**Counseling and Human Services**

**SYLLABUS – FALL 2020**

Course Number: COUN 3103-001

Prerequisites: Junior/Senior Standing

Credit Hours: 3 Semester hours credits/Graded

Instructor: Erika Hanley, MA (She/Her/Hers)

Office: Haley Center Room 1234F

Office Hours: R 12 – 1PM and/or by appointment

**E-mail: ezh0029@auburn.edu**

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary and will be communicated to the class in a timely manner.*  ***REVISED – AUGUST 2020*** |

**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:**

All outcomes and objectives are commensurate to face-to-face class outcomes and objectives.

Upon completion of this course, students will:

* Be able to identify human service professionals and the history of human services.
* Be able to identify standards in the profession.
* Be able to identify theoretical approaches to human service work.
* Be able to demonstrate skills when conducting an interview in the helping profession.
* Be able to understand the development of a person’s mental and physical state.
* Be able to identify needs and aspects of couple, family, and group counseling.
* Be able to assess community change and the role of consultation/supervision.
* Be able to identify strategies and skills for working with diverse populations.
* Be able to identify barriers to service access and delivery for underserved populations
* Be able to demonstrate cultural competencies in the helping field.
* Be able to develop a basic understanding of research and assessment in the helping field

**Required Reading:**

***Text*** **-** Neukrug, E. (2017). *Theory, practice, and trends in human services: An introduction* (6th ed.). Boston, MA: Cengage Learning

**Course Requirements and Assignments:**

**Exams (30 points – 15 Midterm, 15 Final)**

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 may consist of multiple choice, matching, listing, short answer, and/or essay questions. Exams will be given at midterm and during final exam period.

**Underserved Populations Paper (25 points – 20 Final Paper, 5 Outline)**

One of the major shifts in the human services field is that of an orientation to improving access and service delivery for underserved and vulnerable populations. This will be a 4-5 page paper in which you will identify an underserved or vulnerable population and, using relevant and recent research, you will outline historical barriers to access and service, identify any major risk areas, limitations of traditional services (e.g. inadequate testing measures, financial/geographical barriers, culturally uninformed practice, etc.), trends in research, and you will provide your own opinion, thoughts, and reflection on the topic.

An outline of this paper will be turned in for review prior to the final due date. Please refer to the Course Content Outline for specific due dates. This outline will be worth 5 points of the overall 25 dedicated to this assignment. The final paper will be worth 20 points. I will provide feedback and suggestions for your final paper based on your outline.

Your paper must utilize APA-format (typed, double-spaced, 12-point Times New Roman, and use 1.0 inch margins). Detailed instructions, templates, and rubrics will be provided to assist in guiding your writing on a separate handout that will be posted on Canvas and discussed in detail during a class lecture.

**Psychosocial Project (20 Points)**

These are projects on selected topics relevant to the helping professions. Topics, project dates, and project requirements will be covered in a separate handout that will be posted on Canvas and discussed in detail during a class lecture.

**Reflections (20 Points – 5 per Reflections)**

These will be short papers within which you will reflect on the content of the class and discussions. Reflections do not require citations or references, and instead will be 1 page (although you are welcome to write more) in which you will consider your own feelings and thoughts. You may find that reflecting on the content causes you to consider things in a new way. I encourage you to be honest about your thoughts on the topics and ideas we explore to further your own growth and perspective.

There will be 4 reflections throughout the semester. Please refer to the Course Content Outline for specific due dates. Details on specific questions to reflect on will be posted on Canvas in the Assignment that you will upload your reflection to and discussed in details during a class lecture for the Human Service, Humanity, and Diversity and Multiculturalism Reflections.

**For the Professional Interview Reflection**, videos of recorded interviews between myself and a human service professional will be uploaded to Canvas throughout the semester. These human service professionals may include individuals from counseling, psychology, education, special education, rehabilitation, human and family studies, social work, etc. You will select one of the videos (although you are welcome to watch more than one if you are interested) and reflect on the interview sharing your thoughts and reactions. This reflection will be due towards the end of the semester in order to provide time for professionals to be interviewed, videos to be uploaded with appropriate accommodations such as captioning and/or a transcript, and for students to watch their selected interview and reflect. Students will be notified when new interviews are uploaded to Canvas.

**Course Activities (5 points)**

Participation in exercises and activities is crucial because this class is designed to build both your communication and thinking skills. Activities may include posting on a discussion post on Canvas, completing a reading quiz, or completing a worksheet based on questions related to course content or readings. Activities may be pre-determined and indicated to students before, during, or after lectures. All students will be informed when there is an activity available to be completed. At least 5 activities will occur across the semester.

**SONA Extra Credit:**

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 struggling to access this, please emailsona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points to be added towards your lowest grade in the course at the end of the semester (i.e., NOT points on your final grade). No more than 6 extra credit 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 [emailsona@auburn.edu](mailto:emailsona@auburn.edu)

**Grading Procedure**

**Exams……………………..……………………...30 points**

* Midterm (15 points)
* Final (15 points)

**Underserved Populations Paper………………..25 points**

* Outline (5 points)
* Final Paper (20 points)

**Psychosocial Project……………………………..20 points**

**Reflections………………………………………..20 points**

* Human Service (5 points)
* Humanity (5 points)
* Diversity and Multiculturalism (5 points)
* Professional Interview (5 points)

**Class Activities …………………………………...5 points**

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

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

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| --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **READINGS DUE** | **ASSIGNMENTS**  **DUE** |
| 1  8/17 – 8/21 | **Instructor Introduction**  **Syllabus and Course Overview** |  |  |
| 2  8/24 – 8/28 | Defining the Human Service Professional | **Chapter 1** |  |
| 3  8/31 – 9/4 | History of and Current Issues in Human Services | **Chapter 2** | **Human Services Reflection**  **DUE AUG 31** |
| 4  9/7 – 9/11 | Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards | **Chapter 3** |  |
| 5  9/14 – 9/18 | Theoretical Approaches to Human Service Work | **Chapter 4** | **Underserved Populations Paper Outline**  **DUE SEP 14** |
| 6  9/21 – 9/25 | The Helping Interview: Skills, Process, and Case Management | **Chapter 5** |  |
| 7  9/28 – 10/2 | **MIDTERM DUE September 28** | | |
| 8  10/5 – 10/9 | Development of the Person  School to Prison Pipeline | **Chapter 6** |  |
| 9  10/12 – 10/16 | Couples, Family, and Group Helping | **Chapter 7** | **Humanity Reflection**  **DUE OCT 12** |
| 10  10/19 – 10/23 | Organizational and Community Change and the Role of Consultation and Supervision | **Chapter 8** | **Diversity & Multiculturalism Reflection**  **DUE OCT 19** |
| 11  10/26 – 10/30 | Culturally Competent Helping | **Chapter 9** |  |
| 12  11/2 – 11/6 | Working with Varied Client Populations | **Chapter 10** | **Underserved Populations Final Paper**  **DUE NOV 2** |
| 13  11/9 – 11/13 | Research, Evaluation, and Assessment -Research | **Chapter 11** |  |
| 14  11/16 – 11/20 | **Psychosocial Projects**  **DUE 11/16** | | |
| 15  11/23 – 11/27 | **Professional Interview Reflection**  **DUE 11/23** | | |
| **FINAL EXAM DUE December 7** | | | |

**Modules for each week will be published and available for students on Tuesdays. Modules will include lectures (pre-recorded either via Zoom or Panopto), assignments, activities, and/or supplemental resources.**

**Assignments will be due on Mondays at 11:59PM.**

**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.

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*

**Class Policy Statements**

**Name/Pronoun Statement:** Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share. Please notify me (via email and/or in-person when permitted) of any concerns or requests related to names and pronouns.

**Canvas and Email**: Most of our class communication will be through Canvas. I may occasionally send out the same material on Canvas posts and by email to ensure everyone sees it. Outside of class, I will communicate primarily through email. Therefore, all students are expected to regularly check Canvas and Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. 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.

**Attendance**: As this is an online course, attendance will not be taken in the traditional way. Rather, to ensure that everyone is following along with the class materials, the instructor will record her lectures and post them to Canvas along with related assignments.

**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.

**Office Hours**: I am available during my office hours and by appointment via Zoom. Campus email is the best way to reach your instructor to schedule an appointment. I encourage you to make an appointment with your instructor if you have any questions or concerns about the course or your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.

**Assignment and Late Work Policy**:Assignments are due at 11:59PM on Canvas 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 assignments will receive a 10% deduction in grade for each day they are late. If you are having problems submitting to Canvas, you must email both the instructor and tech support. If you are unable to submit to Canvas, you must email the assignment directly to the instructor.

**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 paper or assignment, please contact me right away!

**Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a zoom meeting with your instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

Students who choose to return to campus for Fall 2020 but have concerns related to COVID-19 about an underlying medical condition should contact the Office of Accessibility to discuss their on-campus living or learning environments. Students in this category include those who by diagnosis are immunosuppressed or those who, because of a medical treatment plan, including medication, may have a suppressed immune system. Students requesting a modification to their learning or living environment may be required to provide medical documentation that reflects current status, diagnosis, treatment plan and prescribed current medications.

**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:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**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: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

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

**COVID-Related Policies**

**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 ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<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/>)

**A Healthier U Campus Community Expectations:** We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (https://ahealthieru.auburn.edu/).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during class to show your pass.

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

**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.

**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.