**COUN 3103: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: SPRING 2021**

**Instructor:** Kevin White (he/him/his)

**Class Meetings:** T/R 9:30-10:45, Synchronous Online

**Office:** Haley Center 2072, https://doxy.me/kwhiteapc

**Office Hours:** T/R 11-12 or by appointment

**E-mail:** klw0070@auburn.edu

**Class Location:** Online

**Prerequisite:** Junior/Senior standing

**Required Texts:**

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

**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. The goals are to help you gain an understanding of the helping professions, what the work looks like, gain insight into your personal helping identity, facilitate reflection and self-discovery as a helper, and to develop a better understanding of core values in the field (inclusivity, multiculturalism, advocacy, evidence-based practice, intentionality, universal positive regard, etc.).

**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 demonstrate a basic understanding of research and assessment in the helping field

**A COLLABORATIVE CLASSROOM**

This syllabus is, in a way, a living document. As an instructor I value your interests, differences, and unique circumstances/needs in our educational environment. Consider this syllabus a starting point. Assignments will remain the same, though some specific aspects of the assignments may change based on our discussions, your interests, and what we determine to be most beneficial to the learning experience. I value your input, your knowledge, your perspectives, and your insight and invite you all to share that so that we may work together to create the most productive, effective, and lasting learning experience that we can. Share your ideas. I want to hear them!

**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. Psychosocial projects will not be uniform, and students are encouraged to be creative in how they approach them. This means that students will have many options available for how they approach this project (presentation, videos, papers, websites, interpretive dance, etc.). You will be required, however, to share what you’ve learned in researching the project with the class. There is a wide array of topics that can be chosen for this project, and I encourage you to choose something that is important to you specifically.

**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 2-3 pages (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 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 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

**Course Policy Statements:**

**Attendance/Participation:**

This class will meet online, but it is necessary for you to watch all lectures uploaded to Canvas. Additionally, there will be regular meetings via Zoom to facilitate discussion and comprehension of the content presented in class. Zoom meetings will be scheduled and integrated in Canvas. Be sure to check canvas to see when these class meetings will take place!

**Assignments:**

All assignments must be submitted on Canvas by the date and time specified on canvas. All papers and written assignments must be **12-point font, double-spaced, APA format.**

Exams will be administered via Canvas, and you will have **one week in which to take the exam**. You will be required to use university approved software such as Honorlock 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. Exams will be timed, but accommodations will be made when necessary.

**Late Assignments:**

As part of professionalism in the classroom, it is expected that students submit all assignments and paperwork on time. Due to previously established deadlines at the start of the semester for all assignments, **late assignments are not accepted** except under extreme emergency situations. They will only be excused with proper documentation. 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**.

**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 *before the day 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.

**Lecture Materials:**

These itemswill be posted on Canvas between Monday-Wednesday (PowerPoint handouts, articles, etc.) It will be your responsibility to read, review, and watch each lecture presented. We will also have optional Zoom meetings to discuss the lecture material/readings.

**Students with Disabilities:**

Any student needing accommodations should inform the instructor(s) and/or The Program for Students with Disabilities, in 1244 Haley Center as soon as possible. If you already have accommodations, it will be your responsibility to set up a conference with the instructor. Students in need of reasonable accommodations due to some other need or hardship are encouraged to meet with the instructor as soon as possible. All requests will be considered equitably regarding the other students enrolled in the course.

**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.

**Tigermail is the preferred means of communication between student and 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 24-hour period. Emails will not be checked after 7pm by instructor.

**Academic Honesty:**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the Tiger Cub and 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.

**Title 1X:**

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

**Classroom Behavior:**

Students are expected to be considerate of other perspectives and experiences in all class discussions and interactions. It should be obvious that insulting language, minimization, and personal attacks are unacceptable. Though, none of us are perfect, and at times we may say something that causes harm because of our own lack of awareness. I expect everyone in this class, even myself, to be open to recognizing how we can be better and more aware of microaggressions and biased or marginalizing language. This is an inclusive class environment. This class values the individual identities of its students. 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.

**Respect for Diversity:**

I intend this class to meet the needs of students from all backgrounds and perspectives. As such, the diverse experiences, and perspectives of students in this course should be seen as a valuable resource for the growth of understanding of the human experience and unique needs of different groups. I encourage you to offer me your thoughts on ways to better serve your needs and the overall effectiveness of course delivery and content.

I expect everyone to be respectful and open to the experience of others and will do my best to create an environment where this is the case. A major part of working in counseling and human services is the development of effective empathy. This means that we must be aware of and sensitive to the lived experiences of others and how that informs their way of navigating the world.

This includes respecting personal pronouns and identity markers indicated by individuals. I encourage you to share your pronouns if you are comfortable doing so and will do everything for us to create a shared space that is respectful of that.

sAt times we may be challenged by other perspectives, but I encourage you to take a moment to consider why you feel challenged and how your own life experience informs that feeling. 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. It may not be our intention may to cause discomfort or offense, but it sometimes happens. Addressing these instances is important and the impact of them can be lasting. 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.

**Counseling and Human Service Course Schedule**

**(Instructor holds the right to alter or change the schedule throughout the semester)**

**Sections to read BEFORE CLASS**

**Assignments due**

**Holidays/No Class Meeting**

**Exams**

**Counseling and Human Service Course Schedule**

**(Instructor holds the right to alter or change the schedule throughout the semester)**

**Sections to read BEFORE CLASS**

**Assignments due**

**Holidays/No Class Meeting**

**Exams**

**01/12** Syllabus and Assignments Overview

**01/14** Defining the Human Service Professional (**Chapter 1**)

* Human Service Professionals; Roles, Functions, Competencies, and Skills; Mental Health Professionals

**01/19** Defining the Human Service Professional (**Chapter 1**)

* Effective Characteristics; EPL Issues; Chapter Review

**01/21** History of and Current Issues in Human Services (**Chapter 2**)

* Change and Paradigm Shifts; Psychology, social work, and counseling impacts; History of Human Service profession

**01/26** History of and Current Issues in Human Services (**Chapter 2**)

* Current Issues; EPL Issues; Effective Change; Chapter Review
* **REFLECTION #1 DUE IN CANVAS BY MIDNIGHT!**

**01/28** Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards (**Chapter 3**)

* Skill standards; Credentialing; Program Accreditation

**02/02** Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards (**Chapter 3**)

* Ethical Standards; EPL Issues; Effective Ethics; Chapter Review

**02/04** Theoretical Approaches to Human Service Work (**Chapter 4**)

* Counseling/Psychotherapy; Theory/Human Nature; EPL Issues; Effective Counseling Approach

**02/09** Theoretical Approaches to Human Service Work (**Chapter 4**)

* Theories: Psychodynamic, Existential/Humanistic, Cognitive-Behavioral, Postmodern; Integrative Approaches; Chapter Review
* **REFLECTION #2 DUE IN CANVAS BY MIDNIGHT!**

**02/11** The Helping Interview: Skills, Process, and Case Management (**Chapter 5**)

* Helping Environment; Counseling Techniques; EPL Issues

**02/16 WELLNESS DAY!!!**

**02/18** The Helping Interview: Skills, Process, and Case Management (**Chapter 5**)

* Stages of Helping Relationship; Case Management; Other EPL Issues; Chapter Review

**02/23** Mid Term Review

* **UNDERSERVED POPULATIONS PAPER OUTLINE DUE BY MIDNIGHT!**

**02/25 Mid Term Exam**

**03/02** Development of the Person (**Chapter 6**)

* Defining development; Physical development; Cognitive/Moral development; Lifespan theories

**03/04** Development of the Person (**Chapter 6**)

o Personality development; comparison of models; normal/abnormal development; EPL issues, chapter review

**03/09** School to Prison Pipeline

**03/11** Couples, Family, and Group Helping (**Chapter 7**)

* Systems theory/Cybernetics; understanding couples and families
* **REFLECTION #3 DUE IN CANVAS BY MIDNIGHT!**

**03/16** Couples, Family, and Group Helping (**Chapter 7**)

* Understanding groups; EPL issues, chapter review

**03/18** Organizational and Community Change and the Role of Consultation and Supervision (**Chapter 8**)

Community change efforts; agencies; Consultation

* **UNDERSERVED POPULATIONS PROJECT DUE IN CANVAS BY MIDNIGHT!**

**03/23** Organizational and Community Change and the Role of Consultation and Supervision (**Chapter 8**)

Supervision; EPL issues; chapter review

**03/25** Culturally Competent Helping (**Chapter 9**)

* Cultural diversity in the U.S.; need for cultural competence; defining cultural competence in helping
* **REFLECTION #4 DUE IN CANVAS BY MIDNIGHT!**

**03/30** Culturally Competent Helping (**Chapter 9**)

* Developing cultural competence; cultural sensitivity; EPL issues; chapter review

**04/01 WELLNESS DAY!!!**

**04/06** Working with Varied Client Populations (**Chapter 10**)

* Varied clients; EPL issues; chapter review

**04/08** Research, Evaluation, and Assessment (**Chapter 11**)

* Research: Evaluation and needs assessment

**04/13** Research, Evaluation, and Assessment (**Chapter 11**)

* Assessment and testing; EPL Issues; Chapter review

**04/15** **Psychosocial Presentations**

**04/20 Psychosocial Presentations**

**04/22** Final Exam Review

**04/27** **Final Exam (online)**