­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

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| **Course Number & Section:** | **COUN 4000-D02** |
| **Format:** | Online |
| **Class Location:** | Zoom |
| **Class Meeting Times:** | Fridays 10:00-10:50 AM via Zoom |
| **Course Title:** | Introduction to Counseling and Psychotherapy |
| **Prerequisites:** | COUN 2000 |
| **Credit Hours:** | 3 semester hours credits/Graded |

Instructor Information: Paul Tierney, M.Ed., LPC-S

Graduate Teaching Assistant / Phd Student

[pft0003@auburn.edu](mailto:pft0003@auburn.edu)

Preferred Salutations: Paul (he/him pronouns)

Office Hours: Fridays 9:00 am to 10:00 am

Via Zoom (please e-mail me and I’ll respond with a link)

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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. **Final project** (150 points total) to provide an additional opportunity for student mastery and an application practice of course objectives. This 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 3- to 5-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:*** Roughly the first half 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.). You will review what Gladding says about the assigned reading material and you may supplement your review with other academic sources. Examples of relevant peer-reviewed journals that you may want to search 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 your critical reflection on the readings. This section will be written in 1st person language (E.g., “I think…”) 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. You may not quote more than 50 words from the textbook, 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).

**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 Project**

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 submit a video demonstration of mock counseling, demonstrating knowledge and skills developed throughout this course in an area of counseling that most interests each student (in other words, it is up to each student to select a topic we cover in this course for your role play). You need to identify a volunteer to act as your “client” for the role play. You may select another member of this class (recommended) and take turns acting in the role of counselor/client (you are responsbile only for turning in your video in which you play the role of counselor). Alternatively, you may use a friend, roommate, relative, etc. as your “client.” This should be a scripted exercise using completely fictional content (in other words, you are NOT to attempt real counseling in this exercise). You will be providing the script for your “client.” More information and a grading rubric will be provided about this exercise as we near the end of the semester.

Please note: in the optional Friday Zoom classes, we will practice counseling skills related to the chapter(s) in the textbook, so I strongly encourage you to attend these classes. If you do not, you are likely to struggle with this final project and feel “lost.”

**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 on Friday mornings prepared to ask questions and engage in class discussions/activities. Points for course participation will be rewarded based on productivity on 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 in the Friday Zoom sessions. Students who miss 0 Friday classes will earn 10 bonus points, and each class missed will reduce the bonus earnings by 2 points. For instance, students who miss one class will earn 8 points, two classes will earn 6 points, etc. In other words, if you attend all Friday sessions (earning you 10 bonus points added to your final grade), if you earn a B in this class, your grade will be bumped up to an A based on your attendance in class.

**Attendance Policy**

Formal attendance in the Friday sessions is not mandatory but highly recommended. However, it is your responsibility to obtain any material covered during absences. It will be difficult to do well on assignments, particularly the final project, without regular attendance. Therefore, attendance will be taken and will constitute up to 10 possible bonus points (see extra credit opportunities above).

**Late Assignments**

Assignments are due according to the course outline above and as listed in Canvas. 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 one letter grade reduction for each day past the date due.

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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% |  | |

**Lecture Materials**

The PowerPoints will be available in Canvas once the lecture video is posted.

**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.

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 Format**

This course is being offered in a “blended” format. The instructor will upload a prerecorded lecture to Canvas on Monday mornings, and this lecture covers the content of two regular class sessions. In other words, it will be longer than 50 minutes, usually closer to 90 minutes, but you will have all week to review this lecture on your own time. The only synchronous Zoom session (meaning we meet together “live”) will be Friday mornings from 10:00 am to 10:50 am. The Friday morning sessions are not mandatory but highly encouraged. This is an opportunity for you to interface with the instructor and ask any questions you may have about the assignments or course content. If no questions are asked, the instructor will provide exercises that help you apply the skills you’re reading about in the textbook. Breakout rooms will be utilized to place you in smaller groups to practice these skills, and the instructor will “float” between the breakout rooms to monitor performance and provide feedback.

**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/>)

**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**

* Lectures will be posted to Canvas weekly on Mondays (or Tuesdays in weeks in which Monday is a holiday)
* Due dates and times for assignments will be accurately displayed in Canvas as well.
* Graded assignments are listed in **bold**.

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| **Week No.** | **Tasks & Topics** | | **Readings & Assignments** |
| Week 1  Zoom Class: 1/14 10-10:50 am | | Course Introduction, Syllabus | Read syllabus  Respond to Introductions via Canvas by 1/16 @ midnight |
| Week 2  Zoom Class: 1/21 10-10:50 am  \*Note: MLK, Jr. Holiday is 1/17, so the lecture will be available on Tuesday, 1/18 | | 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: Self Care due by 1/23 @ midnight** |
| Week 3  Zoom Class: 1/28 10-10:50 am | | Objective #1: Field Overview | Chapter 1  **Discussion #2: Implicit Association Test due 1/30 @ midnight**  Submit Journal #1 for early feedback (optional) |
| Week 4  Zoom Class: 2/4 10-10:50 am | | 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 due 2/6 @ midnight**  **Journal #1 due 2/6 @ midnight** |
| Week 5  Zoom Class: 2/11 10-10:50 am | | 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 due 2/13 @ midnight** |
| Week 6  Zoom Class: 2/18 10-10:50 am | | Objective #2: Ethics in Counseling | **Discussion #5: Ethical Dilemmas due 2/20 @ midnight** |
| Week 7  Zoom Class: 2/25 10-10:50 am | | Objective #3: Theories | Chapter 5  **Journal #2 due 2/27 @ midnight** |
| Week 8  NO FRIDAY ZOOM CLASS | | Objective #3: Theories (Continued) | Chapter 6  **Discussion #6: Emerging Theories due 3/6 @ midnight** |
| WEEK OF MARCH 7-11 IS SPRING BREAK; NO ASSIGNMENT OR ZOOM CLASS; PRACTICE SELF CARE! | | | |
| Week 9  Zoom Class: 3/18 10-10:50 am | | Objective #3: Theories (Continued) | Chapter 7  Chapter 8  **Discussion #7: Theoretical Orientation due 3/20 @ midnight** |
| Week 10  Zoom Class: 3/25 10-10:50 am | | Objective #3: Theories (Continued) | Appendix B (Pages 451-463)  **Journal #3 due 3/27 @ midnight** |
| Week 11  Zoom Class: 4/1 10-10:50 am | | 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 due 4/3 @ midnight** |
| Week 12  Zoom Class: 4/8 10-10:50 am | | Objective #4: Counseling Specialties (Continued) | **Discussion #9: Group Counseling due 4/10 @ midnight** |
| Week 13  Zoom Class: 4/15 10-10:50 am | | 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 4/17 @ midnight** |
| Week 14  Zoom Class: 4/22 10-10:50 am | | Objective #5: Historical Factors in Counseling | Appendix A (Pages 427-457)  Chapter 9 (Pages 203-205)  **Discussion #10: Therapeutic Alliance due 4/24 @ midnight**  **Journal #5 due 4/24 @ midnight** |
| Finals Week  NO ZOOM CLASS | | Complete Final Project | **Final Project Due via Canvas by 5/6 @ midnight** |

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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 Project | |  | 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%)