**COUN 3100: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: FALL 2019**

**Instructor:** Hillary Ellerman

**Office:** Haley Center 1234G

**Office Hours:** T/R 9:00-9:30am, Others By Appointment

**E-mail:** Hpe0002@tigermail.auburn.edu

**Class Location:** T/R 9:30-10:45 (Haley 1212)

T/R 11:00 - 12:15 (Haley 3330)

**Prerequisite:** Junior/Senior standing

**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 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

**Course Requirements and Assignments:**

* **Class Participation** in exercises and activities is crucial, because this class is designed to build both your communication and thinking skills. *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.
* **Service Learning** (SL) is a valuable component of your development as a human services provider. You will be required to complete 10 hours of community service over a 10-week period at a designated site. Specific instructions for SL are listed separately. Service learning is a key component of this course, and it should be treated as such.
* **Interviewing a Professional** 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.
* **Reflections** are short papers within which you will integrate your SL experience with class concepts. Guidelines for reflections are listed separately. You will be required to write two reflection papers over the course of the semester.
* **Exams** two examswill 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, or short answer items. Exams will be given at midterm and during final exam period.
* **Psychosocial Projects** are group presentations on selected topics relevant to the helping professions. Topics, groups, presentation dates, and presentation requirements will be covered in a separate handout.
* **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. Students are unable to make up pop quizzes if they are absent or late to class.

**Grading Procedure:**

Your final course grade will be based on the scale listed below.

Class Attendance and Participation 5 points

2 Exams (15 points each) 30 points

Psychosocial Project 30 points

Service Learning Portfolio 20 points

Commitment form……………………………………………...(2 points)

Completion of 10 hours of service (10 points)

2 Reflections (4 points each) (8 points)

Interviewing a Professional……………………...………………………………………..15 points

**TOTAL** **100 points**

**A** = 90-100 pts.; **B** = 80-89 pts.; **C** = 70-79 pts.; **D** = 60-69 pts.; **F** = 59 pts. or less

**Course Policy Statements:**

**Attendance:** 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. Proper notice and/or documentation **within 48 hours of the missed class** is required to consider an absence excused.

**Assignments:** All assignments must be submitted on Canvas by the date and time specified on canvas.

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 admitted 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.

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

**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 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.**

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

**Canvas/Email:** All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make a good faith effort to keep all students’ grades up-to-date on the course’s Canvas page.

TigerMail is the preferred means of communication between student and instructor throughout this course. The instructor will notify you via email of any course changes. The instructor will respond to emails within a 24 hour period. Emails will not be checked after 7pm by instructor.

**Academic Honesty:** Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the Tiger Cub and contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade.

**Title 1X:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: www.auburn.edu/titleix



**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**

08/20 Syllabus and Assignments Overview

08/22 Defining the Human Service Professional (Chapter 1)- **LO: 1-3**

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

08/27 Defining the Human Service Professional (Chapter 1)- **LO: 4-7**

* Effective Characteristics; EPL Issues; Chapter Review

08/29 History of and Current Issues in Human Services (Chapter 2)- **LO: 1-3**

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

09/03History of and Current Issues in Human Services (Chapter 2)- **LO: 4-6**

* Current Issues; EPL Issues; Effective Change; Chapter Review

09/05Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards (Chapter 3)- **LO: 1-3**

* Skill standards; Credentialing; Program Accreditation

09/10 Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards (Chapter 3)- **LO: 4-6**

* Ethical Standards; EPL Issues; Effective Ethics; Chapter Review
* **COMMITMENT FORMS DUE IN CLASS!!**

09/12Theoretical Approaches to Human Service Work (Chapter 4)- **LO: 1-3, 6-7**

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

09/17 Theoretical Approaches to Human Service Work (Chapter 4)- **LO: 4-5**

* Theories: Psychodynamic, Existential/Humanistic, Cognitive-Behavioral, Postmodern; Integrative Approaches; Chapter Review
* **REFLECTION #1 DUE TO CANVAS BY MIDNIGHT!!**

09/19 The Helping Interview: Skills, Process, and Case Management (Chapter 5)- **LO: 1-2, 5**

* Helping Environment; Counseling Techniques; EPL Issues

09/24 The Helping Interview: Skills, Process, and Case Management (Chapter 5)- **LO: 3-4, 6**

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

09/26 Development of the Person (Chapter 6)- **LO: 1-3, 5**

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

10/01 Development of the Person (Chapter 6)- **LO:4, 6-9**

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

10/03 Mid Term Review

10/08 Mid Term Exam

10/10 FALL BREAK

10/15 School to Prison Pipeline

* **INTERVIEW TRANSCRIPT AND REFLECTION DUE TO CANVAS BY MIDNIIGHT!!**

10/17Couples, Family, and Group Helping (Chapter 7)- **LO: 1-2**

* Systems theory/Cybernetics; understanding couples and families

10/22 Couples, Family, and Group Helping (Chapter 7)- **LO 3-5**

* Understanding groups; EPL issues, chapter review

10/24 Organizational and Community Change and the Role of Consultation and Supervision (Chapter 8)- **LO 1-3**

* Community change efforts; agencies; Consultation

10/29 Organizational and Community Change and the Role of Consultation and Supervision (Chapter 8)- **LO 4-6**

* Supervision; EPL issues; chapter review

10/31 Culturally Competent Helping (Chapter 9)- **LO 1-4**

* Cultural diversity in the U.S.; need for cultural competence; defining cultural competence in helping

11/05 Culturally Competent Helping (Chapter 9)- **LO 5-8**

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

11/07 Working with Varied Client Populations (Chapter 10)- **LO 1-3**

* Varied clients; EPL issues; chapter review

11/12 Research, Evaluation, and Assessment (Chapter 11)- **LO 1-2**

* Research; Evaluation and needs assessment

11/14 Research, Evaluation, and Assessment (Chapter 11)- **LO 3-5**

* Assessment and testing; EPL Issues; Chapter review

11/19 Psychosocial Group Presentations

* **REFLECTION #2 DUE TO CANVAS BY MIDNIGHT!!**

11/21 INDEPENDENT STUDY/PRESENTATION PREPARATIONS

11/26 THANKSGIVING BREAK

11/28 THANKSGIVING BREAK

12/03 Psychosocial Group Presentations

12/05 Final Exam Review

* **SERVICE LEARNING HOURS LOG DUE IN CLASS!!**

**Final Exam Schedule:**

T/R 9:30am class will be on Tuesday, December 10 @ 8:00am-10:30am

T/R 11:00am class will be on Thursday, December 12 @ 12:00pm-2:30pm