

**COUN 3100  
(Section 004)  
Counseling and Human Services**

*Fall 2011*

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

**College of Education**

**INSTRUCTOR INFORMATION:**

**Greg A. Meyer, MAPC  
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**  
**(3 semester hours)**

**SYLLABUS: Fall 2011**

<b>Instructor:</b>	Greg A. Meyer, MAPC
<b>Office:</b>	2054 Haley Center
<b>Office Hours:</b>	By Appointment Only
<b>E-mail:</b>	gam0004@auburn.edu
<b>Class Location:</b>	Section 004 (T R 9:00 - 10:20) — 2442 Haley Center
<b>Prerequisite:</b>	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 as well as having an external device (i.e., cell-phone, laptop, etc.) visibly present 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
20 hours completed (signed commitment form & site log) .....	(15 points)
3 Reflections (5 points each) .....	(15 points)
<b>TOTAL .....</b>	<b>100 points</b>

**A** = 90-100; **B** = 80-89; **C** = 70-79; **D** = 60-69; **F** = Below 60

## Course Policy Statements:

**Attendance:** Attendance is required, necessary and expected, as this course is an advanced, experiential course. Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. 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.

**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 **PRIOR** to the administering 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.

**External devices & 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 have multiple participation points deducted from your daily grade without your knowledge. You may also be required to hand over your phone/laptop to the instructor until the class has concluded if asked to do so.

**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.

**Disabilities Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096.

**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, an addendum to your syllabus and/or course assignments will replace the original materials.

**Blackboard/Email:** Students are expected to familiarize themselves with Blackboard. All course documents (i.e. syllabus, schedule, etc.) and PowerPoint handouts will be available on Blackboard.

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:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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.

**COUN 3100: COUNSELING AND HUMAN SERVICES**  
**Tentative Course Schedule: Fall 2011**  
**Section 004 (T R 9-10:20a)**

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

- 08.18 Welcome, Review Syllabus, Course Introduction, Psychosocial Group Project Overview
- 08.23 Review Service Learning Project/ Reflections project  
**Assignment Due: Purchase Books, Become familiar with the Syllabus**
- 08.25 Introduction to the Helping Relationship  
**Assignment Due: Okun 1**
- 08.30 The Helping Relationship  
**Assignment Due: Contact a Service Learning site, Okun 2**
- 09.01 Communication Skills  
**Assignment Due: Okun 3**
- 09.06 Communication Skills  
**Assignment Due: Hand in Service Learning Site Commitment Form, Begin Service Learning project, Okun 3**
- 09.08 Building Relationships and Establishing Goals  
**Assignment Due: Okun 4**
- 09.13 Helping Theory  
**Assignment Due: Okun 5**
- 09.15 Overview of Psychopathology, Diagnoses, and the DSM-IV  
**Assignment Due: Reflection Paper #1**
- 09.20 Review Psychosocial Project – Group Assignments and Topic Selection  
Learning Resource Center Technology Room #1 (HC 3430)  
**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 (In Class)**
- 09.22 Current Theoretical Perspectives  
**Assignment Due: Okun 6**
- 09.27 Introduction to Strategies  
**Assignment Due: Okun 7**

- 09.29 Applying Strategies/Role Play? (provide study guide)  
**Assignment Due: Okun 8**
- 10.04 Crisis Theory and Intervention/ Review Lectures and Okun 1-9 for Exam  
**Assignment Due: Okun 9**
- 10.06 EXAM 1  
**Work on Group Presentations – Library Day**
- 10.11 Issues Affecting Helping (The Millennium Student/Generational Values)  
**Assignment Due: Okun 10,**
- 10.13 Issues Affecting Helping (Sexism/Ageism)  
**Assignment Due: Reflection Paper #2, Okun 10**
- 10.18 Issues Affecting Helping (Racism/Sexual Orientation)  
**Assignment Due: Okun 10**
- 10.20 Issues Affecting Helping (Spirituality/Socioeconomic Status)  
**Assignment Due: Okun 10**
- 10.25 Issues Affecting Helping (Ethical Considerations)  
**Assignment Due: Okun 10**
- 10.27 Changing for Good  
**Assignment Due: TBD**
- 11.01 Changing for Good  
**Assignment Due: TBD**
- 11.03 TBA or Movie  
**Assignment Due: Reflection Paper #3**
- 11.08 TBA or Movie and Discussion
- 11.10 Work on Group Presentations – Library Day
- 11.15 Group Presentations
- 11.17 Group Presentations
- 11.22 - 11.24 Thanksgiving Break
- 11.29 Group Presentations

12.01 Group Presentations/ Review Lectures, Group Presentations, Okun 10 and Changing for Good for Exam

**Assignment Due: Service Learning Portfolio**

**Exam Week**

12.06 Potential date for Exam 2

12.08 Potential date for 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:** \_\_\_\_\_