**COUN 3100-DO2: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: FALL 2021**

**Instructor:** Brittney Barnett, LPC, NCC

**Office:** No on-campus office

**Office Hours:** F 4:00-5:00pm or by appointment; email for a Zoom link

**Email:** brb0066@auburn.edu

**Class Location:** Online

**Prerequisite:** Junior/Senior standing

**Required Texts:**

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

**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 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 demonstrate a basic understanding of research and assessment in the helping field.

**Course Requirements and Assignments:**

* **Flipgrid Introduction** Using the link provided in Canvas, you will create a video introducing yourself to the class. You will then respond in the comments section to two of your classmates using video responses. Further instructions are listed on Canvas.
* **Reflections** are 1 page papers within which you will reflect on the content of the class. Guidelines for reflections are listed separately. You will be required to write four reflection papers over the course of the semester.
* **Underserved Populations Paper (Outline and Final Paper)** is 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, 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. Detailed instructions, templates, and rubrics will be provided to assist in guiding your writing on a separate handout and discussed in detail during a class lecture.
* **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 mid-term and during final exam period.
* **Psychosocial Group Presentation** is a group presentation on a selected topic relevant to the helping professions. Topics, groups, and presentation requirements will be covered in a separate handout.
* **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 email [sona@auburn.edu](mailto:sona@auburn.edu). For every SONA credit you earn, you earn 2 cumulative bonus points (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](mailto:sona@auburn.edu).

**Grading Procedure:**

Your final course grade will be based on the scale listed below.  
Flipgrid Introduction.………………………………………………………………………5 points  
Reflections (5 points each)………………………………………………………………..20 points

Underserved Populations Paper Outline………….…………….….………………………5 points  
Underserved Populations Final Paper……………………………………………….……20 points

2 Exams (15 points each)………………………………………………………………… 30 points

Psychosocial Group Presentation………………………………………………………… 20 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: All lectures are pre-recorded and uploaded each week on Canvas by Monday at 11:59pm for students to view for the assigned week.

Exams: Exams will be administered online. The exam may consist of multiple choice, matching, listing, or short answer items. Exams will be given at mid-term and during final exam period.

Make-up Exams: If students miss a mid-term 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.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. 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.

Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by email. 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).

Course Contingency: If normal course engagement is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality

Technology and Assignments:

1. It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course.
2. Students are expected to upload course assignments to Canvas by the assigned due dates listed on Canvas. Assignments are deducted 20% for every day late.
3. If you are having an issue submitting to Canvas, if you email me before the deadline with the assignment attached, I will accept it. I will not accept technology related excuses that are received after the deadline or ones before the deadline that do not have the assignment attached to the email.



**Counseling and Human Services Course Schedule**

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

**Week**

8/16Syllabus and Assignments Overview  
Defining the Human Service Professional (Chapter 1)  
**Flipgrid Introduction due on 8/22 at 11:59pm**

8/23 History of and Current Issues in Human Services (Chapter 2)

**Reflection #1 due in Canvas on 8/29 at 11:59pm**

8/30 Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards (Chapter 3)

9/6 **No class**

9/13Theoretical Approaches to Human Service Work (Chapter 4)  
 **Reflection #2 due in Canvas on 9/19 at 11:59pm**

9/20 The Helping Interview: Skills, Process, and Case Management (Chapter 5)  
 **Underserved Populations Paper Outline due in Canvas on 9/26 at 11:59pm**

9/27 Development of the Person (Chapter 6)  
Mid-Term Exam review

10/4 **Mid-Term Exam**

10/11 School to Prison Pipeline

10/18 Couples, Family, and Group Helping (Chapter 7)

**Reflection #3 due in Canvas on 10/24 at 11:59pm**

10/25 Organizational and Community Change and the Role of Consultation and Supervision (Chapter 8)

11/1 Culturally Competent Helping (Chapter 9)

**Underserved Populations Paper due in Canvas on 11/7 at 11:59pm**

11/8 Working with Varied Client Populations (Chapter 10)

**Reflection #4 due in Canvas on 11/14 at 11:59pm**

11/15 Research, Evaluation, and Assessment (Chapter 11)  
 **Psychosocial Group Presentation due in Canvas on 11/21 at 11:59pm**

11/22 **No class**

11/29 Final Exam review

12/6 **Final Exam**