

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **COUC 500**

#### **ORIENTATION TO COUNSELOR PROFESSIONAL IDENTITY AND FUNCTION**

#### **COURSE DESCRIPTION**

This course introduces students to concepts regarding the professional functioning of licensed professional counselors and marriage and family therapists, including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling and marriage and family therapy in a variety of professional settings are explored. Students are also introduced to program policies, graduate level writing and APA style.

#### **RATIONALE**

Orientation to the field of professional counseling requires a thorough understanding of professional identity and current professional issues related to counselor functioning in a variety of settings.

***Method of Instruction:*** This 8 week course is delivered in an online format, with *Blackboard*® as the primary instructional delivery method. Students complete one module per week over the duration of the course.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

**IV. MEASURABLE LEARNING OUTCOMES****Common Core Courses Matrix of Student Competencies**

<i>F1. Professional Counseling Orientation And Ethical Practice</i>	
<b>CACREP Standard</b>	<b>Course/Experience – Evidence</b>
F.1.a. history and philosophy of the counseling profession and its specialty areas	COUC 500_Counselor Identity/Function – Quiz Ch. 1–2, 14; Counselor Identity Paper, DB Forum 2 (week 8)
F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	COUC 500_Counselor Identity/Function – Quiz Ch. 1–2; DB Forum 2 (week 8)
F.1.c. counselors' roles & responsibilities as members of an interdisciplinary community outreach and emergency management response teams	COUC 500_Counselor Identity/Function – Quiz Ch. 1–2; Counselor Identity Paper; Social Justice Video Blog
F.1.d. the role and process of the professional counselor advocating on behalf of the profession	COUC 500_Counselor Identity/Function – Quiz Ch. 2, 14, Social Justice Video Blog; DB Forum 2 (week 8)
F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	COUC 500_Counselor Identity/Function – Quiz Ch. 2, 10, 14 Social Justice Video Blog
F.1.f. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	COUC 500_Counselor Identity/Function – Quiz Ch. 3, Counselor Credential Video Blog
F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	COUC 500_Counselor Identity/Function – Quiz Ch. 3–4; Counselor Credential Video Blog and Counselor Credential Worksheet
F.1.i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	COUC 500_Counselor Identity/Function – Quiz Ch. 3, 12,
F.1.l. self-care strategies appropriate to the counselor role	COUC 500_Counselor Identity/Function – Quiz Ch. 5, 13; Wellness Assessment and Plan Paper
<i>F.2 Social and Cultural Diversity</i>	
F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	COUC 500 Counselor Identity/Function – Quiz Ch. 2, 10, 14; Blog
<i>F.5 Counseling and Helping Relationships</i>	
F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	COUC 500 Counselor Identity/Function – Quiz Ch. 6, 13; Wellness Paper

### Evidence of Student Competencies: Clinical Mental Health Counseling

CACREP Standard	Course/Experience – Evidence
<b>CMHC FOUNDATIONS</b>	
CMHC 1.a. history and development of clinical mental health counseling	COUC 500 Counselor Identity/Function – Identity Paper; DB Forum 2 (week 8)
<b>CMCH CONTEXTUAL DIMENSIONS</b>	
CMHC 2.a. roles and settings of clinical mental health counselors	COUC 500 Counselor Function/Identity – Identity Paper
CMHC 2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, clinical mental health counseling services network.	COUC 500 Counselor Identity/Function – Reading Quizzes
CMHC 2.i. legislation and government policy relevant to clinical mental health counseling	COUC 500 Counselor Identity/Function – Quizzes; DB Forum 2; Counselor Credential Video Blog; DB Forum 2 (week 8)
CMHC 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	COUC 500 Counselor Function/Identity – Identity Paper
<b>CMCH PRACTICE</b>	
CMHC 3.e. strategies to advocate for persons with mental health issues	COUC 500 Counselor Identity/Function – Reading Quizzes, Social Justice Video Blog

#### V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. For Discussion Board Forums (week 1 and week 8), the student will create a thread of 350–400 words. The assertions for each thread must be supported with a minimum of 1 scholarly source cited in current APA format. In addition to the thread, the student is required to reply to 1 other classmate’s thread for each

forum. Each reply must be 150–200 words with a minimum of 1 scholarly source. (MLOs: E, F, H)

D. Blogs (3)

Blackboard blogs provide the student with a place to express personal opinion and respond to the opinions of fellow classmates. (MLOs: B, G)

E. Criminal Background Check

The student will purchase a background check from CastleBranch and then submit proof of purchase to Blackboard.

F. Counselor Identity Paper

The student will write a 3-page paper in current APA format that focuses on counselor identity. (MLOs: A, B)

G. MA Counseling Manual Scavenger Hunt

The student will use the MA Counseling Handbook to complete a scavenger hunt in order to become familiar with the policies and procedures applicable to the student and Liberty University's Department of Counselor Education and Family Studies. (MLO: D)

H. Counselor Credential Blog and Worksheet

The student will investigate state licensure regulations and report on their findings. (MLOs: B, D)

I. Counselor Impairment Paper

The student will write a 3–4-page paper in current APA format that focuses on the definition, incidence, and signs of counselor impairment and a personal assessment and wellness plan. (MLOs: A, B, C, D, I)

J. Wellness Assessment and Plan Paper

The student will write a 4–8-page paper in current APA format that discusses his/her results of several personal assessments and how to implement wellness strategies. (MLOs: C, I)

K. Quizzes (14)

Each quiz will cover the Reading & Study material for the module/week in which it is assigned. Each quiz will be open-book/open-notes, contain 10 multiple-choice questions, and have a 20-minute time limit. (MLOs: A, B, C, D, E, F, G, H, I)

L. Verification of Orientation Completion (COUN 050)

The student will submit a screenshot demonstrating the completion of COUN 050 – Orientation.

## VI. COURSE GRADING AND POLICIES

### A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 75 pts ea)	150
Blogs (3 at 80 pts ea)	240
Counselor Credential Worksheet	20
Criminal Background Check	25
Counselor Identity Paper	100
MA Counseling Manual Scavenger Hunt	100
Counselor Impairment Paper	100
Wellness Assessment and Plan Paper	100
Verification of Orientation Completion (COUN 050)	25
Quizzes (14 at 10 pts ea)	140
<b>Total</b>	<b>1010</b>

### B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
 D- = 680–699 F = 0–679

### C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

### D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

### E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional

counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

G. Instructor Feedback and Response Time

Responses to student emails will be provided within 48 hours and assignment feedback will be given within 1 week from the assignment due date.

H. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

I. Quality Matters Seal of Approval

This certification mark recognizes that this course met Quality Matters Review Standards.



Quality Matters (QM) is a non-profit organization committed to quality assurance in Online Education. Courses that have received the QM Seal of Approval have passed rigorous reviews by Quality Matters evaluators and maintain their approval for five years. Please click on the QM graphic above for more information.

***COURSE SCHEDULE***

**COUC 500**

Textbooks: Clinton & Ohlschlager, *Competent Christian Counseling, Volume One* (2002).  
LUC - Granello & Young, *Counseling Today* (2019).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Clinton & Ohlschlager: chs. 1–3 Granello & Young: chs. 1–2 2 presentations 1 PowerPoint	Course Requirements Checklist	10
		Class Introductions	0
		DB Forum 1	75
		Criminal Background Check	25
		Quiz 1	10
		Quiz 2	10
		2	Granello & Young: chs. 3–4 5 websites
		Quiz 3	10
		Quiz 4	10
3	Granello & Young: chs. 5–6 1 website	Counselor Credential Video Blog	80
		Counselor Credential Worksheet	20
		MA Counseling Manual Scavenger Hunt	100
		Quiz 5	10
		Quiz 6	10
4	Granello & Young: chs. 7–8 4 presentations	Professional Counseling Skills Video Blog	80
		Quiz 7	10
		Quiz 8	10
5	Granello & Young: chs. 9–10	Social Justice Video Blog	80
		Quiz 9	10
		Quiz 10	10
6	Granello & Young: chs. 11–12 1 presentation	Counselor Impairment Paper	100
		Quiz 11	10
		Quiz 12	10
7	Granello & Young: ch. 13 1 presentation	Wellness Assessment and Plan Paper	100
		Quiz 13	10
8	Granello & Young: ch. 14	DB Forum 2	75
		Class Wrap Up	0
		Quiz 14	10
		Verification of Orientation Completion	25
		<b>TOTAL</b>	<b>1010</b>

LUC = Liberty University Custom  
DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.