**COUN 3100-D01**

**Counseling and Human Services**

**Fall 2021**

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Department of Special Education, Rehabilitation and Counseling

College of Education

**Instructor Information:**

Aleah Horton, M.Ed., NCC

Graduate Teaching Assistant

ajh0076@auburn.edu

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**Office Hours:**

## By Appointment via Zoom



**COUN 3103: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: Summer 2020**

**Instructor:** Aleah Horton

**Office:** 1234F Haley Center

**Office Hours:** By Appointment via Zoom

**E-mail:** ajh0076@auburn.edu

**Class Location:** Online via Canvas

**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.

Prochaska, J. O. (1995). *Changing for good*. New York: Harper Collins.

**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 basic terms and concepts of facilitative communication.
* Be able to identify the necessary conditions of a helping relationship.
* Be able to demonstrate the use of nonverbal skills in a helping relationship.
* Be able to discriminate accurately between helpful and non-helpful responses.
* Be able to assess a community and/or population for needs.
* Be able to identify strategies and skills for working with diverse populations.
* Be able to demonstrate basic counseling skills with service recipients.**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. You are expected to participate in class discussions and activities to receive the full amount of class participation points—this can be through discussion posts on Canvas, reflections of weekly lectures, and/or participating in Zoom meetings.
* **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. This can be in-person or online. The **site must be a location where the student interacts with others to practice communication and relationship building skills** learned in class. The student is not to be free labor and complete tasks that do not give the student an idea of what it is like to be a human service professional. Service learning is a key component of this course, and it should be treated as such. Commitment forms must be submitted to the instructor in order to receive credit for completing the hours. Specific instructions for SL are listed separately. Service learning is a key component of this course, and it should be treated as such.
* **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 three reflection papers over the course of the semester. **These will be submitted on Canvas.**
* **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 will be administered at the beginning of class. 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 (or individual) presentations on selected topics relevant to the helping professions. Topics, groups, presentation dates, and presentation requirements will be covered in a separate handout.

**Grading Procedure:**

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

Class Participation/Chapter Assignments 10 points

2 Exams (15 points each) 30 points

Psychosocial Project 30 points

Service Learning Portfolio 30 points

Commitment form…………………………………………….(3 points)

Completion of 10 hours of service (15 points)

2 Reflections (6 points each) (12 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:** This is an online course. There are no set meeting times for this online course. However, successful completion of this course requires that students make sure to log into the course via Canvas at least 2+ times per week to listen to lectures and complete all assignments.

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

Exams will be administered via Canvas on the date in which they are scheduled. 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:** 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.

**Lecture Materials:** Lectures will be recorded via Panopto and uploaded to Canvas on Mondays for your view. Any assignments, activities, quizzes, or reflections will be due Friday at midnight of that same week. There may be specific lectures that will take place live on Zoom—you will be made aware of those lectures beforehand. It will be your responsibility to **keep up with the lectures and assignments.**

**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:** Students are expected to familiarize themselves with Canvas. All course documents (i.e. syllabus, schedule) and Panopto recorded lectures 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. Please do not hesitate to email or message via Canvas with any questions.

TigerMail is the preferred means of communication between student and instructor throughout this course. Students are expected to check their email accounts on a daily basis. 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 10pm 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)**

**Week 1: 8/16 – 8/20**

Syllabus and Assignments Overview

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

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

**Week 2: 8/23 – 8/27**

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
* **Assignment Due: Submit Service-Learning Site Commitment Form via Canvas**

**Week 3: 8/30 – 9/3**

Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical

Standards (Chapter 3)- **LO: 1-3**

* Skill standards; Credentialing; Program Accreditation
* **Psychosocial Project Assigned and Reviewed**

**Week 4: 9/6 – 9/10**

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

* Counseling/Psychotherapy; Theory/Human Nature; EPL Issues; Effective Counseling Approach
* **Assignment Due: Sunday at 11:59pm on Canvas: Reflection Paper #1**

**Week 5: 9/13 – 9/17**

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

* Helping Environment; Counseling Techniques; EPL Issues

**Week 6: 9/20 – 9/24**

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

* Personality development; comparison of models; normal/abnormal development; EPL issues, chapter review
* **Mid Term: Due Sunday at 11:59pm**

**Week 7: 9/27 – 10/1**

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

* Systems theory/Cybernetics; understanding couples and families
* **Assignment Due: Sunday at 11:59pm on Canvas: Reflection Paper #2**

**Week 8: 10/4 – 10/8**

**Week of Fall Break – No lecture, no assignments.**

**Week 9: 10/11 – 10/15**

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

* Community change efforts; agencies; Consultation
* **Assignment Due: Psychosocial Project**

**Week 10: 10/18 – 10/22**

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

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

**Assignment: Service Log Due**

**Week 11: 10/25 – 10/29**

Racism, Sexism, and Ageism in the Helping Profession

**Week 12: 11/1 – 11-5**

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

* Varied clients; EPL issues; chapter review
* Ethical Considerations

**Week 13: 11/8 – 11/12**

Crisis Intervention Skills

**Week 14: 11/15 – 11/19**

Psychopathology and Diagnostic Criteria for Mental Health Disorders

**Week 15: 11/22 – 11/26**

**Thanksgiving Break – no lecture, no assignments.**

**Week 16: 11/29 – 12/3**

Review for final exam.

**Final Exam 12/6 – 12/10**

* **Due Friday at 11:59pm via Canvas**