**Counseling and Human Services**

**SYLLABUS – FALL 2020**

Course Number: COUN 3100-002

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: T/R 11:00am – 12:15pm

Class Location: Haley Center Room #1454

Instructor: Candace McConaha, M.A. (She/Her/Hers)

**E-mail: czm0141@auburn.edu**

Office Hours: Thursdays 9:00am – 11:00am or by appointment

 Haley Center Room #1234G or via zoom

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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.* |

**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

\*Note: Instructor may provide additional reading material to support students learning, or ask that students find academic sources on a given topic for a class discussion.

**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.

**Service Learning (SL) (30 Points)**

This is a valuable component of your development as a human services provider. You will be required to complete 10 hours of community service over a 15-week period at a designated site. Students must interact with others to practice communication and relationship building skills learned in class. The student is not to be free labor and complete tasks that do not give the student an idea of what it is like to be a human service professional. Service learning is a key component of this course, and it should be treated as such. Students will fill out and turn in a commitment form (provided on canvas) prior to starting with a site, turn in an hours log after 10 hours have been completed, and will write two reflections about their experience at their site.

**Psychosocial Project (20 Points)**

These are group 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.

**Professional Interview** **(20 Points)**

This is an important component in this course because you are able to hear first-hand experience from someone in the field. You will conduct a 15-minute interview with a professional in the human services field. Specific instructions for the interview are listed separately.

**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

You can find more information about SONA at: <https://cla.auburn.edu/psychology/research/participation/>

**Grading Procedure**

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

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

**Service Learning ………………..30 points**

* Commitment form (2 points)
* Hours log (10 points)
* 2 reflections (18 points)

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

**Interviewing a Professional……………………..20 points**

**Total ………………………………………………100 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

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. If you have technical difficulties with canvas, it is your responsibility to email the instructor your assignment before the due date.

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| **WEEK** |  | **TOPIC** | **READINGS DUE** | **ASSIGNMENTS****DUE** |
| 1 | Aug 17 | *Introductions**Syllabus and Course Overview**House Rules* |  |  |
| Aug 19 | *Defining the Human Service Professional*  | **Chapter 1**  |  |
| 2 | Aug 24 | *Defining the Human Service Professional*  |  |  |
| Aug 26 | *History of and Current Issues in Human Services* | **Chapter 2** |  |
| 3 | Aug 31 | *History of and Current Issues in Human Services*  |  |  |
| Sep 2 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards* | **Chapter 3** |  |
| 4 | Sep 7 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards*  |  |  |
| Sep 9 | *Theoretical Approaches to Human Service Work* | **Chapter 4** | **Service Learning Commitment Form Due** |
| 5 | Sep 14 | *Theoretical Approaches to Human Service Work*  |  |  |
| Sep 16 | *The Helping Interview: Skills, Process, and Case Management*  | **Chapter 5** |  |
| 6 | Sept 21 | *The Helping Interview: Skills, Process, and Case Management*  |  |  |
| Sep 23 | *Development of the Person*  | **Chapter 6** |  |
| 7 | Sep 28 | *Development of the Person*  |  |  |
| Sep 30  | **Midterm Review**  |  | **Psychosocial Project Topic and Format** |
| 8 | Oct 5 | **MIDTERM** |  |  |
| Oct 7 | **FALL BREAK**  |  |  |
| 9 | Oct 12 | *Couples, Family, and Group Helping*  | **Chapter 7** |  |
| Oct 14 | *Couples, Family, and Group Helping*  |  | **Service Learning Reflection #1** |
| 10 | Oct 19 | *Organizational and Community Change and the Role of Consultation and Supervision*  | **Chapter 8** |  |
| Oct 21 | *Organizational and Community Change and the Role of Consultation and Supervision*  |  |  |
| 11 | Oct 26 | *Culturally Competent Helping* *School to Prison Pipeline* | **Chapter 9** |  |
| Oct 28 | *Culturally Competent Helping* *School to Prison Pipeline* |  |  |
| 12 | Nov 2 | *Working with Varied Client Populations* | **Chapter 10** |  |
| Nov 4 | *Working with Varied Client Populations* |  |  |
| 13 | Nov 9 | *Research, Evaluation, and Assessment*  | **Chapter 11** |  |
| Nov 11 | *Research, Evaluation, and Assessment*  |  |  |
| 14 | Nov 16 | ***Psychosocial Projects*** |  | **Psychosocial Projects** |
| Nov 18 | ***Psychosocial Projects***  |  |  |
| 15 | Nov 22 - 26 | **Break – NO CLASS**  |  |  |
| 16 | Nov 30 | *Career Development Processes and Resources: Your Future in the Human Services* | **Chapter 12** | **Professional Interview Reflection and Transcript** |
|  | Dec 2  | **Final Review**  |  | **Service Learning Final Hours log and Reflection #2**  |
| **FINAL EXAM: Friday, December 10 @ 12:00 pm – 2:30 pm**  |

**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"). 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.

**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 participate 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.

**Email**: Outside of class, I will communicate primarily through email. Therefore, all students are expected to regularly check their 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. **It is recommended that you set your canvas to send class announcements to your email.**

**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 for example) 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, except in the rare instance that I ask you to use them for an activity. 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.

**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 as soon as possible through email and/or Canvas, therefore, it is expected that students are regularly checking their official Auburn email and Canvas.

**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.

**Your One 72-hour Extension:** Students are allowed ONE assignment extension (does NOT include exams or presentations) during the semester, no explanation needed. In order to use this, students must email the instructor before the due date stating that they will be using their 72-hour extension.

**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 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 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).

**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.*

**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*

**Covid-19 Policies:**

**Face Coverings:** The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom or instructor’s office. This policy will remain in place, even if the university lifts its current mask mandate. Failure to comply with this requirement 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) for additional details.

**Virtual Learning Plan:** To be used in the event that the University moves to online instruction, or if multiple students and/or the instructor test positive or are exposed to Covid-19. Any changes to course delivery method will be communicated via canvas announcements, so it is important that you set up your canvas notifications to send announcements to your email, and that you are checking your auburn email regularly. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet

Class will meet synchronously at designated class time via zoom, and will adapt class lectures, activities, and assignments as necessary to fit an online format. Zoom class meetings are likely to be recorded. Students will be expected to treat classes held via zoom as they would a regular class period. Expectations during zoom class meetings include:

* Students will have their cameras on throughout the lecture
* Only the student will be visible, not friends, roommates, family, etc.
* Students will participate in activities and discussions