**Counseling and Human Services**

**SYLLABUS – Spring 2025**

Course Number: COUN 3100-D01

Prerequisites: Junior/Senior Standing

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: Asynchronous

Class Location: Asynchronous

Instructor: Gwendolyn Ferrell

Office: Virtual

Office Hours: By appointment

**E-mail: gnf0008@auburn.edu**

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| *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 – August 2024, October 2024, January 2025*** |

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

**Required Reading:**

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

**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 1 page (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. 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 detail during a class lecture for the Human Service, Humanity, and Multiculturalism Reflections.

**For the Professional Interview Reflection**, you will interview a human service professional. Human service professionals may include individuals from counseling, psychology, education, special education, rehabilitation, human and family studies, social work, etc. You will conduct an interview utilizing pre-determined questions that will be provided to you on Canvas in a separate handout. You are welcome to record your interview with this individual to refer back to when completing your reflection. You will provide a brief synopsis of the interview as well as your thoughts and reactions to the interviewee’s responses. This reflection will be due towards the end of the semester (see Course Content Outline for date) in order to provide ample time to choose someone to interview and obtain that person’s commitment.

**Course Activities (5 points)**

Participation in exercises and activities is crucial because this class is designed to build both your communication and thinking skills. Activities may include posting on a discussion post on Canvas, completing a reading quiz, or completing a worksheet based on questions related to course content or readings. Activities may be pre-determined and indicated to students before, during, or after lectures and some may relate to a discussion had during a class lecture meeting. All students will be informed when there is an activity available to be completed. At least 3 activities will occur across the semester.

**SONA Extra Credit**

**Extra Credit Policy:**

You are eligible to earn extra credit in this course (described below). I reserve the right to add additional extra credit opportunities as the course progresses. However, the maximum total extra credit you may earn in this course is 5 points.

 See extra credit opportunities below:

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. For every SONA credit you earn, you earn 1 extra credit point(s). If you have questions about participating in studies, please email sona@auburn.edu.

If you have questions about how these extra credit points are applied, please email me. If you have questions about participating in studies, please emailsona@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)
* Multiculturalism (5 points)
* Professional Interview (5 points)

**Class Activities …………………………………...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

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| --- | --- | --- | --- | --- |
| **WEEK** | **WEEK OF** | **TOPIC** | **READINGS DUE** | **ASSIGNMENTS****DUE** |
| 1 | Jan 13 | ***Instructor Introduction******Syllabus and Course Overview*** |
| 2 | Jan 20 | *Defining the Human Service Professional*  | **Chapter 1** | **Class Activity** |
| 3 | Jan 27 | *History of and Current Issues in Human Services*  | **Chapter 2** | **Human Services Reflection 1/27** |
| 4 | Feb 3 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards*  |  | **DISCUSSION BOARD DUE BY 11:59 PM 02/09** |
| 5 | Feb 10 | *Theoretical Approaches to Human Service Work*  | **Chapter 4** |  |
| 6 | Feb 17 | *The Helping Interview: Skills, Process, and Case Management*  | **Chapter 5** | **Underserved Populations Paper Outline 2/24****Class Activity** |
| 7 | Feb 24  | *Development of the Person*  | **Chapter 6** |  |
| 8 | March 3 | **Midterm Review and Midterm Exam** |
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|  | March 10 | ***Spring Break*** |  |  |
| 9 | March 17 | *Couples, Family, and Group Helping*  | **Chapter 7** |  |
| 10 | March 24 | *Organizational and Community Change and the Role of Consultation and Supervision*  | **Chapter 8** | **Psychosocial Project Topic and Format 03/03** |
| 11 | April 7 | *Culturally Competent Helping* *School to Prison Pipeline* | **Chapter 9** | **Humanity Reflection 03/10** |
| 12 | April 14 | *Working with Varied Client Populations* | **Chapter 10** | **Diversity & Multiculturalism Reflection 03/17** |
| 13 | April 21 | *Research, Evaluation, and Assessment*  | **Chapter 11** | **Underserved Populations Final Paper 03/31**  |
| 14 | April 28 | ***Psychosocial Projects*** |  | **Psychosocial Projects****04/14** |
| 15 | May 5-9 | ***Final Review & Course Wrap-Up*** |  | **Professional Interview Reflection 04/28** |
| **FINAL EXAM Due May 9, 2025** |

**Class Policy Statements**

**Academic Honesty**: The University Honesty Code and the university policies, see website at https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information, pertaining to cheating will apply to this class.

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!

**AI Policy:** In this course, students are permitted to use Generative AI Tools such as ChatGPT for formatting (e.g., APA style, grammar, sentence structure, etc.), study assistance, and specific instances designated by the instructor. Students ARE NOT allowed to use Generative AI Tools for content generation. As always, students must properly use attributions, including in-text citations, quotations, and references.

To maintain academic integrity, students must disclose any use of AI-generated material. A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**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:** 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.

If you are unable to attend a lecture or turn in an assignment on time due to an excused absence please contact your instructor immediately. 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook at [www.auburn.edu/studentpolicies](http://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 one week of the absence).

**Cell phones/Tablets/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.

**Email**: Outside of class, I will communicate primarily through email. Therefore, all students are expected to regularly check their Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow-up with me.

**Office Hours**: I am available during my office hours and 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.

**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.

**Assignment Due Dates and Submission Policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59 pm CST. Assignments will be opened at least one week in advance of the due date. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed apart from extenuating circumstances that will be considered at the instructor’s discretion.

**Make-Up Policy:** No in-class assignments, take-home assignments, or quizzes will be accepted late or allowed to be made-up. The only exception is in emergency situations and/or if previous arrangements have been made. No assignment will be accepted for grading past the due date.

**Late Assignments:** Unexcused late assignments will NOT be accepted.

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through the Auburn Office of Accessibility and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. 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, 334-844-2096.

**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:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**Title IX:**  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)

*Course Policies Adapted for Use from CRLT, University of Michigan.*

## COVID-19 POLICIES:

**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 have been exposed to someone with the virus, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider, as I do not want the need for documentation to discourage you from self-isolating when appropriate.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* 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.