

Intro/Professional Counseling

COUN-5310

22/SR Section Temporary 01/18/2022 to 05/11/2022 Modified 11/28/2023

Meeting Times

Contact Information

Instructor:

Office Hours

Course Description

A study of professional standards, ethical guidelines, legal aspects of practice, standards of preparation for the profession, objectives of professional organizations, and the professional identity of persons providing direct counseling services. The ethical discussions include input from the profession, one's internal values, and Judeo-Christian influence. Terms Offered: Fall, Spring, alternating Long Winter, Online periodically.

Requisites

None.

Learner-Centered Outcomes

Student Learning Outcomes (Course): By the end of this course (COUN 5310) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Describe the historical and current perspectives of the counseling profession (II.F.1.a; II.F.1.b; II.F.1.c; II.F.1.d; V.C.1.a; V.C.2.c);	Exam questions

2.	Articulate an understanding of the process of developing a professional identity (II.F.1.f; II.F.1.g; II.F.1.h; II.F.5.f; V.C.2.a);	Discussion Board assignments; Interview project
3.	Distinguish various theories and approaches to counseling (II.F.5.a; II.F.8.b);	II.F.8.b); Exam questions; Interview project
4.	Recognize the legal and ethical issues related to the counseling profession (II.F.5.d; V.C.2.l);	Exam questions; Interview project
5.	Identify the role of consultation and supervision in the counseling profession (II.F.1.h; II.F.5.c);	Exam questions
6.	Demonstrate an understanding of the integration of a Christian worldview and the counseling profession.	Exam questions; Interview project

Materials

Counseling Today: Foundations of Professional Identity

- **Author:** Granello, D. H., & Young, M. E.
- **Publisher:** Pearson
- **Edition:** 2nd
- **ISBN:** 978-0-13-481642-5

Assignments

Requirements for Credit

Assignment	Weight / Points	Week Due	Details
2 Exams	100 pts each (200 pts)		
Interview	100 pts		
2 Research Article Review Papers	100 pts each (200 pts)		
Oral Presentation of 1 Article Review	100 pts		
Discussion Board Assignments	5 @ 50 pts each (250 pts)		

Assignment	Weight / Points	Week Due	Details
Journal Entries	5 @ 30 pts each (150 pts)		
Total	1000 pts		

Types of evaluations and related weights

Requirements for Credit

Reading: The student will be expected to read the text assigned each week prior to the class when it is to be discussed.

Participation in classroom discussions, online discussion boards, online journal entries, chapter quizzes and selected activities is critical to understanding and application of the material.

Exams: Two exams will be administered during the semester: one at the midpoint of the semester, and the other will be the final exam.

Interview: Each student must complete one interview during the semester. The student must select a person who engages in counseling and is a licensed therapist (LPC, LMFT, LMSW, etc.). Each report must be typed (12-point font) and contain *at least* the following information:

- Name, date of visit, educational history and licensure of the professional
- Type of practice (hospital, agency, group practice, private practice, or some hybrid type)
- Population served and mean number of clients seen per week/month, etc.
- Method of payment for services
- Sample questions:
 - With which theory or model do you most closely identify?
 - In what ways does your faith influence your counseling?
 - What must a client do in order to change?
 - What particular boundary issues (between you and the clients) have arisen in your practice and what steps did you take to deal with these issues?
 - What are the most stressful types of clients you have worked with as a counselor?
 - What difficulties have you encountered with managed care (if applicable), and how did you deal with those difficulties?
 - How do you determine when to refer a client to another counselor?
 - How have ethical issues impacted you in your profession?
 - What advice would you give to beginning counselors?
- Any additional lessons learned from the visit.

Reports should be approximately 6 to 8 pages.

Article Review Paper and Presentation: Each student will write two papers reviewing two current research/journal articles related to any of the topics to be discussed in class (see text for basic listing). The journal *articles* must be at least 8-10 pages in length and from a scholarly source (the DBU library contains many appropriate online databases). The following review format is required:

- Summarize the general contents of the articles in 2-3 paragraphs.
- Describe what new knowledge was gained from the articles in 2-3 paragraphs.
- Denote what you *agree* and *disagree* with regarding the content of the articles. Be sure to explain *why* you disagree.
- The papers should be 4-5 pages in length.
- Suggest how you can specifically use this new information and how it practically changes the way a therapist would go about providing therapy.
- At the end of the papers, document the article reference information using APA style

Each student will present one of his/her papers to the class. Presentations should be limited to five minutes and include the information listed above.

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations

for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

Schedule

All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Sessions 1 & 2	Intro to Counseling; Chapter 1: Who Are Counselors? Chapter 2: What do Counselors Do?	Introduction and Syllabus Review; Read Chapters 1 & 2 of text and online lectures for sessions 1 & 2. Complete the discussion board and journal assignments for session #1 by midnight. There is no discussion board or journal assignments for session #2.
Session 3	Chapter 3: Counselor Training and Regulation of Profession	Read Chapter 3 of text; Sign up for Presentations
Session 4	Chapters 4 & 5: Counselor Development, Getting the Most from Graduate School	Read Chapters 4 & 5 of text; Discussion Board and Journal Entry for session 4
Session 5	Chapter 6: Use of Theories	Read Chapter 6 of text; Presentations
Session 6 Online	Chapter 7: Use of Research	Read Chapter 7 of text; Research Article Review Paper #1 due by Feb 27th. Discussion Board and Journal Entry for session 6.

When	Topic	Notes
Session 7	Chapters 8 & 9 - What Happens in a Counseling Session? Where Does Counseling Take Place?	Read Chapters 8 & 9 of text; Presentations
SPRING BREAK		No assignments due.
Session 8		Mid-Term Exam due by midnight.
Session 9	Presentations; Chapter 10: How Do Counselors Work in a Diverse Society?	Read Chapter 10 of text; Presentations; Interview Paper due at the beginning of class.
Session 10	Chapter 11: How Do Counselors Collect and use Assessment Information?	Read Chapter 11 of text; Discussion Board and Journal Entry for session 10.
Session 11	Presentations; Chapter 12: How Do Counselors Make Legal and Ethical Decisions?	Read Chapter 12 of text; Presentations
Session 12	Chapter 12 (cont.) How Do Counselors Make Legal and Ethical Decisions?	Review Chapter 12 of text. Discussion Board and Journal Entry for session 12.
Session 13	Presentations; Chapter 13: How Do Counselors Maintain Their Personal Wellness?	Read Chapter 13 of text; Presentations

When	Topic	Notes
Session 14	Consultation and Supervision in Counseling	Read the online lecture for session #14. Research Article Review Paper #2 due by attachment through Blackboard Email.
Session 15	Chapter 14: Counseling Tomorrow; Finishing Up	Read Chapter 14 of text; Presentations (if needed)
Session 16	Final Exam	Final Exam due midnight

DISCUSSION BOARDS WILL BE GRADED ACCORDING TO THE FOLLOWING 50 pt. RUBRIC:

Assessed Element	Exceeds Expectations	Meets Expectations	Below Expectations
Initial Post Up to 10 points	First post is submitted by midnight, the 3rd day of the assigned session. Word count is between 320-350 words. (10 points)	First post is submitted on time. Word count is between 300-319 words in length. (5-9 points)	First post is not submitted or is submitted late. Word count is less than 300 words. (0 point)
Reply Posts Up to 10 points	Replies to at least two classmates' initial posts are submitted on time throughout the session and before the deadline for that session. Word count is between 170- 200 words. (10 points)	Replies are submitted by the deadline for that week. Word count is between 150-169 words. (5-9 points)	Replies are not submitted, or they are late. (0 point)

<p>Integration of Reading</p> <p>Text and Scholarly Journals</p> <p>Up to 10 points</p>	<p>Student demonstrates clear integration of the textbook and a minimum of two (2) scholarly journals.</p> <p>Comments are thoughtful, reflective, and respectful of classmates' postings. (10 points)</p>	<p>Student demonstrates some integration of the textbook and a minimum of one (1) scholarly journal. Comments are reflective, and respectful of classmates' postings.</p> <p>(5-9 points)</p>	<p>Student does not integrate content with the textbook and/or does not cite scholarly journals or textbook. Comments are not reflective. Responds, but with minimum effort. (e.g. "I agree with John"). Comments are disrespectful to classmates' postings. (0 to 4 points)</p>
<p>Quality of Post with Critical Thinking</p> <p>Up to 10 points</p>	<p>Student demonstrates succinct analysis of the readings. Student applies relevant readings to the topic.</p> <p>Response goes beyond simply addressing the topic. Student attempts to stimulate further thought & discussion. (10 points)</p>	<p>Student demonstrates basic analysis and reflection. Response addresses the topic but does not stimulate further thought and discussion. (5-9 points)</p>	<p>Student does not demonstrate analysis of the readings. Responses do not address the topic. (0 to 4 points)</p>

<p>APA style, Grammar, Spelling, References</p> <p>Up to 10 points</p>	<p>Content follows APA style for grammar, spelling, and syntax. All references are cited appropriately. (10 points)</p>	<p>Content follows APA style for grammar, spelling, and syntax, but with some errors. Reference(s) are cited inappropriately. (5-9 points)</p>	<p>Content does not follow APA style for grammar, spelling, and syntax. Post contains multiple errors. No references are cited. (0 to 4 points)</p>
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