**Counseling and Human Services**

**SYLLABUS – FALL 2022**

Course Number: COUN 3100-001

Prerequisites: Junior/Senior Standing

Credit Hours: 3 Semester hours credits/Graded

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

Class Location: Haley Center Room #1435

Instructor: Colin Freeland, MS, MAC, NCC (he/him/his)

Office: Haley Center Room 1234F

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

**E-mail: cff0011@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 2022*** |

**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 detail during a class lecture for the Human Service, Humanity, and Diversity and Multiculturalism Reflections.

**For the Professional Interview Reflection**, you will interview a human service professional. Human service professionals may include individuals from counseling, psychology, education, special education, rehabilitation, human and family studies, social work, etc. You will conduct an interview utilizing pre-determined questions that will be provided to you on Canvas in a separate handout. You are welcome to record your interview with this individual to refer back to when completing your reflection. You will provide a brief synopsis of the interview as well as your thoughts and reactions to the interviewee’s responses. This reflection will be due towards the end of the semester (see Course Content Outline for date) in order to provide ample time to choose someone to interview and obtain that person’s commitment.

**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 and some may relate to a discussion had during a class lecture meeting. All students will be informed when there is an activity available to be completed. At least 3 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

**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 | Aug 16 & 18 | ***Instructor Introduction******Syllabus and Course Overview*** |
| 2 | Aug 23 | *Defining the Human Service Professional*  | **Chapter 1** |  |
| Aug 25 | *Defining the Human Service Professional*  |  | **Class Activity** |
| 3 | Aug 30 | *History of and Current Issues in Human Services*  | **Chapter 2** | **Human Services Reflection 8/30** |
| Sep 1 | *History of and Current Issues in Human Services*  |  |  |
| 4 | Sep 6 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards*  | **Chapter 3** | **Class Activity** |
| Sep 8 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards*  |  |  |
| 5 | Sep 13 | *Theoretical Approaches to Human Service Work*  | **Chapter 4** |  |
| Sep 15 | *Theoretical Approaches to Human Service Work*  |  |  |
| 6 | Sept 20 | *The Helping Interview: Skills, Process, and Case Management*  | **Chapter 5** | **Underserved Populations Paper Outline 9/20****Class Activity** |
|  | Sep 22 | *The Helping Interview: Skills, Process, and Case Management*  |  |  |
| 7 | Sep 27 | **Midterm Review** |
| Sep 29 | **MIDTERM EXAM** |
| 8 | Oct 4 | *Development of the Person*  | **Chapter 6** | **Psychosocial Project Topic and Format 10/4** |
|  | Oct 6 | *Fall Break*  | **Chapter 6** |  |
| 9 | Oct 11 | *Couples, Family, and Group Helping*  | **Chapter 7** | **Humanity Reflection 10/11** |
| Oct 13 | *Couples, Family, and Group Helping*  |  |  |
| 10 | Oct 18 | *Organizational and Community Change and the Role of Consultation and Supervision*  | **Chapter 8** |  |
| Oct 20 | *Organizational and Community Change and the Role of Consultation and Supervision*  |  | **Diversity & Multiculturalism Reflection 10/20** |
| 11 | Oct 25 & 27 | *Culturally Competent Helping* *School to Prison Pipeline* | **Chapter 9** |  |
| 12 | Nov 1 | *Working with Varied Client Populations* | **Chapter 10** |  |
| Nov 3 | *Working with Varied Client Populations* |  | **Underserved Populations Final Paper 11/3** |
| 13 | Nov 8 & 10 | *Research, Evaluation, and Assessment*  | **Chapter 11** | **Class Activity**  |
| 14 | Nov 15 & 17  | ***Psychosocial Projects*** |  | **Psychosocial Projects** |
| 15 | Nov 21-25 | ***Thanksgiving Break*** |  |  |
| 16 | Nov 29 | ***Final Review & Course Wrap-Up*** |  | **Professional Interview Reflection 11/29** |
| Dec 1 | ***Final Review & Course Wrap-Up*** |  |
| **FINAL EXAM December 7, 2022 12:00 – 2:30pm**  |

**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.

 **Attendance:** Attendance is required, necessary and expected, as this course is an advanced, experiential course. Students are allotted 1 unexcused absence over the course of the semester. More than 1 unexcused absence will result in a deduction in attendance/participation points. Proper notice and/or documentation **within 48 hours of the missed class** is required to consider an absence excused.

If you are unable to attend a lecture or turn in an assignment on time due to an excused absence please contact your instructor immediately. Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death 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 of 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

**Cell phones/Tablets/Laptops:** These items are to be turned on silent or vibrate during class. Students are permitted to answer calls/texts during class **as long as they are not disruptive and are respectful of others** (i.e., stepping out of class to answer calls). If an electronic device goes off in class, a warning will be given. If after the warning is given the device continues to go off, the student will be asked to leave the class for the remainder of the class session.

**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.

**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.

**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.

**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 at least 24-hours in advance through email and/or Canvas, therefore, it is expected that students are regularly checking their official Auburn email and Canvas.

**Assignment Due Dates and Submission Policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59 pm CST. Assignments will be opened at least one week in advance of the due date. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed apart from extenuating circumstances that will be considered at the instructor’s discretion.

**Make-Up Policy:** No in-class assignments, take-home assignments, or quizzes will be accepted late or allowed to be made-up. The only exception is in emergency situations and/or if previous arrangements have been made. No assignment will be accepted for grading past the due date.

**Late Assignments:** Unexcused late assignments will NOT be accepted.

**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 the Auburn Office of Accessibility and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. 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, 334-844-2096.

**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-19 POLICIES:

**1.** **Health and Participation in Class:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19 or if you have been exposed to someone with the virus, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider, as I do not want the need for documentation to discourage you from self-isolating when appropriate.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

**2.** **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/>)

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

* **Face Coverings:** As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.
* **Course Attendance:** If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **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 assessment 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.