

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

**Contact Information**

**Instructor: Dr. Yolanda Dupre**  
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**Office Hours: By appointment**  
**Prefer**

## **Course Objectives**

## **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) -

- 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**

Week/Dates	Student Expectations & Outcomes	Due Dates
<b>Week one:</b> August 16-22	Review Syllabus and class requirements  Read Chapters 1 & 6 in textbook  Review power point on the <i>Stages of Counseling</i>  Complete Introduction Forum-not graded . <b>Participate in the forum 1:</b> What has attracted you to the counseling profession? What attributes do you think make an effective counselor?   <b>Complete Video Reaction form (1):</b> Basics of Counseling video   Article Critique for History of Counseling due	

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**Week four:** Read Chapter 8 in text

Sept 6-12

Sept 6-Labor Day Holiday

Labor day

9-6

**Participate in the forum 3:** What benefits can a 291.38 1.

<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

Syllabus content and schedule subject to change





## **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

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

## **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**

