**Counseling and Human Services**

**SYLLABUS – FALL 2025**

Course Number: COUN 3100-001

Prerequisites: Junior/Senior Standing

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: T/R 11:00am – 12:15pm

Class Location: EDUC 1102

Instructor: Dr. Chenetra Buchannon

Office: EDUC 3112

Office Hours: By appointment

E-mail:cdb0015@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 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:**

**Class Participation & Activities (15 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 during a class lecture. All students will be informed when there is an activity available to be completed.

**Quizzes (30 points)**

Three quizzes will be given throughout the semester to ensure that you understand the concepts covered in this course. Each quiz (10 points) will cover reading assignments and lecture materials. They may consist of multiple choice, matching, listing, short answer, and/or essay questions. There is no midterm or final exam.

**Reflections (20 Points)**

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 1-2 pages 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 growth and perspective.

There will be 4 reflections (5 points each) throughout the semester. Please refer to the Course Schedule for specific due dates. Details on specific questions to reflect on will be posted in Canvas in the Assignment that you will upload your reflection to and discussed in detail during a class lecture for the Human Services, Humanity, and Diversity and Multiculturalism Reflections.

*For the Mental Health Professional Interview Reflection*, you will interview a mental health professional. Mental health professionals may include individuals from counseling, psychology, psychiatry, special education, rehabilitation, marriage and family, and social work. You will conduct an interview utilizing pre-determined questions that will be provided to you in Canvas in a separate handout. You are welcome to record your interview with this individual to refer 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 to provide ample time to choose someone to interview and obtain that person’s commitment. (See Course Schedule for due date.)

**Service-Learning Project (35 points)**

Service learning is an approach to education that combines meaningful community service with curriculum-based learning, allowing students to connect what they learn in the classroom to real-world experiences. Service learning enhances students’ understanding of the curriculum and fosters civic responsibility.

Project requirements will be covered in a separate handout that will be posted in Canvas and discussed in detail during a class lecture.

**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 will receive 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.

For every SONA credit you earn, you earn one cumulative bonus point to be added towards your lowest grade in the course at the end of the semester (i.e., NOT points on your final grade). No more than five 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.

**Grading Procedure**

**Class Participation and Activities ………………………………………………….15 points**

**Quizzes…………………….…………………………………………………………30 points**

**Reflections……………………………………………………………………………20 points**

* Human Services (5 points)
* Humanity (5 points)
* Diversity and Multiculturalism (5 points)
* Mental Health Professional Interview (5 points)

**Service-Learning Project…….………………………………………………………35 points**

* Community Service Organization Information (2 points)
* Community Service Hours & Activities Documentation (8 points)
* Community Service Organization Personnel Interview Summary (5 points)
* Integration Paper (15 points)
* Class Presentation (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

**Course Schedule:**

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| --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **READINGS DUE** | **ASSIGNMENTS****DUE** |
| 1 | Aug 19 & 21 | *Introductions & Syllabus and Course Overview* |
| 2 | Aug 26 | *Defining the Human Service Professional*  | Chapter 1 |  |
| Aug 28 | *Defining the Human Service Professional*  |  |  |
| 3 | Sep 2 | *History of and Current Issues in Human Services*  | Chapter 2 |  |
| Sep 4 | *History of and Current Issues in Human Services*  |  | **Human Services Reflection** |
| 4 | Sep 9 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards*  | Chapter 3 |  |
| Sep 11 | *Standards in the Profession: Skill, Standards, Credentialing, Program Accreditation, and Ethical Standards*  |  |  |
| 5 | Sep 16 | *Theoretical Approaches to Human Service Work*  | Chapter 4 |  |
| Sep 18 | *Theoretical Approaches to Human Service Work*  |  | **SLP Community Service Information** |
| 6 | Sept 23 | *The Helping Interview: Skills, Process, and Case Management*  | Chapter 5 |  |
|  | Sep 25 | *The Helping Interview: Skills, Process, and Case Management* **Quiz 1 -Chapters 1-4** |  |  |
| 7 | Sep 30 | *Development of the Person*  | Chapter 6 |  |
| Oct 2 | *Development of the Person*  |  |  |
| 8 | Oct 7 | *Class Activity* |  | **Humanity Reflection** |
|  | Oct 9 | *Fall Break* **NO CLASS** |  |  |
| 9 | Oct 14 | *Couples, Family, and Group Helping*  | Chapter 7 |  |
| Oct 16 | *Couples, Family, and Group Helping*  |  |  |
| 10 | Oct 21 | *Organizational and Community Change and the Role of Consultation and Supervision*  | Chapter 8 |  |
| Oct 23 | *Organizational and Community Change and the Role of Consultation and Supervision*  |  |  |
| 11 | Oct 28  | *Culturally Competent Helping*  | Chapter 9 | **SLP Community Service Organization Personnel Interview Summary** |
| Oct 30 | *Culturally Competent Helping* **Quiz 2- Chapters 5-8**  |  |  |
| 12 | Nov 4 | *Working with Varied Client Populations* | Chapter 10 | **MH Professional Interview Reflection** |
| Nov 6 | *Working with Varied Client Populations* |  |  |
| 13 | Nov 11  | *Research, Evaluation, and Assessment*  | Chapter 11 |  |
| Nov 13 | *Research, Evaluation, and Assessment* |  | **Diversity & Multiculturalism Reflection** |
| 14 | Nov 18  | *Class Activity* |  |  |
| Nov 20 | **Quiz 3 -Chapters 9-11** |  | **SLP Community Service Hours & Activities Documentation** |
| 15 | Nov 25 & 27 | *Thanksgiving Break***NO CLASS** |  |  |
| 16 | Dec 2 & 4 | *Service-Learning Presentations* |  | **SLP Integration Paper due Monday Dec 1st at 5pm** |
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**Class Policy Statements**

Attendance: Attendance is required, necessary and expected, as this course is an advanced, experiential course. Proper notice and/or documentation ***within 72 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).

Late Assignment Policy: Late assignments are Not accepted. It is expected that you will have completed and submitted all assignments by 11:59 pm on the due date. All assignments will be turned in via Canvas. If you run into technology difficulties on Canvas, it is your responsibility to make sure the assignment is still completed and received on time. Contingency plans include an email with the assignment attached or a link to the assignment in an AU box folder. Failure to turn an assignment in on time OR failure for the instructor to access the electronic version of an assignment will result in unsatisfactory completion of that course requirement. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Technology Use: During class, it is expected that students remain focused on the class content and discussions. Please refrain from using electronic devices for matters unrelated to the class, unless there is an emergency. If you anticipate the need to use your device for a specific reason, please discuss it with the instructor for approval in advance. If you have accommodations related to technology use or any other aspect of the class, please communicate these with the instructor at the beginning of the semester or as soon as possible. We are committed to providing an inclusive learning environment and will work collaboratively to ensure that your needs are met.

Accommodations: Students with AU-approved accommodations must arrange a meeting with me, your instructor, as soon as possible to discuss your accommodations. 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).

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].”*

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) apply to this class. 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.

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

Office Hours: *By appointment.* AU email is the best way to reach me to schedule an appointment. I encourage you to make an appointment if you have any questions or concerns about the course or your performance in it. I am happy to meet you via Zoom if we are unable to meet in person. Response time to e-mails is typically 48-hours Monday-Friday 8 AM – 5 PM.

Class Cancellation: If class is canceled or the university closes, I will post class activities in 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.

Mental Health: If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic.

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at  [Auburn University Student Counseling & Psychological Services | The primary counseling center of Auburn University](https://scps.auburn.edu/).

Auburn Cares: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn Cares for support at [Auburn Cares & Student Conduct](https://studentaffairs.auburn.edu/acsc/). Furthermore, please notify me, your course instructor, if you are comfortable in doing so as this will allow me to connect you with any other known resources.

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)