

Intro/Professional Counseling

COUN-5310

25/FA Section AN02 08/25/2025 to 12/18/2025 Modified 08/07/2025

Meeting Times

08/25/25 - 12/18/25 Internet

Contact Information

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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

No additional supplemental materials are required

Deliverables

METHODS OF INSTRUCTION:

Lectures, online discussions, journal entries, quizzes, exams, interview with offsite mental health professional, article reviews

Assignments

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

Discussion Board Topics: State your opinion to the five discussion topics presented in sessions 1, 2, 4, 9, & 15 (5 @ 20 pts each = 100 pts Respond to the postings of at least two other students.

Journal Entries: Post your reflection on the statements listed in sessions 3, 4, 10, 11, & 12 (5 @ 20pts each = 100 pts. These are to be your thoughts and beliefs on each topic.

Chapter Review Quizzes: Complete the chapter review quiz for each chapter. 15 quizzes for 300 points

Exams: Two exams will be administered during the semester: one at the midpoint of the semester, and the other will be the final exam. (200 points total)

Interview: (100 pts) 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, psychologist, 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.

Research Article Review Papers: Each student will write two papers reviewing two current research/journal articles. Possible topics are listed below. 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

Possible topics may include:

- How artificial intelligence (AI) can help with administrative, back-office tasks, assessments
- How AI is impacting the counseling field
- Online counseling effectiveness
- Technology integration in counseling
- Burnout prevention in counselors
- Teletherapy benefits and challenges
- Societal stigma and mental health counseling
- Cultural perspectives on mental health counseling
- Mental health in marginalized communities
- Community based mental health interventions
- Loneliness and mental well being
- Culture and eating disorder counseling
- Family dynamics and adolescent mental health counseling
- Mental health disparities in marginalized groups
- Digital mental health interventions
- Trauma informed care and counseling

When selecting an article, ask yourself if it's relevant and if it's timely.

100 points each

Use of Artificial Intelligence tool in your Research Article Review papers

DBU Policy on restricted use of GenAI: "This course recognizes the potential benefits of Generative AI (GenAI) with certain assignments or in certain circumstances, but students should only use it as directed. If the instructions for a particular assignment prohibit the use of GenAI, students should not use GenAI for that task. When utilizing GenAI is allowed on an assignment, students should keep a detailed record of what tools they utilized, prompts associated with their work, and all outcomes or results. Students should be prepared to discuss their use of AI and produce documentation of their use for their professor as requested. Students who are found to have utilized GenAI on any unauthorized assignment component in whole or in part may be subject to academic misconduct procedures or outcomes as stated in the University Catalog. Students who have questions or are confused about what might constitute AI use are strongly encouraged to discuss these guidelines with the professor."

Note: Do not use an AI tool to write your paper, but if you use an AI tool such as chatGPT to find information, please include a final page to your papers explaining which tool you used and how you incorporated the material used into your paper.

Requirements for Credit

Methods of Instruction

Online class discussions, online lectures, review of peer-review journal articles, chapter review quizzes

Assignment	Weight / Points	Date Due	Details
2 Exams	100 pts each (200 pts)	10/26 & 12/14	
Interview Paper	100 pts	11/2	
Research Article #1 Research Article #2	100 pts each (200 pts)	Art 1 due Sep 28 Art 2 due Nov 16	
Discussion Board Assignments	5 for 100 points total		
Journal Entries	5 for 100 points total		
Chapter Quizzes	15 for 300 points		
Total	1000 pts		

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

Attendance in class is considered a necessary factor in the learning process. Students are expected to attend and participate in class. For traditional courses, absences must be kept to a minimum and should not exceed 25 percent of the total class time. Exceeding this threshold may result in the

student failing the course. The policy concerning class attendance for non-traditional courses (such as seminars, CPs, or other guided learning experiences) will be determined by the faculty member.

Faculty will provide students an opportunity to complete work missed because of absences for required, University-sanctioned events. Students participating in University-sanctioned events must notify the professor in writing at least one week in advance. The professor may decide when and how the work will be completed or will otherwise adjust the grading to ensure that the student is not penalized for the absence, provided that the student has properly notified the instructor.

NOTES:

- Per the athletic attendance policy, student-athletes may not miss class for any reason other than university-excused, athletic-related competition or severe illness/catastrophic injury.
- Students who register during Late Registration are responsible for work missed, and these absences do not count toward the 25 percent student absence policy.
- 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.
- Students must consult the course syllabus for further clarification of attendance requirements for each of their courses. Students are required to adhere to the attendance and make-up policies set by the faculty member in compliance with the University Attendance Policy.

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](https://dbu.blackboard.com/bbcswebdav/xid-25795182_1) (https://dbu.blackboard.com/bbcswebdav/xid-25795182_1), 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.

Accelerated Graduate Placement and Bridge Programs

Some 4000-level courses offer students an opportunity to participate in DBU's Accelerated Graduate Placement (AGP) and Bridge Programs.

AGP: The content of AGP courses is similar to that taught in paired 5000-level courses, and eligible students enrolled in the 4000-level course have the opportunity to fulfill graduate-level learning outcomes and complete graduate-level assignments that can be applied for credit when they start their graduate program at DBU. Students interested in AGP credit should carefully consult the AGP <https://catalog.dbu.edu/undergrad/agp/agp> (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.dbu.edu%2Fundergrad%2Fagp%2Fagp&data=05%7C02%7Ccarol%40dbu.edu%7C4ea19e86139b48905fa208dc4dd0d8b7%7C5faad9d5803d4f86b0a9b9918b9f19a3%7C0%7C0%7C638470806593056316%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ikl1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=7wMf%2FS%2Fpc6GVQdQvEO3hfbGF2F0Fe0R8yE8cz2XzPPU%3D&reserved=0>) pages in the catalog for requirements and conditions and should consult with their advisors and professors for additional information.

Bridge: Courses identified as Bridge eligible allow students to begin the Master of Arts in Professional Counseling or Master of Arts in Psychology program while still completing their undergraduate Psychology program. Students interested in one of these two graduate degrees should consult the Bridge <https://catalog.dbu.edu/undergrad/bridge/psycbridge> (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.dbu.edu%2Fundergrad%2Fbridge%2Fpsycbridge&data=05%7C02%7Ccarol%40dbu.edu%7C4ea19e86139b48905fa208dc4dd0d8b7%7C5faad9d5803d4f86b0a9b9918b9f19a3%7C0%7C0%7C638470806593068858%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAilCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=wTFVJomtgco2C0tVrRPSIFKoHFbcpFca21BxU8wd0dw%3D&reserved=0>) pages in the catalog for requirements and conditions and should consult with their advisors for additional information.

Schedule

When	Topic	Notes
Session #1 08/25-08/31	Intro to Counseling; Chapter 1: Who Are Counselors?	Introduction and Syllabus Review; Read Chapter 1 of text. Participate in Discussion Board <i>Introduction</i> by August 31
Session #2 09/01-09/07	Chapter 2: What do Counselors Do?	Read Chapter 2 of the text and the online lecture for Session #2. Participate in Discussion Board <i>Counselor's Role</i> by Sep 7th
Session #3 09/08-09/14	Chapter 3: Counselor Training and Regulation of Profession	Read Chapter 3 of text;
Session #4 09/15-09/21	Chapters 4 & 5: Counselor Development, Getting the Most from Graduate School	Read Chapters 4 & 5 of text and online lecture. Participate in Discussion Board <i>Are Counselors Born or Made?</i> by September 21 Chapter Quiz

When	Topic	Notes
Session #5 09/22-09/28	Chapter 6: Use of Theories	Read Chapter 6 of text and online lecture. Research Article Review Paper #1 due September 28
Session #6 09/29-10/05	Chapter 7: Use of Research	Read Chapter 7 of text;
FALL BREAK 10/06-10/12	NO CLASSES	
Session #7 10/13-10/19	Chapters 8 & 9 - What Happens in a Counseling Session? Where Does Counseling Take Place?	Read Chapters 8 & 9 of text
Session #8 10/20-10/26	Mid-Term Exam	Mid-Term Exam due by 11:59pm, Oct 26
Session #9 10/27-11/02	Chapter 10: How Do Counselors Work in a Diverse Society?	Read Chapter 10 of text; Interview Paper due Nov 2 Participate in the Discussion Board <i>Multicultural Competency</i> by Nov 2
Session #10 11/03-11/09	Chapter 11: How Do Counselors Collect and use Assessment Information?	Read Chapter 11 of text and the online lecture for Session #10.

When	Topic	Notes
Session #11 11/10-11/16	Chapter 12: How Do Counselors Make Legal and Ethical Decisions?	Read Chapter 12 of text and online lecture. Research Article Review Paper #2 due Nov 16th
Sessions #12 & #13 11/17-11/26	Chapter 12 (cont.) How Do Counselors Make Legal and Ethical Decisions? Chapter 13: How Do Counselors Maintain Their Personal Wellness?	Review Chapter 12 of text; Read Chapter 13 of text.
Sessions #14 & #15 11/27-12/7	Consultation and Supervision in Counseling; Read online lecture for session #14 Chapter 14: Counseling Tomorrow; Finishing Up	Read online lecture for Session #14 on Consultation and Supervision. Read Chapter 14 of text and online lecture for Session #15. Participate in the Discussion Board <i>Ethical Issues & Technology-Assisted Counseling</i> by Dec 7
Session #16 12/8-12/14	Final Exam	Final Exam due midnight, Sunday, December 14

Course calendar and related activities

Discussion boards will be graded according to the following 50-point rubric (read through entire rubric prior to writing the initial post).

Assessed Element	Exceeds Expectations	Meets Expectations	Below Expectations
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Initial Post Up to 10 points	First post is submitted between Monday and Wednesday of the assigned week. Word count is between 320-350 words.	First post is submitted on Wednesday of the assigned week. Word count is between 300- 319 words in length.	First post is not submitted or is submitted late. Word count is less than 300 words.
Reply Posts Up to 10 points	Replies to at least two classmates' initial posts are submitted on time throughout the week and before the Sunday deadline of that week. Word count is between 170-200 words.	Replies are submitted by the Sunday deadline of that week. Word count is between 150-169 words.	Replies are not submitted, or they are late.
Integration of Reading Text and Scholarly Journals Up to 10 points	Student demonstrates clear integration of the textbook and a minimum of two (2) scholarly journals. Comments are thoughtful, reflective, and respectful of classmates' postings.	Student demonstrates some integration of the textbook and a minimum of one (1) scholarly journal. Comments are reflective, and respectful of classmates' postings.	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.

Quality of Post with Critical Thinking Up to 15 points	Student demonstrates succinct analysis of the readings. Student applies relevant readings to the topic. Response goes beyond simply addressing the topic. Student attempts to stimulate further thought & discussion.	Student demonstrates basic analysis and reflection. Response addresses the topic but does not stimulate further thought and discussion.	Student does not demonstrate analysis of the readings. Responses do not address the topic.
APA style, Grammar, Spelling, References Up to 5 points	Content follows APA style for grammar, spelling, and syntax. All references are cited appropriately.	Content follows APA style for grammar, spelling, and syntax, but with some errors. Reference(s) are cited inappropriately.	Content does not follow APA style for grammar, spelling, and syntax. Post contains multiple errors. No references are cited.