­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

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| **Course Number & Section:** | **COUN 4000 : 001** | **COUN 4003 : 001** |
| **Attribute:** | Face-to-Face Flexible | Online Synchronous |
| **Class Location:** | MELL 4510 and Zoom | Zoom |
| **Class Meeting Times:** | Thursdays 9:30-10:45AM | Tuesdays 9:30-10:45AM |
| **Course Title:** | Introduction to Counseling and Psychotherapy | |
| **Prerequisites:** | COUN 2000 | |
| **Credit Hours:** | 3 semester hours credits/Graded | |

Instructor Information: Heather Dorough Windham, M.Ed., NCC

Graduate Teaching Assistant

[had0005@auburn.edu](mailto:had0005@auburn.edu)

Preferred Salutations: Heather, Mrs. Windham, Instructor

Office Hours: Tuesdays 10:45AM-12:00PM (or by appointment)

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.

## 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

## 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 700 points. (See chart in Grading Calculations.)

The requirements:

1. **5 journals** (70 points each; 350 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.
2. **10 discussion posts** (10 points each; 100 points total) to expand upon assigned readings and give students a low-stakes application of content for feedback from instructor. Students will earn points for posting and responding to at least two classmates based on the discussion prompt provided.
3. **1 final group presentation** (150 points total) to provide an additional opportunity for student mastery and an application practice of course objectives. Students will work in groups to provide a role play demonstration of counseling or psychotherapy to include a component from each course objective. This comprehensive assignment replaces a traditional final exam.
4. **Course participation** (100 points total) to encourage student engagement in lectures, readings, and course discussions.

**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: 9780679744931

**Journal Papers**

For each journal, you will write a 4- to 6-page paper (Times New Roman, 12pt., double spaced) based on the assigned readings. The paper will be broken up into two sections: Literature Review and Critical Reflection.

***Literature Review:*** The first 2-3 pages of the journal will be a professional summary of the assigned content to demonstrate your understanding of what you have read. This will be written in a professional writing style (3rd person language, in-text citations, etc.). As an upper-level course, it is expected that you will continue to develop critical writing and research skills. Therefore, this will be a literature review like those that you would find in a peer review journal. You will review what Gladding says about the assigned reading material and supplement your review with other academic sources (you will have at least 3 additional sources that are either professional books or journals, *not* web sites). Examples of relevant peer-reviewed 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.*

***Critical Reflection:*** The second half of the journal will be 2-3 additional pages of critical reflection on the readings. This section will be written in 1st person language and should provide insight to your personal responses regarding the assigned content. 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, or disagreed about/with the material and include 1-2 remaining questions you have about the material that you were not able to find in supporting literature.

***Format:*** You will utilize APA format (7th ed.) for this journal. You should include a title page, in-text citations, and a reference page. Remember that you should have at least 4 references per journal (Gladding text + 3 supporting academic books or peer-reviewed articles). 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.

***Assigned Content:*** Note that each journal is explicitly aligned to a course objective on the course schedule. Therefore, any content or readings covered during a course objective can be included in the corresponding journal. However, each journal should briefly address each assigned reading in both sections of the journal (literature review and critical reflection). For instance, the readings for Objective 1: Field Overview are Gladding Chapter 1 and pages from the Luhrmann text. Therefore, the first journal should make reference to both of these assigned readings in the literature review and critical reflection, in addition to having 3 supplemental articles/books in the literature review section.

**Discussion Posts**

There will be 10 discussion posts worth 10 points each (100 points total). The purpose of these posts is to expand the content beyond the lectures and readings utilizing higher-level, application-based discussions. Students will earn 6 points for posting an accurate and thoughtful response to the provided prompt, and an additional 2 points for contributing an insightful response to two classmates’ post. Students will be required to complete the initial post and two responses for full credit for each discussion. All posts and responses should thoroughly respond to all discussion prompts and should be at least one full paragraph in length. Student responses to peers should provide additional insight to the discussion. *The instructor reserves the right to reduce earned points based on perceived limited effort.*

**Final Group Presentation**

In small groups, students will create and demonstrate a counseling or psychotherapy role play as part of a final group presentation.

***Topic:***Students will select a topic for this assignment based on areas of interest in the counseling field.

***Role Play:***Students will have flexibility on the delivery of the role play. Students may pre-record the role play for the class demonstration or conduct the role play live for the class with a pre-written script. However, each group member is required to participate in the role play in some capacity. Therefore, students have the option to conduct multiple short role plays in order to allow all students to participate. In all, the length of the role play(s)

should comprise 5 minutes of the overall group presentation time.

***Presentation:***Within the supplemental presentation, students will spend a total of 15 minutes (5+ minutes must be devoted to a role play) describing the selection of the role play, the elements included, and the relation to our course. The presentation required content aligns directly to course objectives. Presentations/role plays should include: (Obj 1) a clear relevance to either counseling or psychotherapy, (Obj 4) an explanation of selected field and setting for role play and differentiating aspect of this field/setting, (Obj 2), an ethical dilemma and appropriate discussion of solution, (Obj 3) utilization of a specific theory, intervention, and background of selected theory, and (Obj 5), a discussion of historical (including multicultural) factors that may have influenced this selected role play.

***Handouts:*** Each group should provide handouts to classmates for this presentation. This can be in the form of digital presentation slides. This will serve as a resource for classmates in future coursework and professional endeavors.

***References:*** All presentations should be built utilizing course readings, class discussions, and professional references. At least 3 professional references should be utilized per section of the presentation, totaling 15 peer-reviewed articles or academic books, not to include the Gladding or Luhrmann texts.

**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 productivity on group presentation days, contributions to class discussions, and engagement with peers and instructor.

**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).

Additionally, students will have the opportunity to earn bonus points through attendance. Students who miss 0 classes will earn 14 bonus points, and each class missed will reduce the bonus earnings by 2 points. For instance, students who miss one class will earn 12 points, two classes will earn 10 points, etc. The assigned point value for attendance equates to a 2% overall grade rounding at the end of the semester. (Example: a student who earned an 88% in this course but attended all classes, would receive 14 bonus points and therefore would have a 90% final course average). Students will not be penalized for missing any classes, and University Approved Excuses will not impact earning bonus points for this course. Please also reference the attendance policy for this course for how attendance will be taken.

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**

Formal attendance will only be mandatory on final group presentation day (for COUN 4000). 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. Therefore, attendance will be taken daily and will constitute up to 14 possible bonus points (see extra credit opportunities above). Attendance will be taken in various forms, at the discretion of the instructor. Ways in which attendance may be collected is through roll call during class, the chat feature on Zoom, 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 both Zoom and in-class lectures as appropriate.

**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 5 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 10% grade reduction and an additional 10% per additional 24 hours late. Unexcused late papers/assignments will not be accepted beyond 5 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% |  | |

**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).

**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 as needed.

**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 every effort to keep all students’ grades up to date on the course Canvas page by grading within one week of the assignment due date.

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 make every effort to respond to emails within a 24-hour period during weekdays. The instructor will not be responsive to emails after 7pm or on weekends and holidays.

**Course Policies Related to Covid-19**

This course is being offered in a “blended” format. This course will primarily be offered using Zoom synchronously, and asynchronous online formats as well (Canvas). For the beginning of the semester, students will attend classes synchronously on Zoom on Mondays and Wednesdays. It is possible that our course will transition on campus for the remainder of the semester. In this case, students will attend in-person classes in two rotating groups, possibly meeting Mondays, Wednesdays, and Fridays. The instructor will assign students to a particular group at random. When it is not your specified day to attend in-person, students are expected to attend class synchronously via Zoom. See the policies related to Covid-19 if you feel unsafe or unable to attend in person. Should this occur, the transition will be discussed at great length during class time.

**Health and Participation in Class:** You are expected to complete your Healthcheck screener daily.

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 discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

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](mailto: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/>)

**A Healthier U Campus Community Expectations:** We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during class to show your pass.

**Course Expectations**

1. **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.  
   You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
2. **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.
3. **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.
4. **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
5. **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).
6. *Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, 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)*.*

**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.

**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>

**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>.

**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.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate a preferred name to be called and identify pronouns to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and will highly encourage that classmates do so as well.

**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/>). 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 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/>.

**Class Calendar**

**Notes for both in-class and online students (COUN 4000 & 4003):**

* Content will be covered on the assigned day (COUN 4000 = Thursday and COUN 4003 = Tuesday). On the other assigned class day, students are expected to work independently on readings and assignments.
* Initial discussion posts (and 2 classmate responses) and journals are due prior to class time on the day assigned (by 9:30am).
* Due dates and times for assignments will be accurately displayed in Canvas as well.

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| **Due Dates** | | **Tasks & Topics** | **Readings & Assignments** |
| Week 1  Jan 12 – T  Jan 14 – R | Course Introduction, Syllabus, and Self Care | | * Syllabus |
| Week 2  Jan 19 – T  Jan 21 – R | Writing Expectations, AU Libraries, and AU Miller Writing Center (MWC) | | * Take AU Library Interactive Tutorial: “Academic Search Premier”   ([AU Libraries Link](https://www.lib.auburn.edu/aubieasks/index.php))   * Explore and read MWC Webpage   ([MWC Link](http://wp.auburn.edu/writing/writing-center/))   * **Discussion #1: Course Introductions & Self Care** |
| Week 3  Jan 26 – T  Jan 28 – R | Objective #1: Field Overview | | * Chapter 1 * Luhrmann Selected Readings (on Canvas) * **Discussion #2: Implicit Association Test** * **Journal #1 Due for Early Feedback** |
| Week 4  Feb 2 – T  Feb 4 – R | Counseling in Various Settings | | * Chapter 9 (Pages 209-219) * Chapter 10 (Pages 223-226; 238-242) * Chapter 11 (Pages 244-245; 248-251) * Chapter 12 (Pages 265-268; 272-279; 283-285) * **Discussion #3: Groups in Counseling** * **Journal #1 Due for Grading** |
| Week 5  Feb 9 – T  Feb 11 – R | Objective #2: Ethics in Counseling | | * Chapter 2 * Chapter 3 (Pages 51-59 * Chapter 4 (Pages 72-73; 78; 84-85; 87-90) * **Discussion #4: ACA Code of Ethics** |
| Week 6  Feb 16 – T  **NO CLASS** | ***Wellness Day – No Class***  ***(Practice Self Care!)*** | |  |
| Feb 18 – R  **ASYNCHRONOUS** | ***Work Independently – No Class*** | | * **Discussion #5: Trauma Informed Counseling** |
| Week 7  Feb 23 – T  Feb 25 – R | *Group Work Day (During Class Time)* | | * **Journal #2 Due** * **Group Work Evidence Due by 10:45am** |
| Week 8  Mar 2 – T  Mar 4 – R | Objective #3: Theories | | * Chapter 5 * Chapter 6 * **Discussion #6: Emerging Theories** |
| Week 9  Mar 9 – T  Mar 11 – R | Objective #3: Theories (Continued) | | * Chapter 7 * Chapter 8 * **Discussion #7: Theoretical Orientation** |
| Week 10  Mar 16 – T  Mar 18 – R | Objective #3: Theories (Continued) | | * Appendix B (Pages 451-463) * **Journal #3 Due** |
| Week 11  Mar 23 – T  Mar 25 – R | Objective #4: Counseling Specialties | | * Chapter 18 (Pages 409-413; 416-418; 420-423) * Chapter 15 (Pages 334-338; 340; 344-353; 358-360) * Chapter 14 (Pages 315-318; 320-321; 324-332) * **Discussion #8: Private Practice** |
| Week 12  Mar 30 – T  **ASYNCHRONOUS** | ***Work Independently – No Class*** | | * **Discussion #9: Group Counseling** |
| Apr 1 – R  **NO CLASS** | ***Wellness Day – No Class***  ***(Practice Self Care!)*** | |  |
| Week 13  Apr 6 – T  Apr 8 – R | Objective #4: Counseling Specialties (Continued) | | * Chapter 17 (Pages 384-385; 389-390; 395-397; 400-406) * Chapter 13 (Pages 289-302) * Chapter 16 (Pages 363-374) * **Journal # 4 Due** |
| Week 14  Apr 13 – T  Apr 15 – R | Objective #5: Historical Factors in Counseling | | * Appendix A (Pages 427-457) * Chapter 9 (Pages 203-205) * **Discussion #10: Therapeutic Alliance** * **Journal #5 Due** |
| Week 15  Apr 20 – T  Apr 22 – R | *Group Work Day (During Class Time)* | | * **Group Work Evidence Due by 10:45am** |
| Apr 23 - 25 | ***Study/Reading Days – No Class*** | |  |
| Finals Week | ***Final Group Presentations (in Class*)**  Thursday, April 29th 8:00-10:30 am | | * ***Group Presentations due in Canvas by 4/29/20 at 8:00am*** * ***Online ONLY – Group Presentation Discussion due by 4/29/20 (8am) and responses by 4/30/20 (9:30pm)*** |

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| **Assignments** | | **Points Earned** | **Points Possible** |
| 5 Journals at 70 Points Each (350 Points Total) | Journal #1 |  | 70 |
| Journal #2 |  | 70 |
| Journal #3 |  | 70 |
| Journal #4 |  | 70 |
| Journal #5 |  | 70 |
| 10 Discussions at 10 Points Each (100 Points Total) | Discussion #1 |  | 10 |
| Discussion #2 |  | 10 |
| Discussion #3 |  | 10 |
| Discussion #4 |  | 10 |
| Discussion #5 |  | 10 |
| Discussion #6 |  | 10 |
| Discussion #7 |  | 10 |
| Discussion #8 |  | 10 |
| Discussion #9 |  | 10 |
| Discussion #10 |  | 10 |
| Course Participation | |  | 100 |
| Final Group Presentation | |  | 150 |
| **TOTAL:** | |  | **700** |
| **BONUS POINTS EARNED:** | |  | **0** |
| **FINAL POINTS:** | |  | **700** |

**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%)