

**SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES**

**COUN 6110 Introduction to Professional Counseling**  
**Professional Counseling Program**  
**Middle Tennessee State University**



Course Description: An introductory study of the counseling profession. Information is provided about the basic educational, historical, philosophical and psychological foundations of counseling as well as specific traits and skills of professional counselors. The course is also designed to provide beginning level concepts and skills required for certification and licensure.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

Martin, M. E. (2011). *Introduction to human services: Through the eyes of practice settings*. Boston, MA: Pearson.

**Objectives:**

- ◆ to demonstrate an understanding of historical and philosophical foundations of the counseling profession
- ◆ to examine the ethical codes that govern the counseling profession
- ◆ to gain exposure to professional organizations related to the counseling profession
- ◆ to become familiar with the various roles and functions of a counselor
- ◆ to develop an understanding of program evaluation and assessment in counseling
- ◆ to gain an understanding of models of consultation related to counseling

<b>Evaluation</b>	
Class Attendance	50 points
Participation/Weekly Assignments	200 points
Quizzes	400 points
Final Examination	100 points
Research Paper	250 points
Presentation	150 points
Counseling Portfolio	250 points
<b>TOTAL POINTS</b>	<b>1400 POINTS</b>

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## Grading Scale

Grade	Percentage	Points	Evaluation based on points earned.
A	100-90%	1000 – 900	Mastery of content/concepts
B	89%-80%	899 - 800	Good understanding of material
C	79%-70%	799 – 700	Rather basic understanding, work is needed to perform appropriately and at a professional level
D	69%-60%	699 – 600	Limited understanding, significant work is needed to perform appropriately and at a professional level
F	< 60	599 and below	Measured performance indicates material was not adequately understood



## Assignments

### 1. Class Attendance

All students are expected to attend class regularly and to participate fully in exercises, activities, and assignments. This class is defined by MTSU as a hybrid course, which means we can meet class up to 15 hours. Please see the tentative schedule at the end of this syllabus for class dates. We will meet during our regularly scheduled course time. Because of this hybrid schedule, it is particularly important to attend class in order to prepare you for your exam and projects. Any absences should be discussed in advance with the instructor. After **ONE (1)** absence (either excused or unexcused), you will begin to lose points. Two (2) late arrivals will be equivalent to one (1) absence. **NO EXCEPTIONS!**

### 2. Participation

Students will be required to participate in activities throughout the course that will be submitted via the Dropbox on Desire2Learn. Weekly assignments include internet activities and discussion boards. **Assignments that are emailed to me will not be accepted.**

- **Internet activities** should be submitted via Desire2Learn using the appropriate Dropbox on the designated due dates. Internet activities can be found under 'Content' then 'Internet Activities' and D2L. Please see the tentative schedule to determine when these activities are due. **All activities MUST be completed. You will not be able to choose the activity you will complete if there are multiple activities presented.**
- **Discussion Board** activities will be evaluated based on the following: Students are expected to make at least two postings per discussion board prior to the due date after reading or viewing the assigned materials for the week. Students may use this forum to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation. Quality of Participation will be based on the following:
  - originality of posting
  - understanding of the material
  - length and depth of postings

**Postings that simply agree with a previous posting, offer no additional information or thoughts, and demonstrate no in depth understanding of the information will receive no points.**

### 3. Examination

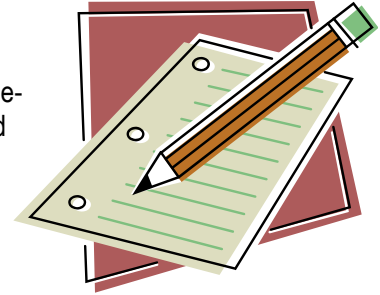
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There will be four (4) quizzes and one (1) final examination during the semester. These exams will be multiple choice with occasional discussion questions. The exams will be given online using Desire2Learn and will be based on the readings, lectures, and activities completed to that date.

## 4. Research Paper

All students will be required to submit a scholarly paper on a specific topic related to the counseling profession. Research papers must be written in APA style (6<sup>th</sup> edition), double-spaced, well organized (with headings and subheadings as appropriate), referenced, and indicate clarity of thought. Papers should be a minimum of 8 pages (not including your reference pages), and have a minimum of 10 references, only 3 of which may be websites. Students may visit <http://www.apa.org/journals/faq.html> for additional information on APA style. In addition, students may utilize the MTSU Writing Lab for assistance in preparing their papers. More information will be provided on D2L.



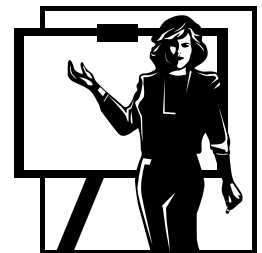
This paper must be prepared for this course. In other words, you may not submit the same paper you have written for another course you are taking. If you believe that your topics are similar, and may meet the requirements for both courses, you may use the same topic. If you choose to use the same topic, you MUST clear it with BOTH instructors first. However, the papers submitted MUST NOT be the same. Any violation of this policy will be considered plagiarism, will result in a grade of zero for the assignment, and will be reported.

All papers should include the following sections:

Introduction  
Review of Relevant Literature  
Implications for Counselors  
Conclusions

## 5. Presentation

All students will be required to make a brief presentation on the specific topic of the research paper. The presentation should include a PowerPoint presentation which will be used as you share information with the class. In addition, presentations should also include a brief handout of the topic to be given to classmates. Presentations will be graded on quality of presentation, content, and style of presentation. More information will be provided in class.



## 6. Counseling Portfolio

Students will be required to develop a counseling portfolio. This portfolio should contain the following sections and information:

- a. Personal Counseling Plan: This project is designed to prepare the student for future employment as a counselor. The plan should include the following:
  - Resume
  - Goals/plans for masters program
  - Skills and talents helpful in becoming a counselor
  - Strengths and weaknesses related to becoming a counselor



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- A description of the population(s) the student would like work with
  - Relevant training sessions and/or workshops
  - Certifications or specialty areas
- b. Counselor Interviews: Interview with a two (2) counselors who are employed in a school or agency setting. The interview should include the following
- description of work and work settings
  - personal history within counseling field
  - education, licensure and certifications within specialty areas
  - skills and personal qualities needed within specialty area
  - positive and negative aspects of specialty area
  - career path within specialty area
  - role that consultation and collaboration play in the job
  - personal reactions to interview and information
- c. School/Community Agency: Information about three (3) schools or community agencies. Each school/agency should be introduced in the portfolio with a brief typewritten summary of the school/agency completed by the student. This summary should include the mission and goal(s) of the school/agency, the population(s) served, the services provided, the current staff members, and overall functioning of the school/agency. Please include any brochures, handouts, or literature developed by the school or agency.
- d. Observation hours: For 6 hours, visit a minimum of two (2) school or community agency sites to observe a counselor or other mental health professional in action. Consider observing the following activities: (a) individual counseling sessions, (b) group counseling sessions, (c) class room guidance, (d) consultations, (e) staff meetings, (f) intakes, or (g) any other therapeutic activity if possible. You may approach from a team prospective (i.e., 2 people shadowing together). When choosing sites to observe, consider what population you would like to work with during your practicum and internship placements. This assignment is designed to help prepare you for choosing a site. If you are currently employed at a community agency, you may shadow a mental health professional at your site. If you are currently working in a school system, you can shadow the counselor at your school. Documentation for the portfolio should include a signed form (to be provided in class) by the mental health professional or school personnel you have shadowed. In addition, please write a 2 to 4 page, typed, APA style reflection paper on the experience.

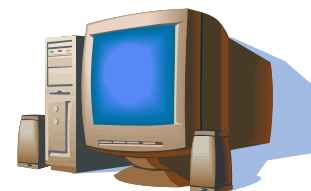
### **7. Technology Requirements/Computer Usage**

A reliable computer with a CD-ROM drive and Internet connection are necessary to successfully take an online or hybrid course. Students who do not have a computer may access their courses at the MTSU Walker Library (with an MTSU ID), MTSU open computer labs (see <http://www.mtsu.edu/infotech/> for links to hours of operation) or at a local public library (Note: Some public libraries block certain web addresses; student should verify with the library's IT support if unable to access.)

#### COMPUTER HARDWARE, SOFTWARE AND BROWSER REQUIREMENTS FOR TAKING ONLINE AND HYBRID COURSES

##### Minimum System Requirements for PC Users:

- Pentium III or better
- 32 Megabytes of RAM or better



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- Windows ME (or higher)
- Browsers:
  - Internet Explorer - Windows: 6.0 SP2 or higher
  - Netscape Communicator - Windows: 7.1 or higher*Note: PipelineMT does not support AOL, Safari or other browsers*
- Communications software (which allows communication between your computer and your modem)
- A modem (56k or better)
- A dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)

### Minimum System Requirements for Mac Users:

- 604 PowerPC processor Preferably a G3 (iMac included) or G4 processor computer running Mac OS or OS X.1 or above;
- Internet browsers
  - Internet Explorer - MAC: 5.2.3 (OS X) or higher
  - Netscape Communicator - MAC 7.1 or higher for OS X*Note: PipelineMT does not support AOL, Safari or other browsers*
- A minimum of 64 MB RAM, preferably 128 with at least 25 MB assigned to your browser. (If you need assistance in adjusting memory please refer to your Apple Help file searching under the header Memory - Adjusting your memory usage. Multiple applications should not be open while working in your browser within the Online Degree Program. This requires more RAM and will cause the browser to run very slowly.);
- Communications software (which permits communication between your computer and the modem);
- Modem (56K or better for best performance);
- Dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)

### Computer Software Requirements

Microsoft Word is generally recommended for completion of papers and assignments. Professors may, however, recommend specific software for certain courses. Please review your course syllabus for information about required software.

#### Browser Information

-Internet Explorer - Windows: 6.0 SP2 or higher; MAC: 5.2.3 (OS X) or higher  
-Netscape Communicator - Windows: 7.1 or higher; MAC 7.1 or higher for OS X  
*PipelineMT does not support AOL, Safari or other browsers*

Make certain that, whichever browser you choose, it is Java and JavaScript enabled. This usually requires checking a box or choosing this capacity in an options box under the tools or properties menu.

It is recommended that the "browser checker" utility be completed (in its entirety) prior to accessing Desire2Learn (D2L) for the first time. The browser checker is located on the upper toolbar of the course and is used to verify that all browser settings are correct.

Desire2Learn Help: Students are encouraged to visit MTSU's D2L Student Support page at <http://www.mtsu.edu/d2l/support/students/index.shtml> for more troubleshooting help.

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If you experience problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the MTSU Help Desk by calling (24/7) 1-615/898-5345, or by going to the website at your course web site tools, <http://www.mtsu.edu/~itdsupp/helpdesk/>.

### 8. Resources

MTSU has a variety of resources to help the student complete assignments:

- Libraries: [www.mtsu.edu/libraries](http://www.mtsu.edu/libraries).
- Walker Library's Distance Learning site: <http://ulibnet.mtsu.edu/distance>.
- University Writing Center: Peck Hall 325, 326; 904-8237; [www.mtsu.edu/~uwcenter](http://www.mtsu.edu/~uwcenter); uwcenter@mtsu.edu

The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, work with students to develop the skills necessary to become a confident, competent writer by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email drop box and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. The Center provides a free computer lab, located next door to the Center, which affords students the opportunity to immediately incorporate suggestions and assistance gained during their session. The Center is open Monday through Saturday, and access to online services is available 24/7.

SMARTTHINKING Online Tutoring Service : SMARTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer that has Internet access. SMARTHINKING is a virtual learning assistance center. It provides online tutoring 24 hours a day, 7 days a week. To use this service at [www.smarthinking.com](http://www.smarthinking.com), access the site with the Username and Password below:

Username: full MTSU email address (example lmm2r@mtsu.edu)

Password: MTSU

### 9. Reporting of Unofficial Withdrawals

Federal regulations require that students who cease class attendance but do not officially withdraw from the University must be reported so that future financial aid will cease and/or the student will be required to return funds. Therefore, during the semester I will be required to complete a roster indicating those students who have stopped attending class without officially withdrawing. Faculty members are not required to check attendance each day; however, project submission deadlines, exams, quizzes, advising appointments, or other methods I choose may be used to determine unofficial withdrawals.

### 10. Academic Honesty



It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic

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misconduct.

### **11. Confidentiality**

Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role play, or group activity will have their confidentiality respected.



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### 12. MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook at <http://www.mtsu.edu/~psych/counsel.htm> for details).

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

#### In class etiquette



Please make sure that all cell phones are turned off or volume down during class! Please do not answer phone or text message during class. Use only in case of emergencies.



Please do not use laptop computers for any purpose other than class participation. If I determine you are using the computer inappropriately (e.g., Facebook, etc.), you will lose points for participation and potentially lose a letter grade in

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Session	Topics	Readings	Assignments for the week
1	<b>Class meets</b> <ul style="list-style-type: none"> <li>Syllabus Review</li> </ul>		<ul style="list-style-type: none"> <li>Discussion Board #1</li> </ul>
2	<b>Class meets</b> <ul style="list-style-type: none"> <li>Professional Counseling Program Orientation</li> </ul>		<ul style="list-style-type: none"> <li>Internet Activity #1 – Graduate Degree Plan</li> </ul>
3	<ul style="list-style-type: none"> <li>Introduction to human services and historical information</li> </ul>	<ul style="list-style-type: none"> <li><b>Chapter 1 Introduction to the human services profession: purpose, preparation, practice and theoretical orientations.</b></li> <li><b>Chapter 2 History and evolution of social welfare policy in the human services profession.</b></li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board #2 – Professional Identity</li> <li>Internet Activity #2 – APA resources</li> <li>Chapter Discussion Board – Chapters 1 - 2</li> </ul>
<b>Quiz #1 due – Given Date(Chapters 1-2)</b>			
4	<b>Class meets</b> <ul style="list-style-type: none"> <li>Develop understanding of the Professional Counseling Program, graduate school, and university expectations</li> <li>Establish technology skills important for professional work settings</li> <li>Review of Professional Organizations</li> <li>History of the Counseling Profession</li> </ul>	<ul style="list-style-type: none"> <li><b>Review PowerPoints - How to Survive Graduate School</b></li> <li><b>Review PowerPoints - Understanding the Counseling Profession</b></li> </ul>	<ul style="list-style-type: none"> <li>Internet Activity #3 – CACREP Professional Orientation</li> <li>Discussion Board #3 – ASCA/AMHCA Website</li> </ul>
5	<ul style="list-style-type: none"> <li>Working with Children and Adolescents</li> </ul>	<ul style="list-style-type: none"> <li><b>Chapter 5. Child welfare services</b></li> <li><b>Chapter 6. Adolescent services</b></li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board #5 – The Medicated Child</li> <li>Chapter Discussion Board – Chapters 5 - 6</li> </ul>
<b>Quiz # 2 due – Given Date (Chapters 5-6; history of counseling, counseling professional issues)</b>			
6	<b>Class meets</b> <ul style="list-style-type: none"> <li>Practice Settings</li> </ul>	<ul style="list-style-type: none"> <li><b>Chapter 12. Human services in the schools</b></li> <li><b>Chapter 13. Faith-based agencies</b></li> </ul>	<ul style="list-style-type: none"> <li>Internet Activity #7 – Review of Professional Documents</li> <li>Chapter Discussion Board – Chapters 12 -13</li> </ul>
7	<b>Class meets</b> <ul style="list-style-type: none"> <li>Speaker – school counseling professionals</li> </ul>	<ul style="list-style-type: none"> <li><b>Review Professional exams</b></li> <li><b>Review ACA Code of Ethics</b></li> </ul>	<ul style="list-style-type: none"> <li>Internet Activity #4 – Praxis Exam/NCE Review</li> <li>Internet Activity #5 – Review of ACA Code of Ethics</li> </ul>
8	<ul style="list-style-type: none"> <li>Working with adult populations</li> </ul>	<ul style="list-style-type: none"> <li><b>Chapter 8 Mental health and mental illness</b></li> <li><b>Chapter 9 Homelessness</b></li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board #4 – The New Asylums</li> <li>Chapter Discussion Board – Chapters 8 – 9</li> </ul>
<b>Quiz # 3 due – Given Date (Chapters 8, 9, 12, 13)</b>			
9	<b>Class meets</b> <ul style="list-style-type: none"> <li>Speaker – Mental Health Professional</li> <li>Preparing for Final Paper</li> </ul>	<ul style="list-style-type: none"> <li><b>Review - Article: A Scholarly Writing Resource for Counselor Educators and Their Students</b></li> <li><b>Review - Research Paper Grading Rubric</b></li> </ul>	<ul style="list-style-type: none"> <li>Internet Activity #9 - Peer Review of paper</li> </ul>
10	<ul style="list-style-type: none"> <li>Mental health and school counseling ethics</li> <li>Working with the elderly</li> </ul>	<ul style="list-style-type: none"> <li><b>Review AMHCA or ASCA Standards</b></li> <li><b>Chapter 7. Aging and services for the elderly</b></li> <li><b>Chapter 10. Healthcare and hospice</b></li> </ul>	<ul style="list-style-type: none"> <li>Internet Activity #6 – Review of the ASCA/AMHCA Standards</li> <li>Chapter Discussion Board – Chapters 7 and 10</li> </ul>
11	<b>Class meets</b> <ul style="list-style-type: none"> <li>Speaker – TN Suicide Prevention Network</li> </ul>		<ul style="list-style-type: none"> <li>Internet Activity #8 – Crisis Intervention – Podcast on suicide</li> </ul>
12	<ul style="list-style-type: none"> <li>Working with clients in the legal system</li> <li>Understanding Substance Abuse</li> </ul>	<ul style="list-style-type: none"> <li><b>Chapter 14 Violence, victim advocacy and corrections</b></li> <li><b>Chapter 11 Substance abuse and treatment</b></li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board #6 – The Meth Epidemic</li> <li>Chapter Discussion Board – Chapters 11 and 14</li> </ul>
<b>Quiz # 4 due – Given Date (Chapters 7, 10, 11, 14)</b>			

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13	<ul style="list-style-type: none"> <li>• Class Presentations (online)</li> </ul>		<ul style="list-style-type: none"> <li>• Final Discussion Board</li> <li>• Internet Activity #10 - Class Presentation</li> <li>• <b>DUE: Counseling Portfolio</b></li> </ul>
14			<ul style="list-style-type: none"> <li>• <b>DUE: Research/Literature Review Paper</b></li> <li>• <b>Final Survey</b></li> </ul>
Final Exam Due – Given Date (APA)			