**COUN 3100-D01**

**Counseling and Human Services**

***Spring 2022***

**- - - - - - - - - -**

**Department of Special Education, Rehabilitation and Counseling**

**College of Education**

Instructor Information:

**Astra Barkley, MS, LPC**

**Graduate Teaching Assistant**

**azb0185@auburn.edu**

**- - - - - - - - - -**

Office Hours:

##  By Appointment Only

**COUN 3100: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: Spring 2022**

**Instructor:** Astra Barkley, MS, LPC

**Office:** 2070 Haley Center

**Office Hours:** By Appointment Only

**E-mail:** azb0185@auburn.edu

**Class Location:** Online

**Prerequisite:** Junior/Senior standing

**Credit Hours:** 3 Semester credit hours

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

**Required Texts:**

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

Recommended Text:

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

**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:**

* 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

**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.

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

Interviews may be with human service professionals to include individuals from counseling, psychology, education, special education, rehabilitation, human and family studies, social work, etc. You will select one human services professional to interview 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 and video to be uploaded.

**Course Activities/Participation (5 points)**

**Class Participation** in exercises and activities is crucial, because this class is designed to build both your communication and thinking skills. You are expected to participate and interact with classmates online as if you were physically in class. Participation/attendance will be determined through discussion board and responses. Each class session of the week you must post an original post and reply to 2 classmates’ postings with thought (not just say “I agree”). This means at the end of the week you should have 2 original posts and 4 responses to classmates. Postings are due by midnight on Saturday of every week.

**Extra Credit**

**Extra Credit** opportunities will be available through 2 pop quizzes given before and after midterm. Points earned on the pop quizzes will be added to midterm and final exams. Pop quizzes will cover the reading material assigned during the course. Pop quizzes will be accessible for the full day they are given in class (8a.m.- 8p.m.) on CANVAS. Quizzes will not be announced ahead of time so it is the students’ responsibility to be aware of the course’s progress. These quizzes will be timed and students should not use any resources or others for assistance. Once the quiz has closed for the day, the quiz is finalized with no late submission.

**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/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

**ALL ASSIGNMENTS ARE DUE ON SUNDAY @ 11:59 pm, UNLESS OTHERWISE STATED!!!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **READINGS DUE** | **ASSIGNMENTS****DUE** |
| 1 | January 12 | ***Instructor Introduction/Student Introduction******Syllabus and Course Overview*** |
| 2 | January 17 | *Defining the Human Service Professional*  | **Chapter 1** | **Discussion Board/Class Activity** |
| Martin Luther King Holiday |  |  |  |
| 3 | January 24 | *History of and Current Issues in Human Services*  | **Chapter 2** | **Human Services Reflection**  |
| 4 | January 31 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards*  | **Chapter 3** | **Class Activity** |
| 5 | February 7 | *Theoretical Approaches to Human Service Work*  | **Chapter 4** | **Discussion Board** |
| 6 | February 14 | *The Helping Interview: Skills, Process, and Case Management*  | **Chapter 5** | **Underserved Populations Paper Outline****Class Activity** |
| 7 | February 21 | *The Helping Interview: Skills, Process, and Case Management* ***Midterm Review*** |  | **Optional Synchronous Class Meeting February 22 @ 11am for review****Discussion/Activity** |
| 8 | February 28 | **MIDTERM** |
| 9 | March 7-11 | Spring Break | **Enjoy and Be Safe** |  |
| 10 | March 14 | *Development of the Person*  | **Chapter 6** | **Psychosocial Project Topic and Format****Class Activity** |
| 11 | March 21 | *Couples, Family, and Group Helping*  | **Chapter 7** | **Humanity Reflection****Discussion/Activity** |
| 12 | March 28 | *Organizational and Community Change and the Role of Consultation and Supervision*  | **Chapter 8** | **Diversity & Multiculturalism Reflection****Activity** |
| 13 | April 4 | *Culturally Competent Helping* *School to Prison Pipeline* | **Chapter 9** | **Discussion/Activity** |
| 14 | April 11 | *Working with Varied Client Populations* | **Chapter 10** | **Underserved Populations Final Paper** |
|  | April 12 Optional Synchronous Class Meeting  |  | **Activity/Discussion** |
| 15 | April 18 | *Research, Evaluation, and Assessment*  | **Chapter 11** | **Discussion Board** | **Professional Interview Reflection** |
| 16 | April 25  | ***Psychosocial Projects******Final Review & Course Wrap-Up*** | **Optional Synchronous Class Meeting (April 26)** | **Psychosocial Projects****April 29 by midnight****Discussion**  |
|  |  | ***Study/Preparation*** |  |  |
| **FINAL EXAM May 2-6 due by 12 pm** |

**Course Policy Statements:**

**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*

**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.

**Attendance:** Attendance/participation is required, necessary and expected, as this course is an advanced, experiential course. Please complete discussions and all on time. 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 **prior to expected absence** is required to consider an absence excused. Because this class is online and there is a week to complete assignments, there will be zero tolerance for late work, you will receive a zero.

**Assignments:** All assignments must be submitted on Canvas by Sunday night at 11:59 pm unless otherwise noted in the syllabus.

Exams will be administered online the week of finals. The exam may consist of multiple choice, matching, listing, or short answer items. Exams will be given at midterm and during final exam period. We will be using lockdown browser for our exams.

Late assignments are not accepted except under extreme emergency situations, because this class is online, you will have all week to complete assignments. They will only be excused with proper documentation.

**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.

**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.

**Lecture Materials:** These itemswill be posted on Canvas on Monday of each week (PowerPoint handouts, articles, etc.) It will be your responsibility to **print these out, review, and watch lectures for each session.**

**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).

**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.

**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!

**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)

College of Education – COVID-19 Clinical Procedures

*effective as of 08/11/21, subject to change based on current information*

*Revised 08/12/21, 8/13/2021, 1/04/2022*

This policy applies to any individual (e.g., students, faculty, university supervisors) participating in clinical experiences including: service learning or lab placements, practicum, clinical residency, or other clinical experiences related to coursework. Individuals must follow Auburn University, College of Education, and Placement Site policies related to COVID-19 Procedures and Processes.

COVID-19 PERSONAL HEALTH SCREENING PROCESS

Before reporting to the site each day, you are required to complete the COVID-19 Personal Health Screening (<https://auburn.qualtrics.com/jfe/form/SV_9AiI1z2K5cugUS2>).

If your responses result in a GREEN, ‘Cleared’ screen for that day, proceed to the placement site to complete regularly scheduled activities.

If your responses result in a RED, “Not Cleared” screen, do NOT report to the placement site and complete the following tasks:

1. Immediately contact your University Supervisor/Faculty to inform them that you will not be present at the site for the day.
2. Follow any additional directions as specified by the program faculty or supervisor.

If you have received a RED, “Not Cleared” screen due to a Positive Test:

* Individuals should immediately begin the process of self-quarantine and call the AU Medical Clinic’s COVID-19 line, 334-844-9825. Students must complete the confidential COVID-19 Positive Self-Report Form (<http://auburn.edu/covid-resource-center/reporting/>).

If you have received a RED, “Not Cleared” screen due to symptoms consistent with COVID-19:

* Individuals who are experiencing symptoms consistent with COVID-19 must proceed to get a COVID-19 test at any available testing site. Students may want to check around their local area to find where COVID-19 tests are offered for no charge. Students and employees are required to self-report positive COVID-19 test results. Do not proceed to any placement site with a “Pending” COVID-19 test.

If you have received a RED, “Not Cleared” screen due to exposure to someone who tested positive for COVID-19, your response will vary based on Vaccination/Booster Status:

* *For individuals who have been Vaccinated and Boosted or have had a confirmed case of COVID-19 within 90 days of this exposure:*
	+ Quarantine not required; continue wearing your mask; testing is recommended 5 days following exposure for all;
	+ If symptoms develop, immediately quarantine until a negative COVID-19 test result
* *For individuals are Unvaccinated or have been Vaccinated more than 6-months ago (with Pfizer/Moderna) or more than two months ago (with J&J) who are not yet Boosted or have had a confirmed case of COVID-19 more than 90-days from this exposure:*
	+ Quarantine for five days, continue wearing your mask; testing is recommended 5 days following exposure for all;
	+ If symptoms develop, immediately quarantine until a negative COVID-19 test result
* Follow the AU Medical Clinic Guidelines regarding Self-Quarantine (<http://auburn.edu/covid-resource-center/policies/>)

\*You must adhere to these requirements regardless of COVID-19 Vaccination status.

\*If your placement site has additional requirements, you must adhere to them.