

# HREL 301 Introduction to Counseling

## Syllabus

(3 credits)

### COURSE DESCRIPTION

Students gain foundational knowledge and skills for facilitating personal growth in others. The course is designed for those who work with people in helping relationships.

### REQUIRED TEXTS & RESOURCES

Kottler, J.A. & Shepard, D.S. (2015). *Introduction to counseling: Voice from the field* (8th ed.). Stamford, CT: Cengage Learning. ISBN-13: 978-1-285-08476-3

**NOTE:** The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.Point.edu/Bookstore](http://www.Point.edu/Bookstore).

### Resources

Edwards, C. N. (2012), Christian social justice advocate: Contradiction or legacy? *Counseling and Values*, 57, 10–17. doi: 10.1002/j.2161-007X.2012.00002.x

Lewis, M. M., & Hardin, S.I. (2002). Relations among and between career values and Christian religious values. *Counseling & Values*, 46(2), 96-107. doi: 10.1002/j.2161-007X.2002.tb00280.x

Zalaquett, C. P., & Wubbolding, R. E. (2016). An interview with Robert E. Wubbolding, Ed.D. *International Journal Of Choice Theory & Reality Therapy*, 35(2), 36-44.

### COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started		
	Introduce Yourself Forum	Due Sunday
Week 1		
	<b>Unit 1: What Is A Professional Counselor</b>	
	Reading: Chapters 1, 2, 14	
	Introduction to Topic: PowerPoints/Video Review	

	Threaded Discussion: Self-Awareness (Zalaquett & Wubbolding article)	Due Week 1, Day 5
	Assignment: Chapter Questions	Due Week 1, Day 6
	Quiz	Due Week 1, Day 7
	Group: Final Project	

<b>Week 2</b>		
	<b>Unit 2: Foundations of Counseling</b>	
	Reading: Chapters 3, 4, 15	
	Introduction to Topic: PowerPoints/Video Review	
	Threaded Discussion: Foundations (Lewis & Hardin article)	Due Week 2, Day 5
	Assignment: Chapter Questions	Due Week 2, Day 6
	Quiz	Due Week 2, Day 7
	Group: Final Project Preparation	
<b>Week 3</b>		
	<b>Unit 3: Counseling Approaches</b>	
	Reading: Chapters 5, 6	
	Introduction to Topic: PowerPoints/Video Review	
	Threaded Discussion: Case Study	Due Week 3, Day 5
	Assignment: Chapter Questions	Due Week 3, Day 6
	Quiz	Due Week 3, Day 7
	Group: Final Project Preparation	
<b>Week 4</b>		
	<b>Unit 4: Counseling Approaches</b>	
	Reading: Chapters 7, 8, 12	
	Introduction to Topic: PowerPoints/Video Review	
	Threaded Discussion: Case Study	Due Week 4, Day 5
	Assignment: Chapter Questions	Due Week 4, Day 6
	Quiz	Due Week 4, Day 7
	Group: Final Project Preparation	
<b>Week 5</b>		
	<b>Unit 5: Counseling Applications</b>	
	Reading: Chapters 9, 10	
	Introduction to Topic: PowerPoints/Video Review	
	Threaded Discussion: Case Study	Due Week 5, Day 5
	Assignment: Chapter Questions	Due Week 5, Day 6
	Quiz	Due Week 5, Day 7
	Group: Final Project Preparation	
<b>Week 6</b>		
	<b>Unit 6: Professional Practice</b>	
	Reading: Chapters 11, 13	
	Introduction to Topic: PowerPoints/Video Review	
	Threaded Discussion: Case Study	Due Week 6, Day 5
	Assignment: Chapter Questions	Due Week 6, Day 6
	Assignment: Final Project (Submit)	Due Week 6, Day 7
	Quiz	Due Week 6, Day 7
<b>Week 7</b>		
	<b>Unit 7: Counseling and the Christian</b>	

	Classroom Presentation (in-seat only)	Day of Class
	Introduction to Topic: Video Review/Article Review (Edwards)	
	Threaded Discussion: Final Thoughts (How Will I Use My Gifts)	Due Week 7, Day 5

	Threaded Discussion: Christian Counselor vs. Counselor who is A Christian	Due Week 7, Day 5
	Assignment: Christian Worldview (I Am A Witness)	Due Week 7, Day 7

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Threaded Discussions (8/20pts) [ <i>4 responses - up to 5pts per response</i> ]	160
Chapter Questions (6/40pts) [ <i>20questions - up to 2pts per question</i> ]	240
Group: Final Project (1/145pts)	145
Quizzes (6/50pts) [ <i>25 questions - 2pts per question</i> ]	300
Reflection: Christian Worldview	150
<b>Total Points:</b>	<b>1000</b>

### Final Grades

The following scale will be used when calculating final grades:

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

Final grades will be posted according to the Academic Calendar. <http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Upon completion of this course, students will explain the methods and concepts associated with the application of counseling practices.		Program Objective(s)
	<b>Objective 1.1:</b> The student will demonstrate the practice of counseling, roles of the counselor and the counseling relationship.	HREL 1.1, 2.2, 2.3 PSYC 1.1, 2.2, 2.3
	<b>Objective 1.2:</b> The student will describe the concepts, terms, and methods that apply to the field of counseling through the applied readings.	HREL 1.1, 2.2, 2.3 PSYC 1.1, 2.2, 2.3
	<b>Objective 1.3:</b> The student will compare and contrast the counseling approaches identified in the textbook.	HREL 1.1, 2.2, 2.3 PSYC 1.1, 2.2, 2.3
<b>Goal 2:</b> Upon completion of this course, students will analyze and practice counseling approaches, interpersonal skills, professional counseling relationships and self-reflection from a professional perspective and Christian perspective.		
	<b>Objective 2.1:</b> The student will demonstrate application	HREL 1.1, 2.2, 2.3

	of counseling approaches in simulated counseling settings.	PSYC 1.1, 2.2, 2.3
	<b>Objective 2.2:</b> The student will demonstrate application of concepts, terms, and methods of counseling from a professional and Christian perspective.	HREL 1.1, 2.2, 2.3 PSYC 1.1, 2.2, 2.3
	<b>Objective 2.3:</b> The student will demonstrate the proper roles of the counselor and boundaries of the counseling relationship and demonstrate reflection on the student's own motives for counseling.	HREL 1.1, 2.2, 2.3 PSYC 1.1, 2.2, 2.3

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## COURSE EXPECTATIONS

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class.

After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be

considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences. The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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