**AUBURN UNIVERSITY SYLLABUS**

**1. Course Number:** COUN 8610

**Course Title:**  Advanced Theories: Existential/Humanistic Counseling

**Credit Hours:**  3 Semester hours (Lecture 3)

**Prerequisites:** Graduate Standing

**2. Date Syllabus Prepared:** June 2012; May 2014

**3.** **Text(s):**

Adams, M. (2013). *A concise introduction to existential counseling.*

Washington, DC: Sage.

Frankl, V.E. (2006). *Man’s search for meaning.* Boston, MA: Beacon.

Yalom, I.D. (1989). *Love’s executioner and other tales of psychotherapy.* Philadelphia, PA: Basic Books.

*Supplemental Text*

Belchner, W.L. (2009). *Writing your journal articles in 12 weeks: A guide*

*to academic publishing success.* Thousand Oaks, CA: Sage

**4. Course Description:**

Intensive study of existential/humanistic theories, their application to the counseling process and their research base.

**5. Course Objectives:**

Upon completion of this course, students will be able to:

**6.** **Course Content:** Readings will be assigned throughout the semester as they pertain to the specific content and nature of course lectures and activities.

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| --- | --- | --- |
| Date | Topic | Assigned Reading |
| 5/21 Week 1 | Introduction to the Course  Framework  Review of Existential Theory  *Assignment of Working Partners* | Adams Chapter 1  Nolan & Rocco Article |
| 5/28 Week 2 | Key Ideas  *Pitch Manuscript Ideas* | Adams Chapter 2  Frankl 1-93 pg  **Identify Journal to Submit to** |
| 6/4 Week 3 | Theory into Practice  *Group Facilitation* | **Manuscript Outline Due**  Adams Chapter 3  Frankl 97-134  Wong Article |
| 6/11 Week 4 | Working w/ Clients  *Group Facilitation* | Adams Chapter 4  Yalom Chapter 3  Corbett & Milton Article |
| 6/18 Week 5 | Issues in Counseling Process  *Group Facilitation* | Adams Chapter 5  Yalom Chapter 4 |
| 6/25 Week 6 | Particular Issues  *Group Facilitation* | Adams Chapter 6  Yalom Chapter 8 |
| 7/2 Week 7 | Matters to Client | **Rough Draft Due** |
| 7/9 Week 8 | Process of Ex. Counseling  *Group Facilitation* | Adams Chapter 7  Yalom Chapter 9 |
| 7/16 Week 9 | Process of Ex. Counseling  *Group Facilitation* | Yalom Chapter 10  Nahon & Lander Article |
| 7/23 Week 10 | Putting it All Together  *Group Facilitation* | Yalom 5  **Manuscripts Due** |

**7. Course Requirements:**

1. **Existential-Humanistic Manuscript:**

Students will be divided into pairs and will prepare a professional manuscript that relates to existential-humanistic trends. For this assignment, students will identify a professional counseling journal and will adhere to the journal submission requirements in preparing their manuscript. The manuscripts must be in APA format, 12 inch font, with 1” margins. Manuscripts should include a title page, abstract and appropriate references. Page numbers will be determined by the counseling journal selected for submission consideration.

1. **Mindfulness-Based Practice:**

As mindfulness based counseling increases in popularity, the trend will be further explored in the classroom. Students are expected to read a series of texts on mindfulness and then participate in a mindfulness-based practice. For this class, we will meet at on off-campus location. Students are expected to journal this experience and submit a two page single spaced reflection. In the reflective journal, students are to address: 1) the purpose of mindfulness based practices in humanistic counseling approach(es) and 2) the student’s experience this semester with the class infused mindfulness practice exercises.

1. **Counseling Documentation:**

Using the text Love’s Executioner, students will prepare one existential-humanistic treatment plan. Students will select a client from the text and develop a comprehensive treatment plan to address the client’s presenting problem(s). Students will be asked to revise the treatment plan if it does not incorporate existential theory and reflect course material. Please see Appendix A of this document.

1. **Existential-Humanistic Group Facilitation:**

Students will divide into pairs to create and co-facilitate an existential-humanistic class group activity/exercise once during the semester. For this activity, two students will serve as the co-facilitators and will lead the class through a one hour group activity/exercise (examples include: writing your own obituary, shadow archetype activity). This group **must** include an existential-humanistic foundation. A 1-2 page outline of your group exercise should be sent to me so that I can post this on the Canvas Webpage.

**8. Grading and Evaluation Procedures:**

Existential-Humanistic Manuscript 200

Counseling Documentation 50

Mindfulness-Based Practice Reflection 100

Existential-Humanistic Group Facilitation 100

**Total 450**

The following scale will be used:

90-100% = A

80-89.9% =B

70-79.9% =C

60-69.9% =D

Below 60% =F

1. **Class Policy Statements:**
   1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If you miss or are consistently tardy to class sessions, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade with be lowered **5** points for each absence.
   2. Excused Absences: Students are granted excused absences from class for the following reasons: illness or the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance or the absence to request permission. The instructor will weigh the merits of the request and render a decision. 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 the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
   3. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited 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.
   4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
   5. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
   6. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
   7. 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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

1. **Justification for Graduate Credit:** This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Appendix A**

**Counseling Documentation**

**Treatment Plan Template**

**Assessment**

Client Conceptualization (include psychosocial history here. Address, if possible, mental status information, family, developmental, substance use, socioeconomic information, psychiatric, medical, strengths and barriers to treatment).

Presenting Problem:

Diagnosis (use the DSM-V in reporting here):

**Treatment Recommendations**

Please describe what you are recommending for treatment (e.g., individual, group, family).

**Goals**

1. Long-Term Goal
   1. Short-Term Goal
      1. Interventions/Activities
   2. Short-Term Goal
      1. Interventions/Activities
2. Long-Term Goal
   1. Short-Term Goal
      1. Interventions/Activities
   2. Short-Term Goal
      1. Interventions/Activities

**Assessment**

Prognosis:

How is progress tracked?