**COUN 3100: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: SUMMER 2022**

**Course Number:** COUN 3100-D01

**Prerequisite:** Junior/Senior standing

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

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

**Office:** Virtual (Zoom)

**Office Hours:** via Zoom by appointment

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

**Class Location: Asynchronous (Canvas)**

*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 – May 2022***

**This course will be offered using an asynchronous online format (Canvas). Lectures will be posted each Monday, with all assignments due by Monday night at 11:59pm.**

**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 at least 1 page, single-spaced (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. All reflections must be at least 1 page, single-spaced. 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. These human service professionals may include individuals from counseling, psychology, education, special education, rehabilitation, human and family studies, social work, etc. 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)**

Students will be required to participate in **2 group discussions** throughout this course. Depending on the discussion, you may be required to complete a short activity or watch a film or video before engaging in discussion.

You will be provided with a prompt for each discussion. This prompt will provide guidelines for your response, as well as include directions on any activity needing to be performed before engaging in the discussion.

1. Submit a discussion post to the provided prompt. Guidelines for posting discussions are as follows:
* Discussion postings should reflect authentic thoughts or feelings about the prompt.
* Postings should clearly convey that critical thought and analysis has been applied to the prompt.
* Correct grammar and sentence structure is expected.
* While outside sources may not be necessary to complete the posting, you should provide proper APA 7 citation if you choose to incorporate sources (e.g. journal articles, books, webpages, videos, etc.).
* Students who wish to include information relating to client care experiences should comply with HIPPA guidelines and take measures to ensure their client's confidentiality.
1. Pose an original response to AT LEAST **TWO** peer's discussion posting. Guidelines for posting responses are as follows:
* Response postings should be sincere and explain why you agree or disagree with your classmates posting.
* Responses should clearly convey that critical thought and assessment has been applied to the classmate's original posting.
* Responses should be respectful in nature and never include belittling or demeaning comments.
* Engagement and debate related to the topic are encouraged, but conversation should maintain professional and related to the provided prompt or activity.

While there is no required length for discussion postings or responses, particularly brief entries may not earn full credit if the instructor feels the posting lacks adequate thought.

Though you are only required to respond to two classmates, it is beneficial to read all postings and respond to any or all which pique your interest. The more you engage with your classmates, the greater your learning experience will be!

**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 email sona@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:** Students are expected to watch lectures via Canvas, and will be held responsible for all content covered.

Participation is required, necessary and expected, as this course is an advanced, experiential course. 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 (assignments turned in after the due date listed on the syllabus) 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 a Canvas email to your instructor 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 opened a week before they are due for completion. 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 are closed-book. No resources may be used when completing the Exams. This will be in violation of Academic Honesty and reported to the Provost.

**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.

**Lecture Materials:**

Lecture itemswill be posted on Canvas (PowerPoint handouts, articles, etc.) It will be your responsibility to **print these out and 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 two weeks 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 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 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 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 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 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 FOR THE WEEK.**

**Assignments due**

**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** | **DATE** | **TOPIC** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | May 18 | Introduction to CourseSyllabus and Assignments Overview | Syllabus | **Class Participation** |
|  |  | Defining the Human Service Professional | (Chapter 1) |  |
| 2 | May 23 | History of Current Issues in Human Services | (Chapter 2) | **Class Participation** |
| 3 | May 30 | Standards in the Profession | (Chapter 3) |  |
|  |  | Theoretical Approaches to Human Service Work | (Chapter 4)  |  |
| 4 | June 6 | The Helping Interview | (Chapter 5)  | **Human Services Reflection** |
| 5 | June 13 | Development of the Person***Midterm Review*** | (Chapter 6)  | **Underserved Populations Paper Outline** |
|  |  | **MIDTERM EXAM** |  | **June 20th 11:59pm** |
| 6 | June 20 | Couples, Family, and Group Helping  | (Chapter 7) | **Psychosocial Project Topic and Format** |
| 7 | June 27 | Organizational and Community Change and the Role of Consultation and Supervision  | (Chapter 8) | **Humanity Reflection** |
| 8 | July 4 | Culturally Competent Helping  | (Chapter 9) | **Diversity & Multiculturalism Reflection** |
| 9 | July 11 | Working with Varied Client Populations  | (Chapter 10) | **Underserved Populations Final Paper** |
| 10 | July 18 | Research, Evaluation, and Assessment | (Chapter 11) | **Professional Interview Reflection** |
| 11 | July 25 |  |  | **Psychosocial Group Project** |
| 12 |  | **FINAL EXAM**  |  | Aug 3rd @ 11:59 |