**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

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| Course Number:  | COUN 4000  |
| Course Title:  | Introduction to Counseling and Psychotherapy  |
| Course SchedulePrerequisites:  | MWF 10am-10:50amCOUN 2000 |
| Credit Hours:  | 3 semester hours credits/Graded  |
| Room:  | Virtual  |
| Instructor Information:  | Shirnelle Wilks M.S. Ed. (She/Her/Hers)  |
|   | Graduate Teaching Assistant  |
|   | Haley Center  |
|   | Szw0125@auburn.edu  |
| Office Hours:  | 11a.m.-12p.m. M-F or by appointment  |

*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.*

***REVISED – JANUARY 2024***

**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.

**The Required Textbooks (should plan to rent/purchase and need to read):**

Luhrmann, T.M. (2000). Of two minds: An Anthropologist Looks at American Psychiatry

. New York: Alfred Knopf.

Glading, S.T. (2018). Counseling: A comprehensive profession, 8th edition. Columbus, OH: Pearson.

Other readings will be provided by the instructor.

**Respect for Diversity:**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. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. 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. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown*

*University*

**Assignments/Projects:**

**Exams and Quizzes**

(150 pts) – There will be two exams at 50 points each, and 5 quizzes at 10 points each. They 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 will require *written* documentation of an excused absence. 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 Discussion Posts**

(100 pts; 20 pts each) - You will write **5 posts (250 word max)** that are a critical reflection on the Luhrmann text. This is a chance for you to ask questions and share your own thoughts and reactions to the Luhrmann readings. Think about what you liked disliked, agreed, disagreed from the readings, and 1-2 burning questions. You are also required to reply to at least 2 posts.

**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 5th 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 Gladding (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 Gladding) 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 (graded on following directions and effort) 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).

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|  | **COURSE CONTENT OUTLINE** |
| **Topic** |  | **Assignments** |
| **Week 1** |  |
| **W (1/10)** | Digital Introductions |   |
| **F (1/12)** | What is Counseling/Psychotherapy? |  |
| **Week 2-Monday No Class MLK Day** |  |
| **W (1/17)**  | Intro to Psychiatry and Mental Illness  | Luhrmann 3-24 |
| **F (1/19)** | Personal and Professional Aspects of Counseling | Gladding 1 |
| **Week 3** |  |
| **M (1/22)** | Mental Illness and Stigma |  |
| **W (1/24)** | Theories and Specific Approaches: The Importance of Perspective |  Luhrmann 25-56 |
| **F (1/26)** | Psychoanalytic, Psychodynamic, Adlerian |  Gladding 7   **Journal Post #1 Due** |
| **Week 4** |  |
| **M (1/29)** | Person-Centered, Gestalt, Existential  |  Gladding 7  |
| **W (1/31)** | Behavioral/Cognitive |  Gladding 8 |
| **F (2/2)** | Feminist Emotion-Focused  |  |
| **Week 5** |  |
| **M (2/5)** |   |  |
| **W (2/7)** | Systemic, Brief, and Crisis Theories of Counseling |  Gladding 8 |
| **F (2/9)** | Orientation to Research and Writing | Luhrmann 56-83 Gladding 11 **DUE: Journal Post #2** |
| **Week 6** |  |
| **M (2/12)**  | Counseling in a Multicultural Society | Gladding 3 **Quiz #1** |
| **W (2/14)**  |  |  |
| **F (2/16)** | Counseling Diverse Populations  | Gladding 4 |
| **Week 7** |  |
| **M (2/19)**  | Groups in Counseling  |  Gladding 9 |
| **W (2/21)** | Couples and Family in Counseling |  Gladding 14**DUE:** **Group Presentation Topic** |
| **F (2/23)** |  Couples and Family in Counseling  | Luhrmann 84-102 |
|  **Week 8** |  |
| **M (2/26)**  | Groups, Couples, & Family: Theories in Action  |  |
| **W (2/28)** | **Exam 1**  | Luhrmann 102-157 |
| **F (3/1)**  | The Great Debate: Research versus Practice | Luhrmann 158-202 **DUE: Journal Post #3** |
|  (Spring Break March4-8th)**Week-9** |  |  |
| **M** **(3/11)**  | The Great Debate: Research versus Practice |   |
| **W** **(3/13)** | Contemporary Psychotherapy & Managed Care | Luhrmann 203-265 |
| **F (3/15)** |  |   |
|  **Week 10** |  |  |
| **M** **(3/18)**  |   |   |
| **W** **(3/20)** | Building Counseling Relationships | Gladding 5 |
| **F (3/22)** | Diagnosis in Counseling/Psychotherapy  |  Gladding 12 **DUE: Journal Post #4** |
|  **Week 11** |  |  |
| **M (3/25)**  | Testing and Assessment  | Gladding 12 |
| **W (3/26)** | Ethical and Legal Aspects of Counseling  |   |
| **F (3/29)** | Ethical Issues: Suicide and Homicide | Luhrmann 266-294 |
|  **Week 12** |  |  |
| **M** **(4/1)** | **Draft Research Paper Peer Review** |  **Draft Research Paper Peer Review Due** |
| **W** **(4/3)** | Professional School Counseling  |  Gladding 15  |
| **F (4/5)** | College Counseling and Student Life Services  |  Gladding 16 |
|  **Week 13** |  |  |
| **M** **(4/8)** | Clinical Mental Health and Private Practice Counseling  |  Gladding 18 **DUE:** **Journal Post #5** |
| **W** **(4/10)** | Clinical Mental Health and Private Practice Counseling  |  |
| **F (4/12)** |  |   |
|  **Week 14** |  |
| **M** **(4/15)** | Abuse, Addiction, Disability and Counseling | Gladding 17 |
| **W (4/17)** | Review for Exam 2 |  |
| **F(4/19)** | **Exam 2** |  |
| **Week 16**  |  |
| **M** **(4/22)** | **Student Presentations** | **DUE: Group Presentations - ALL student presentations must be uploaded to Canvas a week before class** |
| **W** **(4/24)** | **Student Presentations** |  |
| **F (4/26)** | **Student Presentations** |  |
| **RESEARCH PAPER DUE May 3rd** |  |

**Course Requirements and Grading:**

All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

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| Exams & Quizzes | 150 |
| Research Final Paper | 120 |
| Group Presentation | 100 |
| Journal Posts | 100 |
| Peer Review Draft | 30  |
| **TOTAL** | **500** |

All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

**A B C D F**

500 – 448 447 – 397 396 – 348 347 – 298 297 and below

Assignments are due at the START of class on the date listed on the syllabus. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 25% deduction in grade for each day they are late.

**Course Policy Statements:**

**Health and Safety:** 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:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, 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 **covidresourcecenter@auburn.edu**

**Health and Well-Being Resources:** These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to campus to assist you:

* COVID Resource Center **covidresourcecenter@auburn.edu**
* Student Counseling and Psychological Services [**http://wp.auburn.edu/scs/**](http://wp.auburn.edu/scs/)
* AU Medical Clinic [**https://cws.auburn.edu/aumc/**](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/**](http://aucares.auburn.edu/)

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

**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.

**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.

**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.

**Course Meeting Schedule:** This course might not have a traditional meeting schedule in Fall 2021. 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.

**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.

*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 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 testing 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.

**Name/Pronoun Statemen**t: I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester (either via email or in-person) so that I may make appropriate changes to my records.

**Attendance**: 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 appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence.

**Excused Absences**: Only university excused absences will be accepted. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see university policies for additional information on absences.

**Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail) prior to the date of said religious or cultural observance. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you, I will assume that you plan to attend all class meetings.

**Personal Technology**: The use of a laptop, tablet, or any other device for taking notes or otherwise participating in class is permitted. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know. Otherwise, if you are using your cell phone, you will be marked as absent for the class period and you will not receive participation points.

**Email**: Outside of class, I will communicate primarily through Canvas. Therefore, all students are expected to regularly check Canvas for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to e-mail me using your official Auburn email or stop by my office. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow-up with me.

**Recording**: In order to create a safe classroom and learning environment and to respect students’ rights to privacy, recording of class is prohibited. This includes audio and video recordings.

**Class Cancellation**: In the event that class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments before the next class period. Additionally, I will notify students if class is canceled at least 24hours in advance through email, therefore, it is expected that students are regularly checking their official Auburn email.

**Make-Up Policy**: Arrangement to make up a missed test, in-class activity, or presentation due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Late papers/assignments will receive a 25% deduction in grade for each day they are late.**

**Academic Honesty**: The University Honesty Code and the university policies, see website at https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information, pertaining to cheating will apply to this class.

Much plagiarism occurs as a result of missteps in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. If you are having difficulty with an essay, please contact me right away!

**Disability Accommodations**: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Student Mental Health and Well-Being:** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Student** **Counseling and Psychological Services (SCPS)** at **(334) 844-5123and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. The East Alabama Mental Health Center has a toll free number that may be called 24 hours a day, 365 days a year for emergencies at **800-815-0630**. The clinician on-call will assist you as needed.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality

**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)

*Course Policies Adapted for Use from CRLT, University of Michigan.*