**COUN 3100: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: SPRING 2022**

**Course Number:** COUN 3100-001

**Prerequisite:** Junior/Senior standing

**Credit Hours:** 3 Semester hours credits/ Graded

**Class Meeting Times:** T/R 9:30-10:45

**Class Location:** Haley 3034

**Instructor:** Aisha Warner, LMHC, NCC

**Office:** Virtual (Zoom)

**Office Hours:** via Zoom R 8a-9a and/or by appointment

**E-mail:** azw0124@auburn.edu

*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 – January 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:**

Upon completion of this course, students will:

* Be able to identify human service professionals and understand 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 demonstrate cultural competencies in the helping field.
* Be able to develop a basic understanding of research and assessment in the helping field

**Required Texts:**

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

**Additional Texts:**

Hamner, D. M. (2002). *Building bridges: The Allyn and Bacon student guide to service-learning*. Boston: Allyn and Bacon.

Okun, B. F. (2007). *Effective helping: Interviewing and counseling techniques (8th ed.)*. Pacific Grove, CA: Brooks/Cole.

**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** Interviewing a professional in the human service field can provide perspective and insight into the importance of various careers. The purpose of this assignment is to provide students an opportunity to practice interview skills and learn more about a specific profession in the human service field. This reflection will be due towards the end of the semester in order to provide time for professionals to be interviewed.

**Class Participation (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. *If you are absent, you cannot participate in thinking and communicating, therefore more than 1 unexcused absences will be counted against your participation grade*. You are expected to participate in class discussions and activities to receive the full amount of class participation points.

**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 Participation ……………………………...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

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. Students must maintain a 2.0 average GPA in all courses in order to progress in this program. If addition, students must earn at least a D in each individual course in order to earn credit and progress to the next course.

**Course 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. 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 48 hours after the absence. Proper notice and/or documentation within 48 hours of the missed class is required to consider an absence excused. Please see the Student Policy eHandbook at 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 48 hours of the absence).

**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.

**Assignments:** 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 considered 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 before deadline.

**Late Assignment Policy:** Late assignments are not acceptable. It is expected that you have completed all assignments by 11:59pm on the day it is due. All assignments will be turned in via Canvas. If you run into technology difficulties on Canvas it is your responsibility to make sure the assignment is still completed and received on time. Contingency plans include an email with the assignment attached or a link to the assignment in a University box folder. Failure to turn an assignment in on time OR failure for the instructor to access the electronic version of an assignment will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency with proper documentation.

**Exams**: Exams will be administered at the beginning of the class in which they are scheduled. Students arriving to class more than 15 minutes late will not be permitted 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.

**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.

**Posting/Appealing Exam and Assignment Grades:** All exam and assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

**Cell phones/beepers/pagers 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. Use of laptops, cell phones, etc may not be used during class presentations or when guest speakers present.

**Lecture Materials:**

Lecture itemswill be posted on Canvas before each class (PowerPoint handouts, articles, etc.) It will be your responsibility to **print these out and bring to class to use in discussion and note taking.** This course will be supported by Auburn University’s Canvas platform. The syllabus, class assignments, lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**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).

**Faculty Communication and Feedback:** At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor 48 hours to get back to them on any communication, and one week for grading turnaround time on major assignments. The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided. If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

Your Auburn University email address is the university-approved form of communication between instructors and students. Follow the steps in the video linked here (Links to an external site) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact Auburn University's OIT Help Desk (Links to an external site) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.

**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.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (<http://www.auburn.edu/student_info/student_policies/>) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

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!

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

**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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**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 your instructor 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 your instructor 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 your instructor. 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 your instructor 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 your instructor, 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-Related Policies**

As noted in the 1/4/2022 [AuburnNews,](https://ocm.auburn.edu/newsroom/auburnnews/2022/01/jan.-4%2C-2022.htm) Auburn University is aligning with the most recent [CDC](https://www.cdc.gov/media/releases/2021/s1227-isolation-quarantine-guidance.html) guidance related to the isolation period for COVID-19. The CDC quarantine period is now five days. The [COVID-19 Resource Center (CRC)](http://auburn.edu/covid-resource-center/) is updating information for this semester, but in the near future should have the most current information on COVID-19 procedures and resources. An official class excuse is required which can only be generated by filling out the [Positive Self Report Form](https://forms.office.com/Pages/ResponsePage.aspx?id=7d62zCm9OEuJedcngPYtO57kB-oZMgBDmwOxC82aARlUNk1NT0hYWFFZT0lVQTBGTTFJOFQ3TzVHSi4u). The [Student Exposure Self Report Form](https://forms.office.com/Pages/ResponsePage.aspx?id=7d62zCm9OEuJedcngPYtO57kB-oZMgBDmwOxC82aARlUN1JKQ1lKUkxBVlhSNlJMQk1HM1M1VzM3Ri4u) should also generate a class excuse.

**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 discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

* Please do the following in the event of an illness or COVID-related absence:
* Notify me in advance of your absence, if possible
* Provide me with [official class excuse](https://forms.office.com/Pages/ResponsePage.aspx?id=7d62zCm9OEuJedcngPYtO57kB-oZMgBDmwOxC82aARlUNk1NT0hYWFFZT0lVQTBGTTFJOFQ3TzVHSi4u)
* 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.

**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:**

**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](https://sites.auburn.edu/admin/universitypolicies/Policies/UsageOfFaceCoveringsPolicy.pdf). Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior. Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

**Physical Distancing:** Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**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.

**Course Meeting Schedule**: This course might not have a traditional meeting schedule in Spring 2022. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.

**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.

Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the Classroom Behavior Policy.

**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.



**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**

This course schedule (including assignments, requirements, and mode of instruction delivery) is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Jan 13 | Introduction to CourseSyllabus and Assignments Overview |  |  |
| 2 | Jan 18 | Defining the Human Service Professional Human Service Professionals; Roles, Functions, Competencies, and Skills; Mental Health Professionals | (Chapter 1)- LO: 1-3 | **Class Activity** |
| Jan 20 | Defining the Human Service Professional Effective Characteristics; EPL Issues; Chapter Review | (Chapter 1)- LO: 4-7 | **Human Services Reflection** |
| 3 | Jan 25 | History of and Current Issues in Human Services Change and Paradigm Shifts; Psychology, social work, and counseling impacts; History of Human Service profession | (Chapter 2)- LO: 1-3 |  |
| Jan 27 | History of and Current Issues in Human Services Current Issues; EPL Issues; Effective Change; Chapter Review | (Chapter 2)- LO: 4-6 |  |
| 4 | Feb 1 | Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards Skill standards; Credentialing; Program Accreditation | (Chapter 3)- LO: 1-3 | **Class Activity** |
| Feb 3 | Theoretical Approaches to Human Service Work Counseling/Psychotherapy; Theory/Human Nature; EPL Issues; Effective Counseling Approach | (Chapter 4)- LO: 1-3, 6-7 |  |
| 5 | Feb 8 | Theoretical Approaches to Human Service Work Theories: Psychodynamic, Existential/Humanistic, Cognitive-Behavioral, Postmodern; Integrative Approaches; Chapter Review  | (Chapter 4)- LO: 4-5 |  |
| Feb 10  | The Helping Interview: Skills, Process, and Case Management Helping Environment; Counseling Techniques; EPL Issues | (Chapter 5)- LO: 1-2, 5 | **Underserved Populations Paper Outline****Class Activity** |
| 6 | Feb 15 | The Helping Interview: Skills, Process, and Case Management Stages of Helping Relationship; Case Management; Other EPL Issues; ***Midterm Review*** | (Chapter 5) - LO: 3-4, 6 |  |
| Feb 17 | **MIDTERM EXAM** |  |  |
| 7 | Feb 22  | Development of the PersonDefining development; Physical development; Cognitive/Moral development; Lifespan theories | (Chapter 6) - LO: 1-3, 5 |  |
|  | Feb 24 | Development of the Person Personality development; comparison of models; normal/abnormal development; EPL issues, chapter review | (Chapter 6)- LO:4, 6-9 | **Psychosocial Project Topic and Format**  |
| 8 | Mar 1 | Couples, Family, and Group Helping Systems theory/Cybernetics; understanding couples and families | (Chapter 7)- LO: 1-2 | **Humanity Reflection** |
|  | Mar 3 | Couples, Family, and Group Helping Understanding groups; EPL issues, chapter review | (Chapter 7)- LO 3-5 |  |
| 9 | March 7-11 | **SPRING BREAK** |  |  |
| 10 | Mar 15 | Organizational and Community Change and the Role of Consultation and Supervision Community change efforts; agencies; Consultation | (Chapter 8)- LO 1-3 |  |
|  | Mar 17 | Organizational and Community Change and the Role of Consultation and Supervision Supervision; EPL issues; chapter review | (Chapter 8)- LO 4-6 | **Diversity & Multiculturalism Reflection** |
| 11 | Mar 22 | Culturally Competent Helping Cultural diversity in the U.S.; need for cultural competence; defining cultural competence in helping | (Chapter 9)- LO 1-4 |  |
| Mar 24 | Culturally Competent Helping Developing cultural competence; cultural sensitivity; EPL issues; chapter review | (Chapter 9)- LO 5-8 |  |
| 12 | Mar 29 | Working with Varied Client Populations Varied clients; EPL issues; chapter review | (Chapter 10)- LO 1-3 |  |
| Mar 31 | Working with Varied Client Populations Varied clients; EPL issues; chapter review | (Chapter 10)- LO 1-3 | **Underserved Populations Final Paper** |
| 13 | Apr 5 | Research, Evaluation, and Assessment Assessment and testing; EPL Issues; Chapter review | (Chapter 11)- LO 3-5 | **Class activity** |
| Apr 7 | Psychosocial Group Presentations |  |  |
| 14 | Apr 12 | Psychosocial Group Presentations |  |  |
| Apr 14 | Psychosocial Group Presentations |  |  |
| 15 | Apr 19 | Psychosocial Group Presentations |  |  |
| Apr 21 | Final Review & Course Wrap Up |  | **Professional Interview Reflection** |
|  | May 3 | **FINAL EXAM** 8:00am – 10:30am |  |  |