



**COUN 5001 Introduction to Professional Counseling  
Fall Semester  
Three Credit Hours**

**Contact Information**

**Instructor: Dr. Yolanda Dupre**

**Phone Number:**

**Email Address: [dupre@ulm.edu](mailto:dupre@ulm.edu)**

**Office Hours: By appointment**

**Preferred mode of communication with instructor: email and zoom**

**Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).**

**Course Description**

This course provides an introduction to the counseling profession. Principles, purposes, historic events, current concerns, societal-legal-ethical issues, and specializations within the profession are covered. This course serves as an orientation to the profession.

**Prerequisites**

None

## Course Objectives

<b>Objectives</b>	<b>CACREP Standards</b>
<b>This course is designed to enable the student to:</b>	
<b>Students will learn the following CACREP standards:</b>	
<b>Core</b>	
<b>2.F.</b>	
history and philosophy of the counseling profession and its specialty areas	2.F.1.a
professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f
technology's impact on the counseling profession	2.F.1.j
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k
self-care strategies appropriate to the counselor role	2.F.1.l
<b>CMHC</b>	
<b>5.C.</b>	
history and development of clinical mental health counseling	5.C.1.a
roles and settings of clinical mental health counselors	5.C.2.a
<b>School</b>	
<b>5.G.</b>	
history and development of school counseling	5.G.1.a
<b>Addiction</b>	
<b>5.A.</b>	
history and development of addiction counseling	5.A.1.a
roles and settings of addiction counselors	5.A.2.a

## Course Topics

Professional identity

## **Instructional Methods and Activities**

This Web course utilizes a combination of power point presentations, readings, experiential activities case studies, videos, research papers, and class discussions. For this process to be successful, each student must participate fully by reading assigned materials, logging onto Moodle at least twice weekly, and participating in class exercises and discussions. The instructional philosophy for the current course and the primary textbook is based on a learning-centered, outcome-based approach, which is briefly summarized below:

**Learning Centered.** A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design. Student learning is frequently measured to determine whether students are meaningfully engaging the material and applying the information to case studies. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship. In this course, students will be learning information using experiential activities to enhance understanding and application.

**Outcome-Based:** Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In the case of this course, the learning objectives focus on learning aspects of theory that are relevant to everyday practice. Thus, learning is measured through experiential activities and outcome measures.

## **Evaluation and Grade Assignment**

1. Critique of two journal articles (choose three of the following topics and complete one article from each topic chosen) - due on week the topic is discussed. Please refer to the Article Critique Guidelines found on the appropriate icon in Moodle. 5 points each for a total of.....

10 points

- a. History of counseling
- b. Counseling theories/models/individual counseling
- c. Group counseling
- d. Addiction counseling
- e. Career counseling
- f. Counseling children and adolescents
- g. Counseling families
- h. School counseling
- i. Counseling assessment and diagnosis
- j. Ethical issues in counseling
- k. Mental Health Counseling Agencies
- l. Multicultural counseling including people with disabilities

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- m. Creative approaches (choose from: art therapy, music, dance, play storytelling, guided imagery, writing)
- n. Addictions Counseling

Note: Only 2 article critiques will be graded—Please submit only 2. Critiques are due the week the topic is covered in class. For example if you choose group counseling as one of your critiques that critique will be due during the 4th week of class on Sept 12th.

2. Activity Paper: .....10 points

View the movie As Good As It Gets and write a four page (double - spaced) paper on psychological health and wellness as it relates to the movie. There is a list of questions that must be addressed for the paper that can be found under the appropriate icon in Moodle. If you do not write 4 pages 5 points will be deducted for each page short.

3. Participation: Students should logon to Moodle at least twice a week and complete all activities, discussion forums, and tests as scheduled by the due date. Video Reaction Forms will be completed as assigned. In the forum discussions, you must post at least once and respond to your classmates posts at least twice. The forum posts are a major part of this participation grade. (6 total points for discussion forums—4 point ea.... 3 video reaction forms- -2pt ea.). 30 points

4. Case Study on an ethical dilemma .....10 points

Read two cases and research the ethical issues and write a 3-4 page (double spaced) paper regarding what you would do in this ethical dilemma. List all ethical codes that apply to the case and why the code applies. Please be thorough, do not just list the obvious codes.

5. Students should research and write a 3-page paper on one of the many organizations that comprise ACA or the LCA (or your state’s counseling assoc). Be sure to talk about the organization’s history, mission, etc. In lieu of writing the paper, students may join ACA or LCA (or your state’s counseling assoc) and provide proof of membership.....5 points

6. Students will be required to attend 5 counseling sessions. You must attend all counseling session to earn the points for this assignment—no partial credit will be given.....5 points

7. Midterm .....15 points

8. Final Paper....Professional Identity .....15 points

Final paper must be APA format.

Grades will be assigned as follows:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

## **Class Policies and Procedures**

### **Required Textbooks**

Capuzzi, David & Gross, Douglas (2017). Introduction to the Counseling Profession: 7th Edition. New York: Pearson.

### **Other Materials and Requirements**

You are required to logon to Moodle at least two times a week and complete all assignments and tests as scheduled by the due date. **No missed assignment or test will be allowed to be made up. No exceptions will be made.** *Due to the structure and nature of this class your participation is essential. You are required to participate in all forum discussions and activities. You cannot make an A in this course if you do not participate each week.*

**To get a sense of what counseling is all about, you are required to attend 5 counseling sessions (this does include the initial intake session). Self-awareness is vital to becoming successful in the field of counseling and most programs recommend and/or require that counseling students receive counseling. All sessions must be attended to receive credit—no partial credit is given.**

University Counseling Center if local to Monroe

342-5220

**You may choose another counseling agency in your community, please get it approved by Dr. Dupre beforehand. As a caution, you should begin looking for a counseling agency on the first day of class. Do not contact me after midterm stating that you cannot find an agency. This assignment is mandatory and you should start looking as of 8-17.**

<b>Week/Dates</b>	<b>Student Expectations &amp; Outcomes</b>	<b>Due Dates</b>
<b>Week one:</b> August 16-22	<p>Review Syllabus and class requirements</p> <p>Read Chapters 1 &amp; 6 in textbook</p> <p>Review power point on the <i>Stages of Counseling</i></p> <p>Complete Introduction Forum-not graded</p> <p><b>Participate in the forum 1:</b> What has attracted you to the counseling profession? What attributes do you think make an effective counselor?</p> <p><b>Complete Video Reaction form (1):</b> Basics of Counseling video</p> <p>Article Critique for History of Counseling due</p>	This week's assignments are due: Sunday 11:55 pm
<b>Week two:</b> Aug 23-29	<p>Read Chapters 3 &amp; 5 in text</p> <p>Review Handouts on the ACA Code of Ethics (2005) and Ethical Decision-Making</p> <p>Read the four Ethical Dilemmas scenarios and <b>choose One to complete the Ethics Activity</b></p> <p>Article Critique for ethical issues due</p>	This week's assignments are due: Sun at 11:55 pm
<b>Week three:</b> Aug. 30-Sept 5	<p>Read Chapters 4 &amp; 7 in text (review chapter 3)</p> <p><b>Participate in the forum 2:</b> What leads to counselor burnout? What are some things that mental health practitioners can do to prevent it? List 3 ethical codes that deal with counselor wellness.</p> <p><b>You can post to the forum or participate in a live forum with professor to discuss this topic. A zoom link is posted to on course.</b></p> <p>Resources: Counselor Self-Care Strategies &amp; Counselor Self-Care Signs and Symptoms</p> <p>Article Critique for Counseling theories /models /individual counseling due</p> <p><b>Activity Paper due: As Good As it Gets</b></p>	This week's assignments are due: Sun 11:55 pm

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**Week four:** Read Chapter 8 in text  
Sept 6-12

This week's assignments are due: Sun at 11:55 pm

Labor day  
9-6

Sept 6-Labor Day Holiday

**Participate in the forum 3:** What benefits can a person receive from group therapy that they may not receive from individual therapy?

Article Critique for group counseling due

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**Week five:** Read Chapter 14 & 15 in text  
Sept 13-19

This week's assignments are due: Sun at 11:55 pm

**Participate in Forum 4:** Mental Health vs Career Counseling

Article Critique for career counseling due

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**Week six:** Read Chapter 13 in text  
Sept 20-26

This week's assignments are due: Sun at 11:55 pm

Find and read an article about spirituality in counseling

**Participate in the forum 5:** Before you decided to become a counselor, what were your views of addictions and your perceptions of persons with addictions. Have your views changed? If so why or why not?

**You can post to the forum or participate in a live forum with professor to discuss this topic. A zoom link is on course**

Article Critique for addiction or spirituality in counseling due

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**Week seven** Read Chapter 9 in text  
Sept 27 –Oct 3

This week's assignments are due: Sun at 11:55 pm

Article Critique for Creative Approaches due

Review video on creative approaches and submit a Video Reaction Forms for *play therapy* or *art therapy* (**2 forms should be submitted**)

<b>Week eight:</b> Oct 4-10		This week's assignments are due: Sun at 11:55 pm
<b><u>Midterm: The Midterm will open on Friday Oct 8 and will close on Sunday Oct 10 at 11:55 pm.</u></b>		
<b>Week nine:</b> Oct 11-17	Read Chapters 10 & 11 in text  Participate in the forum: Counseling operates from a wellness model and not a medical model. What is your opinion about the issue of diagnosis?  Article Critique for Diagnosis or Assessment in counseling due	This week's assignments are due: Sun at 11:55 pm
<b>Week ten:</b> Oct 18-24	Read Chapter 18 in text  Review videos and complete a Video Reaction Form (3)  Review power point on School Counseling  Article Critique for School Counseling, Counseling Children and Adolescents, due	This week's assignments are due: Sun at 11:55 pm
<b>Week eleven:</b> Oct 25 to Oct 31  Fall Break Oct 29 to Nov 1	Read Chapters 12 & 15 in text Find and read an article pertaining to gerocounseling or counseling older adults  Article Critique for Mental Health Agencies or private practice or gerocounseling due	This week's assignments are due: Sun at 11:55 pm
<b>Week twelve:</b> Nov 1-7	Read Chapter 19 in text  Article Critique College Counseling due	This week's assignments are due: Sun at 11:55 pm
<b>Week thirteen:</b> Nov 8-14	Read Chapter 17 in text  <b>Participate in the forum 6:</b> Discuss the fundamental differences between traditional counseling theories and systems theory.  Article Critique for Family Counseling due	This week's assignments are due: Sun at 11:55 pm
<b>Week fourteen:</b>	Read Chapter 2 in text	This week's assignments are due: Sun at 11:55 pm

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Nov 15-21 Review power point on the tips and guidelines for counseling multicultural populations

Article Critique for multicultural counseling due

**Thanksgiving break Nov 24-26**

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**Week fifteen:**  
Nov – 22 to  
Dec 3

**ACA or LCA paper (or proof of membership)  
due Dec 3rd Noon**

**Documentation for counseling sessions due:  
Proof of counseling sessions Dec 3rd at Noon.**

**Review video on professional identity:**

<https://www.youtube.com/watch?v=e-64LagkCow>

Documentation of membership & counseling sessions or LCA (or a paper on your states counseling assoc.)  
Paper due

Dec Noon

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***Final Paper due Nov 30th Noon***

**Final Paper Due Nov 30 at 11:55 PM**  
(Professional Identity Paper 5-6 pages APA format double-spaced only font 12)

Format for paper can be found under “Resources”

**End of Course**

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## Other Policies and Procedures

**Attendance Policy :** This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

**Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

**Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

**Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

**Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentssuccess/](http://www.ulm.edu/studentssuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).

**Emergency Procedures:** (N/A for online courses.)

**Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

**Grading and emailing:** Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

**Late Policy:** No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

**Student Services :** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

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Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website :  
[www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

**The Marriage & Family Therapy and Counseling Clinic: 318-342-5678**

Remember that all services are offered free to students, and all are strictly confidential.

*If you have special needs that I need to be made aware of, you should contact me within the first two days of class.*

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)

**How to use Moodle:**

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

## KPI Assessment (Professional Identity Paper) COUN 5001 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

### Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	<b>Core</b>	
	<b>2.F.</b>	
history and philosophy of the counseling profession and its specialty areas	2.F.1.a	
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b	
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	
the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d	
professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f	
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g	
current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h	
technology's impact on the counseling profession	2.F.1.j	
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	

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self-care strategies appropriate to the counselor role	2.F.1.l
the role of counseling supervision in the profession	2.F.1.m
<b>CMHC</b>	
<b>5.C.</b>	
history and development of clinical mental health counseling	5.C.1.a
roles and settings of clinical mental health counselors	5.C.2.a
<b>School</b>	
<b>5.G.</b>	
history and development of school counseling	5.G.1.a
<b>Addiction</b>	
<b>5.A.</b>	
history and development of addiction counseling	5.A.1.a
roles and settings of addiction counselors	5.A.2.a
<b>Performance Level 1-5</b>	
<b>Average</b>	(i.e., total scores divided by number of requirements/standards)
<b>Percentage</b>	(i.e., an average performance level of 3.5 will be $3.5/5 = 70\%$ )
<b>Total Points</b>	(i.e., syllabus assigns 30 points to assignment – $70\% = 21$ points)

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