**COUN 3100: COUNSELING AND HUMAN SERVICES**

**SYLLABUS: SPRING 2024**

Course Number: COUN 3100-D02

Prerequisites: Junior/Senior Standing

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Canvas

Instructor: Mallory Redmond, NCC, MEd (She/Her/Hers)

Office Hours: By appointment via Zoom

**E-mail: mbr0027@auburn.edu**

**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.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. 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.
* **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 the final exam period.
* **Psychosocial Projects** are individual presentations on selected topics relevant to the helping professions. Topics, 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 will open on Monday mornings at 8:00 AM and must be submitted no later than Sunday evening by 11:59 PM.

Exams will be administered at the beginning of the week in which they are scheduled. Students The exam may consist of multiple choice, matching, listing, or short answer items. Exams will be given at midterm and during the 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.

**Lecture Materials:** These itemswill be posted on Canvas each week on Monday mornings by 8:00 AM (PowerPoint handouts, articles, etc.)

**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**

**Week of 01/10/24**

* Syllabus and Assignments Overview

**Week of 01/15/2024**

* Defining the Human Service Professional (Chapter 1)- **LO: 1-3**
* Human Service Professionals; Roles, Functions, Competencies, and Skills; Mental Health Professionals
* Defining the Human Service Professional (Chapter 1)- **LO: 4-7**
* Effective Characteristics; EPL Issues; Chapter Review

**Week of 01/22/2024**

* 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
* History of and Current Issues in Human Services (Chapter 2)- **LO: 4-6**
* Current Issues; EPL Issues; Effective Change; Chapter Review

**Week of 01/29/2024**

* Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards (Chapter 3)- **LO: 1-3**
* Skill standards; Credentialing; Program Accreditation
* 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 CANVAS!!**

**Week of 02/06/2024**

* Theoretical Approaches to Human Service Work (Chapter 4)- **LO: 1-3, 6-7**
* Counseling/Psychotherapy; Theory/Human Nature; EPL Issues; Effective Counseling Approach
* 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!!**

**Week of 02/12/2024**

* The Helping Interview: Skills, Process, and Case Management (Chapter 5)- **LO: 1-2, 5**
* Helping Environment; Counseling Techniques; EPL Issues
* 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

**Week of 02/19/2024**

* Development of the Person (Chapter 6)- **LO: 1-3, 5**
* Defining development; Physical development; Cognitive/Moral development; Lifespan theories
* **INTERVIEW TRANSCRIPT AND REFLECTION DUE TO CANVAS BY MIDNIGHT!!**

**Week of 02/26/2024**

* Development of the Person (Chapter 6)- **LO:4, 6-9**
* Personality development; comparison of models; normal/abnormal development; EPL issues, chapter review
* **Mid Term Exam**

**Week of 03/04/2024**

**SPRING BREAK**

**Week of 03/11/2024**

* Couples, Family, and Group Helping (Chapter 7)- **LO: 1-2**
* Systems theory/Cybernetics; understanding couples and families
* Couples, Family, and Group Helping (Chapter 7)- **LO 3-5**
* Understanding groups; EPL issues, chapter review

**Week of 03/18/2024**

* Organizational and Community Change and the Role of Consultation and Supervision (Chapter 8)- **LO 1-3**
* Community change efforts; agencies; Consultation
* Organizational and Community Change and the Role of Consultation and Supervision (Chapter 8)- **LO 4-6**
* Supervision; EPL issues; chapter review

**Week of 3/25/2024**

* Culturally Competent Helping (Chapter 9)- **LO 1-4**
* Cultural diversity in the U.S.; need for cultural competence; defining cultural competence in helping
* Culturally Competent Helping (Chapter 9)- **LO 5-8**
* Developing cultural competence; cultural sensitivity; EPL issues; chapter review

**Week of 04/01/2024**

* Working with Varied Client Populations (Chapter 10)- **LO 1-3**
* Varied clients; EPL issues; chapter review
* Research, Evaluation, and Assessment (Chapter 11)- **LO 1-2**
* Research; Evaluation and needs assessment

**Week of 04/08/2024**

* Research, Evaluation, and Assessment (Chapter 11)- **LO 3-5**
* Assessment and testing; EPL Issues; Chapter review
* **REFLECTION #2 DUE TO CANVAS BY MIDNIGHT!!**

**Week of 04/15/2024**

* **PSYCHOSOCIAL PROJECT DUE**

**Week of 04/22/2024**

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

**Final Exam Schedule:**

Exam will open week of **04/29/2024.**