­­­**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 Candidate

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 240 pts.

The requirements

* Quizzes: (60 pts) covering weekly lectures and additional readings for the specific section of the course.
* Group Presentation: (60 pts)
* Midterm: (60 pts)
* Final: (60 pts)

**Quizzes:** There is a “module” in Canvas for each week of this course (e.g., Week of Jan 10-12, Week of Jan 16-19, etc.). Modules may contain my video lectures, media from other sources (e.g., YouTube, podcasts, etc.), documents (research articles, news articles, etc.), your group presentations, and/or any other materials I deem helpful in understanding the course topic for that week. To make sure you are comprehensively reviewing the material in each module, there will be a brief 5-question quiz corresponding to each module, beginning in Week 2 (i.e., the first full week of the semester). There are 12 quizzes, each worth 5 points, totaling 60 points and 25% of your overall grade in this course. Quizzes are always due on Friday at 11:59 pm.

IMPORTANT: I will automatically DROP your lowest quiz grade at the end of the semester and replace it with a perfect score. If you do not complete a quiz by the deadline of Friday at 11:59 pm, if you simply forget a quiz (we’ve all been there), or if “life happens” one week, please consider that 0 your dropped score and you need not e-mail me a description of what happened.

**Group Presentation:** After you introduce yourself in Week 2 of this course, you will each be placed into a small group based (as much as possible) on your career interests within the Counseling and Human Services field. There will be a total of six small groups. Each group will be assigned a topic and asked to record a 30-minute presentation on that topic, a 10-minute interview with a working professional that has knowledge of your assigned topic, and a 5-question quiz for the class to complete (you will complete and submit the quiz you created on the week of your group’s presentation—you’re welcome for the free points!).

IMPORTANT: Please note that the group project is due in Box on Friday, March 1st at 11:59 pm—*well before the date that the class will actually watch it.* (I need time to upload all of the videos to Canvas in their appropriate modules and work through technical problems that inevitably arise.) Please keep in mind that part of this assignment is to interview a working professional and that working folk often have busy calendars/schedules. I therefore kindly recommend that one of the *first* things you do when you are assigned to a group is to meet and discuss the interview portion of this assignment and reach out to possible interviewees ASAP to schedule that well in advance. If you wait until right before the deadline to find a professional to interview, you may find this portion of the assignment exceptionally difficult based purely on scheduling difficulties.

**Midterm and Final Exams:** As noted in the course schedule below, there is a midterm and final exam in this course. Most of the questions on the midterm and final exam will come from the weekly quizzes, so keeping up with the correct answers will be a huge help! Exams are multiple choice. They will be fully online. I will publish each exam on the Monday morning of their scheduled week. You will then have until Friday of that week at 11:59 pm to *submit* your exam. Please, please, please note that the policy of this course is that late submissions will not be accepted. I strongly encourage you to knock these exams out as early in the week as possible.

**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**

Late quizzes are not accepted. Your lowest quiz grade for the semester is dropped automatically by the instructor at the end of the semester. I will accept late group assignments with a 10-pt deduction per late day. Midterms and final exams will not be accepted beyond the deadline (you’ll have a full week to submit the midterm and final in Canvas after it’s posted).

**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) 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 business hours. 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 |
| Jan 10-12 | Syllabus | Review the syllabus | E-mail me if you have any questions about the syllabus |
| Jan 16-19  Note: Due to MLK holiday, the module will be published on TUESDAY of this week. | Defining the Human Service Professional  History of and Current Issues in Human Services | Neukrug: Chapter 1 & 2 | Quiz 1  And Discussion Post (introduce yourself to the class) |
| Jan 22-26 | Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards  Theoretical Approaches to Human Service Work | Neukrug: Chapter 3 & 4 | Quiz 2 |
| Jan 29-Feb 2 | The Helping Interview: Skills, Process, and Case Management | Neukrug: Chapter 5 | Quiz 3 |
| Feb 5-9 | Development of the Person | Neukrug: Chapter 6 | Quiz 4 |
| Feb 12-16 | Couples, Family, and Group Helping  Organizational and Community Change and the Role of Consultation and Supervision | Neukrug: Chapter 7 & 8 | Quiz 5 |
| Feb 19-23 | Culturally Competent Helping  School to Prison Pipeline | Neukrug: Chapter 9 | Quiz 6 |
| Feb 26-Mar 1 | **Midterm Evaluation** (will be published on Monday morning and your online submission is due in Canvas by 11:59 pm on Friday, March 1st) |  | 1) **Midterm to be submitted by Friday at 11:59 pm.**  2) **Group project materials to be submitted to me via BOX by Friday at 11:59 pm** (only one person per group needs to share a Box folder with me!) |
| Mar 4-8 | **Spring Break! 😊** |  |  |
| Mar 11-15 | Watch GROUP A’s Presentation |  | Quiz 7 |
| Mar 18-22 | Watch GROUP B’s Presentation |  | Quiz 8 |
| Mar 25-29 | Watch GROUP C’s Presentation |  | Quiz 9 |
| Apr 1-5 | Watch GROUP D’s Presentation |  | Quiz 10 |
| Apr 8-12 | Watch GROUP E’s Presentation |  | Quiz 11 |
| Apr 15-19 | Watch GROUP F’s Presentation |  | Quiz 12 |
| Apr 22-26 | SELF CARE WEEK – No Module/No Assignment |  | Practice self care! |
| Apr 29-May 3 | **Final Exam** (will be published on Monday morning and your online submission is due in Canvas by 11:59 pm on Friday, May 3rd) |  | Final to be submitted by Friday at 11:59 pm |