­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

Course Number: COUN 4000

Course Title: Introduction to Counseling and Psychotherapy

Prerequisites: COUN 2000

Credit Hours: 3 semester hours credits/Graded

Instructor Information: Madison Hanks

Graduate Teaching Assistant

Haley 1435

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Office Hours: Mondays 1:00PM-2:00PM

Wednesdays 4:00PM-5:00PM

Haley 1232-A

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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 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).
3. 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).
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.

Glading, S.T. (2018). 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, 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:**

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:**

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.

**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 Glading (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 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 Glading) 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 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 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 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).

**Attendance Policy:**

Formal attendance will not be taken except on exam days and thus is not mandatory. However, attendance is highly encouraged, and it is your responsibility to obtain any material covered during absences. It will be difficult to do well on exams and complete assignments on time without regular attendance.

**Late Assignments:** Late assignments are not accepted except under extreme emergency situations. They will only be excused with proper documentation.

**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 have made arrangements with the course instructor *before the day of the exam*. Students who attempt to make arrangements for a make-up exam after the examination period has passed will not be allowed to make up the exam, even if they have a university approved absence.

**Cell phones/beepers/pagers 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.

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

**Students with Disabilities:** 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, with regard to the other students enrolled in the course.

**Canvas/Email:** Students are expected to familiarize themselves with Canvas. All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make 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. Students are expected to check their email accounts on a daily basis. The instructor will notify you via email of any course changes. The instructor will respond to emails within a 24-hour period. Emails will not be checked after 7pm 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](http://www.auburn.edu/titleix)

**Class Calendar**

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| **Due Dates** | | **Tasks & Topics** |  |
| Week 1 (Jan 10)  R | Course introduction, Syllabus, and Grad School Information | |  |
| Week 2 (Jan 15)  T | Personal and Professional Aspects of Counseling | | Gladding 1 |
| R | Intro to Psychiatry, Mental Illness, and Stigma | | Luhrmann pages 3-24 |
| Week 3 (Jan 22)  T | Theories and Specific Approaches: The Importance of Perspective | | Luhrmann pages 25-56 |
| R | Psychoanalytic, Adlerian, and Humanistic Theories of Counseling  **Journal 1 Due** | | Gladding 7 |
| Week 4 (Jan 29)  T | Behavioral/Cognitive, Systemic, Brief, and Crisis Theories of Counseling | | Gladding 8 |
| R | Psychodynamic Cont’d & Orientation to Research and Writing  **Review for Exam** | | Luhrmann pages 56-83  Gladding 11 |
| Week 5 (Feb 5)  T | **EXAM 1** | |  |
| R | Counseling in a Multicultural Society | | Gladding 3 |
| Week 6 (Feb 12)  T | The Color of Fear Video | | Gladding 4 |
| R | Groups in Counseling  **Journal 2 Due** | | Gladding 9 |
| Week 7 (Feb 19)  T | Theories in Action | | Luhrmann pages 84-102 |
| R | Differing Perspectives in Inpatient Care | | Luhrmann pages 102-157 |
| Week 8 (Feb 26)  T | The Great Debate: Research versus Practice  **Approval needed for presentation topic** | | Luhrmann pages 158-202 |
| R | Contemporary Psychotherapy and Counseling | | Luhrmann pages 203-238 |
| Week 9 (March 5)  T | Managed Care  **Review for Exam** | | Luhrmann pages 239-265 |
| R | **EXAM 2**  **Journal 3 Due** | |  |
|  | **NO CLASS SPRING BREAK** | |  |
| Week 10 (March 19)  T | Building Counseling Relationships | | Gladding 5 |
| R | Testing, Assessment, and Diagnosis in Counseling | | Gladding 12 |
| Week 11 (March 26)  T | **Draft Research Paper Due (Bring Hard Copy to Class)** | | Peer Review |
| R | Ethical and Legal Aspects of Counseling | | Gladding 2 |
| Week 12 (April 2)  T | Ethical Issues and Suicide | | Luhrmann pages 266-294 |
| R | Professional School Counseling  **Journal 4 Due** | | Gladding 15 |
| Week 13 (April 9)  T | College Counseling and Student-Life Services | | Gladding 16 |
| R | Abuse, Addiction, Disability, and Counseling  **Final Research Paper Due** | | Gladding 17 |
| Week 14 (April 16)  T | Clinical Mental Health and Private Practice Counseling | | Gladding 18 |
| R | Student Presentations | |  |
| Week 15 (April 23)  T | Student Presentations | |  |
| R | Student Presentations  **Review for Exam**  **Journal 5 Due** | |  |
| Finals Week | **EXAM 3** | |  |

**Accommodations:**

I follow the Auburn policies regarding disabilities. Please let me know immediately so that necessary accommodations can be made.