­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

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| **Course Number & Section:** | **COUN 3100-D01** |
| **Class Location:** | Online (Zoom) |
| **Class Meeting Times:** | Asynchronous |
| **Course Title:** | Counseling and Human Services |
| **Prerequisites:** | Junior/Senior Standing |
| **Credit Hours:** | 3 semester hours credits/Graded |
| **Office:** | No on-campus office |
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Instructor Information: Paul Tierney, LPC-S

Graduate Teaching Assistant / PhD Student

Pft0003@auburn.edu

Preferred Salutations: Paul (he/him)

Office Hours: Virtual, by appointment

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.* |

**Required Textbooks (should plan to purchase and need to read)**

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

Cengage Learning

**Recommended Textbook (not required)**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7th ed.). ISBN: 9781433832178

**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 the 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

## Course Requirements and Grading

Final grades will be based on 4 requirements that total 150 pts.

The requirements

* 2 Exams: (50 pts; 25 pts each) covering reading and class material for the specific section of the course.
* Underserved Populations Paper (30pts; 20 Final Paper, 10 Outline)
* Reflections (20 pts; 10 per Reflection) tied to each course objective for primary demonstration of content mastery. Students will summarize and critically reflect upon the course readings and/or class material assigned.
* Interviewing a Professional (30 pts)

Course Requirements/Assignment Grading Breakdown

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| **Class Requirements** | **Points** |
| Test (2/25pts. Each) | 50 |
| Underserved Populations Paper (30 points – 20 Final Paper, 10 Outline) | 30 |
| Journals (4/10pts. Each) | 40 |
| Interviewing Project | 30 |

**Exams**

(50pts; 25 points each) – The two exams will be a mixture of *multiple-choice, short answer, and essay style response.* Lectures and readings will be complementary, therefore performing well on exams will require knowledge of material covered both in class and from the readings. The exams are not cumulative, and each exam only covers the readings and lectures (plus other class materials) for that third of the course. Exams will be administered via Canvas at midterm and during final exam period.

**Reflections Papers**

(40pts; 10pts each) -You will write 4 typed critical reflection on the readings and materials covered in class. These journals are a minimum of 350 words, Times New Roman, 12pt. font, and double-spaced. Journals must be written in a scholarly fashion/APA format using citations and proper grammar. Topics/prompts for journals will be uploaded to the course calendar. They will be related to the topic being covered in class at that time.

* Break thoughts/ideas into paragraphs. Ideally, each journal will consist of three paragraphs (intro, body, conclusion).

**Underserved Populations Paper**

(30 pts; 10 outline/30 final) – 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 30 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.

**Interviewing a Professional**

(30 pts) Interviewing a professional 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 10 to 15-minute interview with a professional in the human services field. Specific instructions for the interview are listed separately.

**Zoom Policies**

This is an asynchronous class format. We will not meet formally each week, but all lectures and course materials will be uploaded to Canvas on Monday of each week. You are responsible for keeping up with course material and viewing uploaded lectures.

**Late Assignments**

Should technological issues arise through the submission of assignments on Canvas, you are expected to submit the assignment by the due date and time to me by email (but be sure they go through). Unexcused late papers/assignments will be accepted up to 4 days past the due date, resulting in a significant grade reduction for each day past the date due. Unexcused late assignments that are submitted within 24 hours of the due date will result in an **automatic 10% grade reduction** and an additional 10% per additional 24 hours late. **Unexcused late papers/assignments will not be accepted beyond 4 days past the due date**.

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| **Assignment Submission** | **Point Reduction** | **Assignment Submission** | **Point Reduction** |
| 0-24 hours late (1 day) | 10% | 72-96 hours late (4 days) | 40% |
| 24-48 hours late (2 days) | 20% | 96-120 hours (5 days) | 50% |
| 48-72 hours late (3 days) | 30% |  | |

**Extra Credit Opportunities:** 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 unable to access this, please email [sona@auburn.edu](http://sona@auburn.edu).

For every SONA credit you earn, you earn 2 cumulative bonus points to your class earned points (i.e., NOT points on your final grade). No more than 6 extra credit points (or 3 SONA 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 email [sona@auburn.edu](mailto:sona@auburn.edu).

Additional bonus point opportunities may become available throughout the semester. For instance, on exam review days. When available, these opportunities will be posted on Canvas in addition to discussed in class. Additional bonus points may be combined with SONA bonus points (with a maximum of 6 points coming from the SONA credits).

**Attendance Policy**

This is an asynchronous class. You are responsible for reading assigned text and watching uploaded lectures each week.

**Canvas/Email:**

All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make a good-faith effort to keep all students’ grades up-to-date on the course’s Canvas page.

**Email is the preferred means of communication between students and the instructor throughout this course.** The instructor will notify you via email and Canvas announcements of any course changes. The instructor will respond to emails within a 48-hour period. Emails will not be checked after 8 pm by the instructor.

**University Approved Excuses**

According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**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](mailto:aubookstore@auburn.edu).

**Device Policy**

This policy includes, but is not limited to cell phones, smart watches, tablets, and 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 (see classroom behavior policy).

**Academic Honesty**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code 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. It is the student’s responsibility to review and adhere to the Academic Honesty Code: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>.

**Plagiarism:** Plagiarism is an act of academic dishonesty which involved intentionally and knowingly representing the words or ideas of another author’s as one’s own original work. Plagiarism can occur:

* When someone quotes another without using a proper reference.
* When someone quotes another without enclosing the quote in quotation marks.
* When someone does not use his or her own words in paraphrasing.
* When someone uses the ideas of another without citing the original source.

*If I suspect a student to be in violation of academic integrity, I will contact the student directly to address my concerns. Students violating the academic integrity policy could fail the assignment and/or course. Additionally, the counseling program continually reviews students regarding professional and ethical behavior. A violation of academic integrity will likely result with a report being presented to the department chair and the faculty to determine if any additional action or remediation is necessary.*

**Diversity Statement**

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. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. 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.

**Classroom Behavior**

Non-threatening behaviors that impede the learning of other students will result in the following consequences:

1. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
2. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
3. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

* Arriving after a class has begun
* Use of tobacco products
* Monopolizing discussion
* Persistent speaking out of turn
* Distractive talking, including cell phone usage
* Audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
* Refusal to comply with reasonable instructor directions
* Employing insulting language or gestures
* Verbal, psychological, or physical threats, harassment, and physical violence

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**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: <http://www.auburn.edu/titleix>.

**Office of Accessibility**

Any student needing accommodations should inform the instructor and/or the Office of Accessibility as soon as possible (<https://accessibility.auburn.edu/>). I follow the Auburn policies regarding Accommodations.

**Student Policy eHandbook**

This course will follow the policies listed in the Auburn University Student Policy eHandbook. It is the responsibility of the student to review and adhere to the policies listed here: <http://www.auburn.edu/student_info/student_policies/>.

## 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](mailto: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:** Will follow the Auburn University policy for face coverings.
* **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](mailto:aubookstore@auburn.edu).

**COURSE CALENDAR**

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| Week | Topic | Reading | Assignments |
| Week 1  Aug 16-18 | Syllabus | Review the syllabus | E-mail me if you have any questions about the syllabus |
| Week 2  Aug 21-25 | Defining the Human Service Professional  History of and Current Issues in Human Services | Neukrug: Chapter 1 & 2 |  |
| Week 3  Aug 28-Sep 1 | Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards  Theoretical Approaches to Human Service Work | Neukrug: Chapter 3 & 4 | **Reflection 1 due Sunday, September 3rd at 11:59 pm** |
| Week 4  Sep 5-8\*  \*Lecture posted on Tuesday due to holiday | Theoretical Approaches to Human Service Work  The Helping Interview: Skills, Process, and Case Management | Neukrug: Chapter 4 & 5 |  |
| Week 5  Sep 11-15 | Development of the Person  Review | Neukrug: Chapter 6 | **Reflection 2 due Sunday, September 17th at 11:59 pm** |
| Week 6  Sep 18-22 | Midterm: Test 1 via Canvas  (no lecture posted) |  | **Test 1 due Sunday, September 24th at 11:59 pm** |
| Week 7  Sep 25-29 | Couples, Family, and Group Helping  Organizational and Community Change and the Role of Consultation and Supervision | Neukrug: Chapter 7 & 8 | **Underserved Populations Paper Outline Due Sunday, October 1st at 11:59 pm** |
| Week 8  Oct 2-6 | Culturally Competent Helping  School to Prison Pipeline | Neukrug: Chapter 9 | **Reflection 3 due Sunday, October 8th at 11:59 pm** |
| Week 9  Oct 9-13 | **FALL BREAK** |  | Engage in self care |
| Week 10 Oct 16-20 | Working with Varied Client Populations | Neukrug: Chapter 10 |  |
| Week 11  Oct 23-27 | Research, Evaluation, and Assessment  Career Development Processes and Resources | Neukrug: Chapter 11 & 12 | **Professional Interview due Sunday Oct 29th at 11:59 pm** |
| Week 12  Nov 6-10 | Watch the first half of Professional Interviews in Canvas |  | **Reflection 4 due Sunday, Nov 12th at 11:59 pm** |
| Week 13  Nov 13-17 | Watch the second half of Professional Interviews in Canvas |  | **Underserved Populations Final Paper due Sunday, Nov 19th at 11:59 pm** |
| Week 14  Nov 20-24 | **THANKSGIVING BREAK** |  |  |
| Week 15  Nov 27-Dec 1 | Final: Test 2 via Canvas |  | **Test 2 is due in Canvas Friday, Dec 8th at 11:59 pm** |