

COUN 3100
(Sections 001 & 002)
Counseling and Human Services

Fall 2010

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**Department of Special Education,
Rehabilitation, Counseling/School
Psychology**

College of Education

INSTRUCTOR INFORMATION:

Gregory A. Meyer, M.A., LMHC
Graduate Teaching Assistant
2054 Haley Center
gam0004@auburn.edu

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OFFICE HOURS:
BY APPOINTMENT ONLY

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



COUN 3100: COUNSELING AND HUMAN SERVICES SYLLABUS: Fall 2010

Section 001 (T R 11-12:20p) Section 002 (T R 9-10:20a)

Instructor:	Gregory A. Meyer, M.A., LMHC
Office:	2054 Haley Center
Office Hours:	By Appointment Only
E-mail:	gam0004@auburn.edu
Class Location:	Section 001 (T R 11:00-12:20)—2468 Haley Center Section 002 (T R 9:00-10:20)—3324 Haley Center
Prerequisite:	Junior/Senior standing

Required Texts:

Okun, B. F. (2007). *Effective helping: Interviewing and counseling techniques* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Recommended Texts:

Hamner, D. M. (2002). *Building bridges: The Allyn and Bacon student guide to service-learning*. Boston: Allyn and Bacon.

Prochaska, J. O. (1995). *Changing for good*. New York: Harper Collins.

Course Description:

This course is designed for non-counseling undergraduate students pursuing human services careers. Students are taught counseling concepts and skills that are appropriate for the helping professions.

Course Objectives:

Upon completion of this course, students will:

- Be able to identify basic terms and concepts of facilitative communication.
- Be able to identify the necessary conditions of a helping relationship.
- Be able to demonstrate the use of nonverbal skills in a helping relationship.
- Be able to discriminate accurately between helpful and non-helpful responses.
- Be able to assess a community and/or population for needs.
- Be able to identify strategies and skills for working with diverse populations.
- Be able to demonstrate basic counseling skills with service recipients.

Course Requirements and Assignments:

- **Class Participation** in exercises and activities is crucial, because this class is designed to build both your communication and thinking skills. *If you are absent, you cannot participate in thinking and communicating, therefore unexcused absences will be counted against your participation grade.* Talking in class about issues unrelated to course material with other class members will also result in deduction of points. Sleeping in class will also result in deduction of points. You are expected to participate in **DAILY** class discussions and activities to receive the full amount of class participation points. Pop quizzes will be given periodically to encourage scheduled readings and discussion in class. Participation and quizzes make up 10% of your final grade or ONE letter grade.
- **Service Learning** (SL) is a valuable component of your development as a human services provider. You will be required to complete 20 hours of community service over a 10-week period at a designated site. Specific instructions for SL are listed separately. Service learning is a key component of this course, and it should be treated as such.
- **Reflections** are short papers within which you will integrate your SL experience with class concepts. Guidelines for reflections are listed separately. You will be required to write three reflection papers over the course of the semester.
- **Exams** two exams will be given to ensure that you understand the concepts covered in this course. Exams will cover reading assignments and/or lecture materials. They will be administered at the beginning of class. They will be brief and will not be comprehensive. They may consist of multiple choice, matching, listing, or short answer items. Exams will be given at midterm and during final exam period.
- **Psychosocial Projects** are group presentations on selected topics relevant to the helping professions. Topics, groups, presentation dates, and presentation requirements will be covered in a separate handout.

Grading Procedure:

Your final course grade will be based on the scale listed below.

Class Attendance, Participation and Pop quizzes	10 points
Attendance	(2.5 points)
Quizzes (when given)	(2.5 points)
Participation	(5 points)
2 Exams (15 points each)	30 points
Psychosocial Project	30 points
Service Learning Portfolio	30 points
Completion of 20 hours of service	(15 points)
3 Reflections (5 points each)	(15 points)
TOTAL	100 points

A = 90-100 pts.; **B** = 80-89 pts.; **C** = 70-79 pts.; **D** = 60-69 pts.; **F** = 59 pts. or less

Course Policy Statements:

Attendance: Attendance is required, necessary and expected, as this course is an advanced, experiential course. Tardiness is not permitted. Students arriving to class more than 10 minutes late will be marked as unexcused absent. One (1) unexcused absence is allowed for the semester. Unexcused absences after the 1 allowed will result in a deduction of 2 points **each** for the unexcused absences from your final grade at the end of the semester. An excused absence will require an original slip stating the reason for the excuse. **The excuse will only be accepted on the day returning after the absence.** The slip will be returned to you that day after it is posted in the roll.

Assignments: All assignments must be handed in at the beginning of the class in which they are due. The hard copies will be picked up after the first 10 minutes of class. If a paper is handed in after this time, the late assignment policy will be enforced. Please do not submit papers in folders, binders, etc. One staple in the upper left-hand corner is fine. Guidelines for papers submitted are to include name, class section number and assignment name. Printing on both sides of paper is acceptable. Please submit assignments as a hard copy. Assignments submitted in any way other than a hard copy (Blackboard, email, etc.) will not be accepted, so **please do not ask.**

Exams will be administered at the beginning of the class in which they are scheduled. Students arriving to class more than 10 minutes late will not be admitted to take the exam. The exam may consist of multiple choice, matching, listing, or short answer items. Exams will be given at midterm and during final exam period.

Late Assignments: If you chose to hand in an assignment late, you will automatically forfeit 30% of the points possible. The highest percentage of points you will receive is a 70%. Assignments will **not** be accepted after 7 days of original due date. See reflection paper guidelines in the Service Learning handout for late assignments.

Make-up Exams: If students miss a midterm or final exam due to a university approved absence, they will be allowed to make up the exam only if they have made arrangements with the course instructor before the day of the exam. Students who attempt to make arrangements for a make-up exam after the examination period has passed will not be allowed to make up the exam, even if they have a university approved absence.

Cell phones/beepers/pagers and LAPTOPS: These items are to be turned off during the class period. Taking a phone call, text messaging, or using a laptop during class time is not allowed. You will be required to hand over your phone/laptop to the instructor until after the class has concluded if asked.

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

Students with Disabilities: Any student needing accommodations should inform the instructor(s) and/or The Program for Students with Disabilities, in 1244 Haley Center as soon as possible. If you already have accommodations, it will be your responsibility to set up a conference with the instructor. Students in need of reasonable accommodations due to some other need or hardship are encouraged to meet with the instructor as soon as possible. All requests will be considered equitably, with regard to the other students enrolled in the course.

Blackboard/Email: Students are expected to familiarize themselves with Blackboard. All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Blackboard. The instructor will make a good faith effort to keep all students' grades up-to-date on the course's Blackboard page.

TigerMail is the preferred means of communication between student and instructor throughout this course. Students are expected to check their email accounts on a daily basis. The instructor will notify you via email of any course changes.

Academic Honesty: Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the Tiger Cub and contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade.

COUN 3100: COUNSELING AND HUMAN SERVICES

Tentative Course Schedule: Fall 2010

Section 001 (T R 11-12:20p) Section 002 (T R 9-10:20a)

ALL ASSIGNMENTS AND READINGS ARE DUE PRIOR TO CLASS ON
THE DATE IN WHICH THEY ARE LISTED.

- 08.19 Welcome, Review Syllabus, Course Introduction, Psychosocial Group Project Overview
- 08.24 Review Service Learning Project/ Reflections project
Assignment Due: Purchase Books, Become familiar with the Syllabus
- 08.26 Introduction to the Helping Relationship
Assignment Due: Okun 1
- 08.31 The Helping Relationship
Assignment Due: Contact a Service Learning site, Okun 2
- 09.02 Communication Skills
Assignment Due: Okun 3
- 09.07 Communication Skills
Assignment Due: Hand in Service Learning Site Commitment Form, Begin Service Learning project, Okun 3
- 09.09 Building Relationships and Establishing Goals
Assignment Due: Okun 4
- 09.14 Overview of Psychopathology, Diagnoses, and the DSM-IV
Assignment Due: Read a peer reviewed article on a disorder in the DSM-IV (Bring to class) Find a disorder you want to present on.
- 09.16 Helping Theory and Current Theoretical Perspectives
Assignment Due: Okun 5, 6
- 09.21 Introduction to Strategies
Assignment Due: Reflection Paper #1, Okun 7
- 09.23 Review Psychosocial Project – Group Assignments and Topic Selection
Learning Resource Center
- 09.28 Applying Strategies/Role Play?
Assignment Due: Okun 8
- 09.30 Crisis Theory and Intervention
Assignment Due: Okun 9

- 10.05 Crisis Theory and Intervention/ Review Lectures and Okun 1-9 for Exam
Assignment: Okun 9
- 10.07 EXAM 1
Work on Group Presentations – Library Day
- 10.12 Issues Affecting Helping (The Millennium Student/Generational Values)
Assignment Due: Okun 10, Take value assessment online (Bring to class)
- 10.14 Issues Affecting Helping (Sexism/Ageism)
Assignment Due: Reflection Paper #2, Okun 10
- 10.19 Issues Affecting Helping (Racism/Sexual Orientation)
Assignment Due: Okun 10
- 10.21 Issues Affecting Helping (Spirituality/Socioeconomic Status)
Assignment Due: Okun 10
- 10.26 Issues Affecting Helping (Ethical Considerations)
Assignment Due: Okun 10
- 10.28 Changing for Good
Assignment Due: TBD
- 11.02 Changing for Good
Assignment Due: TBD
- 11.04 TBA or Movie
- 11.09 TBA or Movie and Discussion
Assignment Due: Reflection Paper #3
- 11.11 Work on Group Presentations – Library Day
- 11.16 Group Presentations
- 11.18 Group Presentations
- 11.22 - 11.26 Thanksgiving Holiday
- 11.30 Group Presentations
- 12.02 Group Presentations/ Review Lectures, Group Presentations, Okun 10 and Changing for Good for Exam
Assignment Due: Service Learning Portfolio

Exam Week

12.07 Exam 2

12.10 Exam 2

**ALL ASSIGNMENTS AND READINGS ARE DUE PRIOR TO CLASS ON THE DATE
IN WHICH THEY ARE LISTED.**

COUN 3100: COUNSELING AND HUMAN SERVICES PSYCHOSOCIAL PROJECT

Human services professionals are expected to have some knowledge of a variety of problems that their clients may experience. The purpose of this project is to familiarize students with important psychological issues within the context of our society. Students will be divided into groups, and each group will present one topic to the class.

Possible Project Topics: (choose an age-group or cultural group)

Substance Abuse (Alcohol and Drugs)

Mood Disorders (Depression, Bipolar Disorder)

Anxiety Disorders (Phobias, Panic Disorder, Generalized Anxiety Disorder)

Dissociative Identity Disorder

Traumatic Stress, Grief and Loss

Stress Management

Family and Relationship Violence

Each group will work together to decide on a topic to be approved by the instructor.

Presentation

Each group will consist of 3-4 individuals. The group will have 30 minutes to complete their presentation, *followed by 5-10 minutes of class discussion on the topic*. Each member of the group should be involved in the presentation, and it should cover the entire list of topic areas listed below. ***Creativity is key to the quality of your project.*** You may use the following methods to convey your information in an interesting way: movie clips, guest speakers, skits, overheads, power point, posters, props, music clips, etc. While these methods should be employed to get your point across to the students, **please present your information in a way that is empathic and respectful of the people who may be dealing with the problem you present.....some of those people may be your classmates.**

Project Outline/References

Each group should hand in an outline of all information presented. The outline may be more detailed than the class handout, or it can be identical to the class handout. The first page of the outline should indicate who completed what part of the presentation. Include a reference list of **at least 7 total sources with your outline. At least 5 of your sources should be books, journals, or other scholarly works.** You will be asked to turn in your references and outlines incrementally. All references must be in APA format. Be advised that websites may give inaccurate and biased information; so choose any web resources judiciously.

Class Handouts

Groups should prepare a packet of materials to give to all of the students in class or e-mail the handouts (at least one week in advance) for students to print themselves. It should include the following information: definition, diagnosis, warning signs and symptoms, treatment overview, prevalence, consequences, and the resources you used. The handout can be identical to the project outline.

Project Content

Each project MUST include the following information.

Definition

Warning Signs and Symptoms

DSM-IV Diagnosis

Prevalence Statistics (according to gender, age, SES, race, and ethnicity)

Causes

Consequences

Treatment Options

Community Programs

Impact on Society

How the Topic relates to Diversity Issues

Integration of Class Material

Resources: (handouts, websites, pamphlets, etc.)

Please note that some presentations will not include a DSM-IV-TR diagnosis.

Project Grade

- | | |
|-----------------------------|-----------|
| 1. Sources: | 4 points |
| 2. Outline: | 4 points |
| 3. Project Content: | 12 points |
| 4. Quality of Presentation: | 6 points |
| 5. Quality of Resources: | 4 points |

Total:

30 points possible

Peer Evaluation and Grading

Grades will be primarily based on the topic coverage according to guidelines, presentation quality, and the quality of the class handouts. However, in cases in which group members do not participate adequately (i.e., certain group members consistently do not participate fully in group meetings and other group activities), the instructor reserves the right to assign individual grades based on knowledge of such insufficient participation. Group members who have a non-participating member in their group are strongly advised to discuss this matter with the instructor *early* in the process of completing the group project. The instructor will expect group members to attempt to work out a solution. However, should such attempts not be fruitful, the instructor will reserve the right to involve himself to encourage participation or assign an individual project as deemed necessary. Ultimately, this is also an exercise on communication and problem solving skills and exercises you ability to work affectively in a group.

MY PRESENTATION DATE IS: _____

MY PARTNERS ARE: _____