



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

**Contact Information**

**Instructor: Dr. Poppy Moon**

**Email Address: moon@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 Content, Objective, CACREP Standards, and KPI**

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**Content Areas**

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**This course is designed to enable the student to:**

- Understand the history and philosophy of the counseling profession and its specialized practice areas,
  - Identify the multiple professional roles and functions of counselors across various practice areas,
  - Learn about professional counseling organizations, including membership benefits, activities, services, and current issues,
  - Develop self-care, self-awareness, and self-evaluation strategies for ethical and
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effective practice.

- Examine personal and professional reasons for choosing to pursue a career as a counselor

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## Objectives

### Program Objective related to CACREP Core 3.A

Students will demonstrate *content* knowledge related to the CACREP Core concentration that will be measured at two points in time with a success rate of 70% or higher. In this course, our Key Performance Indicator Assignment (KPI #1) is the Professional Identity Paper and it will measure the standard 3.A – Professional Counseling Orientation and Ethical Practice

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## CACREP Standards

From the objectives above, students will learn the following

CACREP standards and will be evaluated for the KPI #1 for the Core Standards 3.A.

### Standards

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	Core
history and philosophy of the counseling profession and its specialized practice areas	3.A.1
the multiple professional roles and functions of counselors across specialized practice areas	3.A.2
professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6
self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11

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## **Instructional Methods**

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, assigned readings, interactive discussion, journal critiques, ethical dilemmas, and a final paper.

## **Class Policies and Procedures**

### **Required Textbooks**

Capuzzi, David & Gross, Douglas (2020). *Introduction to the counseling profession* (8th Ed.) Pearson.

### **Technology for the Class**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, the ULM Library, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

Students are encouraged to utilize the [ULM Library's Counseling Subject Guide](#). This site provides information on researching articles and databases, locating ebooks, and finding relevant websites.

Students are responsible for checking Canvas regularly for course information, syllabi, supplemental materials, additional handouts, required readings, and all class lessons.

## **Student Performance Evaluation: Criteria and Procedures**

### **Course Assignments**

**About Me** (0 pts) – Tell me about yourself!

**Participation** (20 x 10 posts = 200 pts): Students will post a response (10 pts) to a scenario in 10 Weekly Discussion Boards. They will respond to two classmate's posts. Please make your discussion post by the end of the week, so your peers have time to respond. At 11:59 pm on the due date, the discussion board will close and cannot be reopened.

**Professional Association Membership Paper** (100 pts):

Students will research and write a three-page paper on one of the divisions within the ACA, focusing on the organization's history, mission, and other relevant aspects.

**Counseling Session** (200 pts): Students will attend five counseling sessions. Students must attend all five sessions to earn the points for this assignment, no partial credit will be given. If the student is currently in counseling, they may use this as their experience.

**Professional Identity Paper - KPI** (300 pts) - The purpose of the professional identity paper is to help students reflect upon their developing identity as a clinical mental health, school, and/or addiction counselor.

Along with the assignments above, in this course you will choose from two options. Option 1 includes 2 journal article critiques, an ethical dilemma case study, and a midterm exam. Option 2 involves joining a professional organization and completing engagement opportunities.

Choose your option at the beginning of the semester during Week 1.

**OPTION 1: Journal Article Critiques, Ethical Dilemma Case Study, Midterm Exam** (200 pts)

**Journal Article Critiques** (25 pts x 2=50) – Critique of two journal articles related to topics we cover in this course.

**Ethical Dilemma Case Study (75 pts):** Students will read the cases provided and select one. Students will reflect upon any ethical issues that exist, find ACA codes that apply, and write a two-page double spaced paper regarding what you would do in this ethical dilemma. Students will list all the ACA ethical codes that apply to the case and why the codes apply; use the codes that both directly and indirectly apply.

**Midterm Exam (75 pts)** – The midterm covers information covered in the first half of the course.

**OPTION 2: Professional Association Engagement Opportunities (200 pts)**

**Join a Professional Organization:** Join the American Counseling Association or the American School Counseling Association with a student membership.

**Professional Engagement:** This option requires 4 professional engagement opportunities of your choice hosted by ACA or ASCA, which include webinars/virtual conferences/or in-person conferences. After each event, students will write a reflection paper discussing what you learned and how it relates to their professional growth.

**Extra Credit Opportunity (10 pts)** – To receive 10 pts for any assignment, check out the ACA and ASCA opportunity instructions in Canvas.

**Assignment Points & Percentages**

	Points	Percentages
Participation	200	20%
Professional Association Membership Paper	100	10%
Option 1 or Option 2	200	20%
Counseling Sessions	200	10%

Professional Identity Paper	300	40%
1,000-point Total		100%

### Evaluation and Grade Assignment

Grades for each assignment and the cumulative grade will be assigned as follows:

- A = 100-90%
- B = 89 – 80%
- C = 79 –70%
- D = 69 – 60%
- F = 59-0%

### Course Schedule

Assignments are due at 11:59 pm on the due date. Note: Assignments are not due in order. I am assigning them early to give you time to complete them. Be sure you check the course calendar to see when the dates fall.

Date	Topics for the Week	Readings/Lectures/Multimedia	Assignments are due at 11:59 pm on the date	CACREP Standards
Week 1 8/27-9/1	Historical Perspectives of Counseling	Capuzzi 1 & 6 Leaders & Legacies Historical Perspectives Lecture Professional Identity Lecture	About Me Sheet (9/1)  About Me Video Discussion Board #1 Post (9/4)  Selection of Option 1 or Option 2 (9/4)	3.A.1
Week 2 9/2 – 9/8	Counseling Ethics/Technology in Counseling	Capuzzi 3 & 5 ACA Code of Ethics (2014) and Ethical Decision Making	Option 1: Ethical Dilemma Case Study (9/11)	

		AMHCA Code of Ethics ASCA Ethics NBCC Ethics Ethics within Counseling Ethical Dilemmas in School Counseling Technology in Telehealth	Option 2: Professional Engagement Opportunity #1 (9/11) Discussion Board # 2 Post (9/11)	
Week 3 9/9-9/15	Individual Counseling & Self Care	Capuzzi 4 & 6 Self-Care Strategies	Professional Association Membership Paper (9/22) Discussion Board # 3 Post (9/18)	3.A.6 3.A.11
Week 4 9/16-9/22	Group Counseling	Capuzzi 8 Group Psychotherapy Group Introduction Group Counseling PPT	Option 1: Journal Article Critique #1 (9/29) Discussion Board #4 Post (9/25)	
Week 5 9/23-9/29	Career & Mental Health Counseling	Capuzzi 14 & 15 A Long Evolution of the CMHC Career Counseling	Option 2: Professional Engagement Opportunity #2 (10/6) Discussion Board #5 Post (10/2)	3.A.1 3.A.2

<p>Week 6</p> <p>9/30-10/6</p>	<p>Addictions Counseling</p>	<p>Capuzzi 13</p> <p>Assessing for Addictive Disorders</p> <p>Interview with an Addictions Counselor</p>	<p>Midterm Exam – for Option 1 ONLY (10/6)</p> <p>Discussion Board #6 Post (10/9)</p>	<p>3.A.1</p> <p>3.A.2</p>
<p>Week 7</p> <p>10/7-10/13</p>	<p>Creative Approaches in Counseling</p>	<p>Capuzzi 9</p> <p>Creative Approaches to Counseling</p> <p>Intro to Play and Play Therapy</p> <p>Introducing Andrew</p> <p>Introduction to Play for Parents</p> <p>Free Intro to Art Therapy</p> <p>Intro to Music Therapy</p> <p>Therapy Technique: Sand Tray</p> <p>Intro to Dance/Movement Therapy</p>	<p>Option 1: Journal Article Critique #2 (10/16)</p> <p>Discussion Board #7 Post (10/16)</p>	<p>3.A.2</p>
<p>Week 8</p> <p>10/14-10/20</p>	<p>Assessment &amp; Diagnosis in Counseling</p>	<p>Capuzzi 10 &amp; 11</p> <p>Assessment in Counseling</p> <p>Diagnosis in Counseling</p>	<p>Discussion Board #8 Post - Dr. Freud's Diagnosis Board (10/24)</p>	
<p>Week 9</p> <p>10/21-10/27</p>	<p>School Counseling</p>	<p>Capuzzi 18</p> <p>School Counseling Overview</p>	<p>Option 2: Professional Engagement</p>	



			Opportunity #3 (11/3)	
			Discussion Board #9 Post (10/30)	
Week 10 10/28- 11/3	Crisis & Disaster Counseling	Capuzzi 12 Crisis Counseling with Dr. Dobson	Discussion Board #10 Post (11/6)	
Week 11 11/4- 11/10	College Counseling	Capuzzi 19	Option 2: Professional Engagement Opportunity #4 (11/17)	3.A.1 3.A.2
Week 12 11/11- 11/17	Marriage, Couples, & Family Counseling	Capuzzi 17 Faculty Spotlight on Marriage, Couples, & Family	Professional Identity Paper (11/26)	3.A.1 3.A.2
Week 13 11/18- 11/24	Multicultural Counseling	Capuzzi 2	Proof of Counseling Sessions (12/2)	
11/25- 12/1		Turkey Time – Gobble Gobble		
Week 14 12/2- 12/8	Wrapping Up the Semester	Resources for future national exams (ex. NCE, Praxis, ect.)	Extra Credit (12/2)	

This syllabus is dynamic and may be modified during the term. Students should regularly check emails and Canvas for updates and announcements regarding course content and scheduling adjustments.

## **KPI Assessment: Professional Identity Paper**

The KPI assessment in this class is the Professional Identity Paper. It is rated in your Tevera account.

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

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

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

3 pts = Basic: Understanding of concepts/skills evident

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

1 pt = 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 2024 CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
history and philosophy of the counseling profession and its specialized practice areas	3.A.1	
the multiple professional roles and functions of counselors across specialized practice areas	3.A.2	
professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6	
self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11	

## **Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building a faculty, staff, and student body that reflects these cultural values.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

*If you have accommodations your professor needs to be aware of, contact them within the first two days of class.*

**Special circumstances.** If you encounter any unforeseen circumstances during the semester that may affect your performance (e.g., physical, or mental illness, family emergency), please let your professor know within 7 days so we can discuss possible accommodations or alternative

arrangements. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## **Other Policies and Procedures**

**Attendance Policy :** This is an online class. Students must note the due dates for assignments in Canvas. Students are required to check their ULM e-mails daily.

**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. ULM Counselor Education professors 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:** Instructors 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.

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

**Counselor Education Late Policy Notice** – If you have an issue that is keeping you from completing work, please notify me within one week. I am willing to work with students who need assistance, however I cannot make accommodations if a student does not notify me in a timely manner. If I am not notified within one week, the regular late policy will apply.

**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:

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)

ULM'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:

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.

### **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)