credit Hours:** | 3 semester hours credits/Graded |
| **Office:** | Haley 2070 + Virtual |
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Instructor Information: Rachael Estes, M.Ed., M.S., NCC, ALC

Graduate Teaching Assistant / PhD Student

rfe0001@auburn.edu

Preferred Salutations: Rachael (she/her pronouns)

Office Hours: Wed. 9am – 9:50 am or by appointment

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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

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

## Articulate different major theories used to guide counseling

## Gain and demonstrate familiarity with the counseling process

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

## Discuss historical factors that affect current practices in counseling

## Course Requirements and Grading

Final grades will be based on 4 requirements that total 500 points

The requirements

1. **3 exams** (50 points each; 150 points total) covering reading and class material for the specific section of the course.
2. **5 journals** (20 points each; 100 points total) tied to each course objective for primary demonstration of content mastery. Students will summarize and critically reflect upon the course readings and/or class material assigned.
3. **1 final group presentation** (150 points total) to provide an additional opportunity for student mastery of course objectives. This comprehensive assignment replaces a traditional final exam.
4. **Course participation** (100 points total) to encourage student engagement in lectures, readings, and course discussions. The questions you turn in weekly on Monday nights will also be counted in the participation grade.

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|  | **Points** |
| A | 500 –448 |
| B | 447 –397 |
| C | 396 –348 |
| D | 347 –298 |
| F | 297 and below |

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

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

Luhrmann, T.M. (2000). *Of two minds: The growing disorder in American Psychiatry*. New York: Alfred Knopf. ISBN: 978067974493

**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 class materials, which includes lectures, demonstrations, guest lectures, role plays, and discussions. Lectures and readings will be complementary, 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 materials) 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 the day of the absence), or Auburn approved event. You may not use notes, lectures, or your textbook when taking these exams.

**Journal Papers**

(100 pts; 20 pts each) -You will write 5 one-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, 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 1 week ahead of their presentation date.

**Course Participation**

My teaching philosophy revolves around student engagement in class discussions. Therefore, in order to have a successful learning experience, students will have to take assigned readings seriously, and actively seek engagement in this course. Students are required to have read assigned material prior to attending class. Classes will be held in a discussion or activity-based format allowing for maximum learning for all students. Therefore, students will be expected to come to class prepared to ask questions and engage in class discussions. Points for course participation will be rewarded based on contributions to class discussions and engagement with peers and instructor.

**Late Assignments**

Assignments 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 4 days 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 an additional 20% per additional 24 hours late. Unexcused late papers/assignments will not be accepted beyond 4 days past the due date.

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| **Assignment Submission** | **Point Reduction** | **Assignment Submission** | **Point Reduction** |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50% |
| 48-72 hours late (3 days) | 30% |  | |

**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).

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).

**Attendance Policy**

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 be in class. I understand that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period during class are similar to an absence.

Ways in which attendance may be collected is through roll call during class, email, participation in class, or any 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 in-class lectures as appropriate.

Students are given 2 opportunities for unexcused absences without penalty. All other absences are to be university approved outline below.

**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>

**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).

**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).

**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.

**Email 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 48-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 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>.

**Plagiarism:** Plagiarism is an act of academic dishonesty which involved intentionally and knowingly representing the words or ideas of another author’s as one’s own original work. Plagiarism can occur:

* When someone quotes another without using a proper reference.
* When someone quotes another without enclosing the quote in quotation marks.
* When someone does not use his or her own words in paraphrasing.
* When someone uses the ideas of another without citing the original source.

*If I suspect a student to be in violation of academic integrity, I will contact the student directly to address my concerns. Students violating the academic integrity policy could fail the assignment and/or course. Additionally, the counseling program continually reviews students regarding professional and ethical behavior. A violation of academic integrity will likely result with a report being presented to the department chair and the faculty to determine if any additional action or remediation is necessary.*

**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.

**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>.

**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/>). I follow the Auburn policies regarding Accommodations.

**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/>.

## COVID-19 POLICIES:

**1.** **Health and Participation in Class:** 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 have been exposed to someone with the virus, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider, as I do not want the need for documentation to discourage you from self-isolating when appropriate.

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

* Notify me in advance of your absence, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* 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).

**2.** **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 ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**3.** **Course Expectations Related to COVID-19:**

* **Face Coverings:** Will follow the Auburn University policy for face coverings.
* **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.
* **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).
* **Course Delivery Changes Related to COVID-19:** 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 assessment methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet.

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|  |  | **CLASS CALENDAR** |  |
|  | **Dates** | **Task/Topics** | **Chapter/Readings** |
| Week 1 |  |  |  |
|  | **08/17 (W)** | Introductions/Syllabus |  |
|  | **08/19 (F)** | **NO CLASS**  **Objective 1: Field Overview** | Gladding: Ch. 1, Appendix A (p. 427 - 440 |
| Week 2 |  |  |  |
|  | **08/22 (M)** | **Objective 1: Field Overview** | Gladding: Ch. 1, Appendix A (p. 427 - 440 |
|  | **08/24 (W)** | **Objective 1: Field Overview**  History | Gladding: Ch. 1, Appendix A (p. 427 - 440 |
|  | **08/26 (F)** | **Objective 2: Ethics in Counseling** | Gladding: Chapter 2  ACA Code of Ethics (on Canvas) |
| Week 3 |  |  |  |
|  | **08/29 (M)** | **Objective 2: Ethics in Counseling** | Gladding: Chapter 2  ACA Code of Ethics (on Canvas) |
|  | **08/31 (W)** | **Objective 2: Ethics in Counseling** | Gladding: Chapter 2  ACA Code of Ethics (on Canvas)  **Journal 1 Due @ 11:59PM** |
|  | **09/02 (F)** | **Objective 3: Theories in Counseling**  Psychoanalytic, Psychodynamic, Adlerian | Gladding: Chapter 7 (pgs. 160-170), Appendix B  Luhrmann: Chapter 1 (pgs. 56-83) |
| Week 4 |  |  |  |
|  | **09/05 (M)** | **LABOR DAY – NO CLASS** |  |
|  | **09/07 (W)** | **Objective 3: Theories in Counseling**  Behavioral/Cognitive | Chapter 8 (pgs. 184-199), Appendix B |
|  | **09/09 (F)** | **Objective 3: Theories in Counseling**  Person-Centered, Gestalt, Existential | Gladding: Chapter 7 (pgs. 160-170), Appendix B  Luhrmann: Chapter 1 (pgs. 56-83) |
| Week 5 |  |  |  |
|  | **09/12 (M)** | **Objective 3: Theories in Counseling**  Systemic, Brief, and Crisis | Chapter 8 (pgs. 184-199), Appendix B  **Journal 2 Due** |
|  | **09/14 (W)** | **Objective 3: Theories in Counseling**  Feminist, Emotion-Focused |  |
|  | **09/16 (F)** | Review for Exam 1 |  |
| Week 6 |  |  |  |
|  | **09/19 (M)** | **Exam 1** |  |
|  | **09/21 (W)** | **Objective 4: The Counseling Process**  Building Counseling Relationships | Gladding: Chapter 5 |
|  | **09/23 (F)** | **Objective 4: The Counseling Process**  Working in and Closing a Counseling Relationship | Gladding: Chapter 6 |
| Week 7 |  |  |  |
|  | **09/26 (M)** | **Objective 5: Counseling Specialties and Settings**  Clinical Mental Health and Private Practice | Gladding: Chapter 18 |
|  | **09/28 (W)** | **Objective 5: Counseling Specialties and Settings**  College Counseling and Student-Life Services | Gladding: Chapter 16 |
|  | **09/30 (F)** | **Objective 5: Counseling Specialties and Settings**  Career and College Counseling | Gladding: Chapter 13 |
| Week 8 |  |  |  |
|  | **10/03 (M)** | **Objective 5: Counseling Specialties and Settings**  Abuse, Addiction, Disability, and Counseling | Gladding: Chapter 17  Luhrmann: Chapter 4 (pgs. 158-202) |
|  | **10/05 (W)** | **Objective 5: Counseling Specialties and Settings**  Abuse, Addiction, Disability, and Counseling | Gladding: Chapter 17  **Journal 3 Due** |
|  | **10/07 (F)** | FALL BREAK – NO CLASS |  |
| Week 9 |  |  |  |
|  | **10/10 (M)** | **Objective 5: Counseling Specialties and Settings**  Couple and Family Counseling | Gladding: Chapter 14 |
|  | **10/12 (W)** | Review for Exam 2 |  |
|  | **10/14 (F)** | **Exam 2** |  |
| Week 10 |  |  |  |
|  | **10/17 (M)** | **Objective 6: Counseling in a Multicultural Society** | Gladding: Chapter 3 |
|  | **10/19 (W)** | **Objective 6: Counseling in a Multicultural Society** | Gladding: Chapter 3 |
|  | **10/21 (F)** | **Objective 6: Counseling in a Multicultural Society** | Gladding: Chapter 3 |
| Week 11 |  |  |  |
|  | **10/24 (M)** | **Objective 7: Counseling with Diverse Population** | Gladding: Chapter 4 |
|  | **10/26 (W)** | **Objective 7: Counseling with Diverse Population** | Gladding: Chapter 4 |
|  | **10/28 (F)** | **Objective 7: Counseling with Diverse Population** | Gladding: Chapter 4  **Journal 4 Due** |
| Week 12 |  |  |  |
|  | **10/31 (M)** | **Objective 8: Core Counseling Activities in Various Settings**  Groups in Counseling | Gladding: Chapter 9 |
|  | **11/02 (W)** | **Objective 8: Core Counseling Activities in Various Settings**  Groups in Counseling  Consultation and Supervision | Gladding: Chapter 9, Chapter 10  Luhrmann: Chapter 6 (pgs. 239-265) |
|  | **11/04 (F)** | **Objective 8: Core Counseling Activities in Various Settings**  Consultation and Supervision  Evaluation and Research | Gladding: Chapter 10, Chapter 11 |
| Week 13 |  |  |  |
|  | **11/07 (M)** | **Objective 8: Core Counseling Activities in Various Settings**  Evaluation and Research  Testing, Assessment, and Diagnosis | Gladding: Chapter 11, Chapter 12 |
|  | **11/09(W)** | **Objective 8: Core Counseling Activities in Various Settings**  Testing, Assessment, and Diagnosis | Gladding: Chapter 12 |
|  | **11/11 (F)** | Review | **Journal 5 Due** |
| Week 14 |  |  |  |
|  | **11/14 (M)** | Presentations |  |
|  | **11/16 (W)\*\*** | Review/Workday |  |
|  | **11/18 (F)\*\*** | Review/Workday |  |
| Week 15 | **11/21-11/25** | **Thanksgiving Break** |  |
| Week 16 |  |  |  |
|  | **11/28 (M)** | Presentations |  |
|  | **11/30 (W)** | Presentations |  |
|  | **12/02 (F)** | Exam 3: Review |  |
| Finals Week | **12/07** | Exam 3 @ 8am – 10:30am |  |