I. **Course Description** (3 semester hours)
This course is an orientation to the profession of counseling, its history, professional standards, code of ethics, credentials, areas of specialization, and the development of skills necessary to create a helping relationship. It covers the counselor’s professional identity in a variety of settings and roles. Opportunities are provided for students to discover through self-awareness their suitability for the helping profession.

II. **Rationale**
This course is designed to give students an overview of the counseling profession and to help examine personal motives for becoming helpers. It should be taken early in a student’s counselor preparation program.

III. **State Adopted Proficiencies for School Counselors**
*Standard I Learner-Centered Knowledge:* The certified school counselor has a broad knowledge base.

*Standard II Learner-Centered Skills:* The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

IV. **TExES Competencies**
*Competency 001 (Human Development):* The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

*Competency 008 (Collaboration with Families):* The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

*Competency 009 (Collaboration with Others in the School and Community):* The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

*Competency 010 (Professionalism):* The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.
V. Course Objectives/Learning Outcomes

This course is designed to meet CACREP II 2009 Standards. The following standards are covered in this course.

PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.

A. Course Objectives

CACREP II 2009 Standards

Common Core

- Know the history and philosophy of the counseling profession (CACREP Standard II-G-1-a)
- Understand professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP Standard II-G-1-b)
- Identify self-care strategies appropriate to the counselor role (CACREP Standard II-G-1-d)
- Know professional organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard II-G-1-f)
- Understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ((CACREP Standard II-G-1-g)
- Know the role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II-G-1-h)
- Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Standard II-G-1-j)
- Know attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients (CACREP Standard II-G-2-b)
- Know counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP Standard II-G-2-e)
- Demonstrate an orientation to wellness and prevention as desired counseling goals (CACREP Standard II-G-5-a)
- Know counselor characteristics and behaviors that influence helping processes (CACREP Standard II-G-5-b)
- Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Standard II-G-5-e)
- Know a general framework for understanding and practicing consultation (CACREP Standard II-G-5-f)
- Know the importance of research in advancing the counseling profession (CACREP Standard II-G-8-a).
**Clinical Mental Health Counseling**

- Understand the history, philosophy, and trends in clinical mental health counseling. (CACREP Standard II A-1)

- **Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.** (CACREP Standard II A-2)

- Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (CACREP Standard II A-3)

- **Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.** (CACREP Standard II A-4)

- Understand professional issues relevant to the practice of clinical mental health counseling. (CACREP Standard II C-9)

- Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP Standard II E-6)

**Marriage, Couple, and Family Counseling Core**

- Understand the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling. (CACREP Standard II A-2)

- Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals. (CACREP Standard II A-3)

- Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling. (CACREP Standard II A-4)

**School Counseling Core**

- Know history, philosophy, and trends in school counseling and educational systems. (CACREP Standard II A-1)

- Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CACREP Standard II A-3)

- Know professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (CACREP Standard II A-4)

**B. Student Learning Outcomes**

*This course infuses the Learning Objectives of CACREP II Standards, the State Adopted proficiencies and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course students will:*

1. **Know the history and philosophy of the counseling profession** (CACREP Standard II-G-1-a, CACREP Standard II A-1). Achievement is evidenced class presentation of Group Assignment: *History and Philosophy of Counseling Profession* and receiving credit for completion. See Rubric F in section XVII.

2. **Know professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues** (CACREP
Standard II-G-1-g, CACREP Standard II A-4). Achievement is evidenced by 80% of students earning a B or Above on Midterm Examination, section on credentialing, certification, licensure, and accreditation practices and standards.

3. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling. (CACREP Standard II-G-1-j, CACREP Standard II A-2). Achievement is evidenced by 100% of students developing an Informed Consent Form and receiving credit for completion. See Rubric D in section XVII.

4. Understand professional roles, functions, professional identity and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP Standard II-G-1-b). Achievement is evidenced by 100% of students conducting a Face-to-Face Interview of professional counselors in the community and earning a B or above on Interview Paper. See Rubric A in section XVII.

5. Know professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases (CACREP Standard II-G-1-f). Achievement is evidenced by 98% of students completing Study Guide Chapter 2 and receiving credit for completion. See Rubric C in section XVII.

6. Understand the role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II-G-1-h). Achievement is evidenced by 80% of students responding to opportunities such as Call to Action requests for Advocacy for Counseling Profession during the semester and earning one point extra credit per action. See Rubric E in section XVII.

7. Develop an orientation to wellness and prevention as desired counseling goals (CACREP Standard II-G-5-a). Achievement is evidenced by 100% of the students completing an Individual Development Plan and 90% meeting Personal Goals (Journal Entry 1) and receiving credit for completion. See Rubric D in section XVII.

8. Develop general framework for understanding and practicing consultation (CACREP Standard II-G-5-f). Achievement is evidenced by 85% of students earning a B or Above on Final Examination, section on consultation.

9. Know the importance of research in advancing the counseling profession (CACREP Standard II-G-8-a). Achievement is evidenced by 100% of students completing Case 16 Joel and receiving credit for completion. See Rubric B in section XVII.

VI. Course Topics
The major topics to be considered are: Orientation to the profession of counseling including, ethical and legal issues, licensure, professional organizations, theoretical paradigms, basic counseling skills, supervision, consultation, advocacy, multicultural, assessment, accountability, and outcome research.
VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
C. Field Experiences (use of community resource)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

1. Examinations: There are two examinations, a midterm and a final. Questions are objective, in preparation for state licensure examination, such as multiple-choice, true and false, and case scenarios. The midterm will include an additional essay section to cover counseling theories. There will be no make-up exams given unless documentation is provided by a professional stating the reason for the absence.

2. Face-to-Face Interview: This hands-on outside assignment requires students to have a face-to-face experience to explore the world of a practicing professional and to help students understand professional roles, functions, professional identity and relationships with other human service providers. To maximize learning, students turn-in a 5 to 6 page report using APA writing format and present a one-page summary of the interview in class to share knowledge of opportunities in the community.

3. Informed Consent Form: Students develop an informed consent. Specifically, address ethical and legal considerations related to the practice of clinical mental health counseling. (Homework Assignment)

4. Case Studies: Case studies are prepared in advance of the class session to ensure full class participation and to earn a homework grade. (Homework Assignments)

5. Journal Entries: Journal questions are posted on Blackboard and must be completed by the specified time to receive credit.

7. Group Assignments: a) Role-play b) History and Philosophy of Counseling Profession (Historical Timeline) • Select an assignment for your group • Divide the work among the members • Research in your text and online for additional information • Supplement text information with three or more lines of text for each entry • Compile material into one document • Post completed assignment on Blackboard • Present in class
8. Group/Class Participation:
Students must complete homework assignment prior to class and be physically present in class to get credit for participation.

Methods and Percentage of Final Course Grade
The grading system is based on the accumulation of points.

A. Method of Evaluation:  
B. Grading Scale:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Percentage</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>60</td>
<td>20.0%</td>
<td>270 - 300 points = A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>33.3%</td>
<td>240 - 269 points = B</td>
</tr>
<tr>
<td>Face to Face Interview/Paper</td>
<td>60</td>
<td>20.0%</td>
<td>210 - 239 points = C</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>50</td>
<td>16.7%</td>
<td>180 - 209 points = D</td>
</tr>
<tr>
<td>Group/Class Participation</td>
<td>15</td>
<td>5.0%</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>15</td>
<td>5.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

IX. Course Schedule and Policies
A. Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2</td>
<td>ORIENTATION (TAMUCC COUNSELING PROGRAM, Specialties, IDP, Degree Plan, Syllabus, Blackboard, Class Structure, Group Formation…) BECOMING A PROFESSIONAL COUNSELOR: Philosophical, Historical, and Future Considerations THE FIELD OF COUNSELING (Licensure, Organizations…) BECOMING A PROFESSIONAL COUNSELOR: Philosophical, Historical, and Future Considerations Read Chapter 1 and 2 (Case Studies and Study Guides Questions)</td>
</tr>
<tr>
<td>June 4</td>
<td>BECOMING A PROFESSIONAL COUNSELOR: ETHICS Read Chapter 3 (Case Study and Study Guide Questions) THEORIES (Significance, Theoretical Paradigms) Read Chapter 4 (Case Study and Study Questions)</td>
</tr>
<tr>
<td>June 9 Online</td>
<td>THEORIES (Application, and Integration) COUNSELING PROCESS (Helping Relationship/Working Together) Read Chapter 5 (Case Study and Study Guide Questions) COUNSELING MICROSKILLS (Attending /Basic Listening) Read Chapters 6 (Case Study and Study Guide Questions)</td>
</tr>
<tr>
<td>June 11</td>
<td>HUMAN DEVELOPMENT THROUGH THE LIFESPAN MULTICULTURAL (Counseling Issues) Read Chapter 7 (Case Study and Study Guide Questions) Read Chapter 8 (Case Study and Study Guide Questions)</td>
</tr>
<tr>
<td>June 16 Online</td>
<td>Midterm Exam Chapters 1-8</td>
</tr>
<tr>
<td>June 18 Online</td>
<td>ADVOCACY (Counseling Profession/Agent of Change) Read Chapters 9 and 10 (Case Studies and Study Guide Questions) SETTINGS AND COUNSELING CAREER CHOICES Read Chapter 11 (Case Studies and Study Guide Questions)</td>
</tr>
</tbody>
</table>
June 23  | ASSESSMENT (Case Conceptualization, Diagnosis, and Treatment Planning)  
| Read Chapter 12 (Case Study and Study Guide Questions)  
| CLIENT ISSUES  
| CONSULTATION AND SUPERVISION  
| Read Chapters 13 and 14 (Case Study and Study Guide Questions)  

June 26  | Interview Paper Due  
| ACCOUNTABILITY  
| Read Chapter 15 (Case Study and Study Guide Questions)  
| OUTCOME RESEARCH  
| Read Chapter 16 (Case Study and Study Guide Questions)  
| Prepare Final Exam (Chapters 9-16)  

June 30  | CLASS PRESENTATIONS  

July 02  | FINAL EXAM  

B. Class Policies  
- Students are expected to attend all class and to be on time.  
- Students are expected to be courteous by turning off cell phones and/or other electronic devices during class.  
- Students are expected to notify the professor if an unavoidable absence is required and he/she should consult with small group members about class notes, handouts, and/or exercises. Points (15) will be deducted from the final grade for three or more absences except in extenuating circumstances.  
- Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty. All late assignments will receive a ten-percent late penalty.  
- Students are expected to participate actively in class and complete journal assignments.  
- Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.  
- Students please consult with professor before deciding to drop a class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check for the last day to drop a class with an automatic grade of “W” this term.  

X. Textbook  
The textbook adopted for this course is:  
Erford, B. (2010). Orientation to the counseling profession: Advocacy, ethics, and
essential foundations (11th ed.). NJ: Pearson Education.

Web Resources
- Class Notes and Assignments: http://www.tamucc.edu
- Current Students SAIL / Blackboard
- Counseling Listserve: http://listserv.tamucc.edu/mailman/listinfo/counsel-list
- ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #, Next, go to http://newuser.tamucc.edu for your new e-mail account)
- http://tamucc.libguides.com/tamucc_help_edu

XI. Bibliography


XII. Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 on the particular assignment and a grade of Non-Credit in the course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.
XIII. Dropping a class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the course. Be sure to check the University’s academic calendar to verify the last day to drop a class with an automatic grade of “W” this term.

XIV. Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

XV. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XVI. Statement of Academic Continuity
In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you. Because this course requires a specified number of group supervision hours that includes disclosure of confidential client information, it may be necessary to establish conference calls or other mechanisms to complete the supervision requirements.
XVII. Rubrics

A. Face-to-Face Interview

Name ___________________________ Grade __________________
Name of Interviewee __________________ Date Turned In __________

Format:

1. Content
   Used APA Style (Cover Sheet, Margins, Size of Font) 10 points _________
   Wrote 5 to 6 pages (No more, no less) 10 points _________
   Correct Grammar/Spelling 20 points _________

2. Duties and General Nature
   Gave a detailed:
   - Description of the counselor 5 points _________
   - Description of duties 10 points _________
   - Description of general nature of work 10 points _________
   - Description of work setting and conditions 5 points _________

3. Preparation
   Identified educational needs for this position (Other requirements and/or certifications) 5 points _________

4. Method of Entry
   Described how the person got their job. 5 points _________

5. Other
   Included other comments or observations 10 points _________

6. Personal Reflections
   Described personal feelings and reactions (Were there any surprises?) 2 points _________
   Answered the following questions:
   - What do you think that you will like best? 2 points _________
   - What will you dislike? 2 points _________
   - What are you looking forward to? 2 points _________
   - What are you hoping as a counselor? 2 points _________
   Total Points 100 points _________

Please note: All late assignments will receive a 10% late penalty.

B. Case Studies
   Cases are graded as homework assignments and receive credit or no credit.
   Rubric for Credit: Completed all questions as assigned.

C. Study Guides
   Study Guides are graded as homework assignments and receive credit or no credit.
   Rubric for Credit: Completed all questions as assigned.

D. Additional Homework Assignments:
   Individual Development Plan
   PROFESSIONAL GOAL-to develop a professional identity
Students design their own plan and target the following areas:

Professional Orientation
1. Gain knowledge about the counseling profession by becoming a member of a professional organization within the first year in the program.
2. Participate in a workshop, seminar, or conference once a year.

Ethical Practice
1. Join a professional organization and read the Code of Ethics. Write a one-page response on how the Code of Ethics will be used in practice.
2. Read two peer reviewed articles from journals in the profession once a year.

Social and Cultural Diversity
1. Develop cultural self-awareness by processing own cultural identity and writing a one-page reflection.
2. Understand the Multicultural Competencies and address each area by the end of the fourth semester of classes.

Advocacy
1. Advocate on behalf of the profession by responding to a minimum of two Calls to Action by the professional organizations per year.
2. Advocate by promoting cultural social justice in class or in the community yearly.

Credentialing
1. Explain orally the process for licensure in Texas.
2. Explain the CACREP accreditation process.

Human Growth and Development
1. Understand growth and development over the life span. Identify two theories by the end of the first academic year.
2. Read two articles in professional journals that address addictive behavior. Provide a one-page reflection on each article.

Helping Relationship
1. Research studies that document the importance of the helping relationship. Write a description of the findings from two studies found in professional journals.
2. Identify the counselor characteristics help promote a therapeutic relationship. Compare the characteristics with personal characteristics. Show the comparison.

Theoretical Orientation
1. Identify an assessment tool and take the assessment on theoretical orientation the first semester and take the same assessment the semester before starting Practicum.
2. Develop a personal theoretical model. Bring copy to advisor before the start of Practicum.

Wellness
1. Self-care plan
2. Implementation strategies

Journal Entry
Homework Grade: Credit/No Credit. Rubric for Credit: Completed all questions assigned.
Informed Consent Form

Develop an Informed Consent Form: You are getting ready to open up your own private practice. You have gathered all the information to create your own Informed Consent Form. What will it look like? You must cite your source or sources. **Homework Grade:** Credit/No Credit. Rubric for Credit: Completed all questions assigned.

**E. Advocacy for Counseling Profession.**

Students have an opportunity to earn one extra credit point by taking action to advocate for the profession. Documentation is required to get credit such as an e-mail or letter from a congressional office, an official, a professional organization. Each action is worth one point for a maximum of ten.

**F. History and Philosophy of Counseling Profession**

**Assignment: History and Philosophy of Counseling Profession**

- Select an assignment for your group
- Divide the work among the members
- Research in your text and online for additional information
- Supplement text information with three or more lines of text for each entry
- Compile material into one document
- Post completed assignment on Blackboard
- Present in class

Group 1 1900-1917 *Smith-Hughes Act*  
Group 2 1917-1935 *Thematic Apperception Test*  
Group 3 1935-1940 *Minnesota Multiphasic Personality Inventory*  
Group 4 1942-1958 *American Rehabilitation Counselor Association (ARCA)*  
Group 5 1958-1966 *ERIC Clearinghouse*  
Group 6 1967-1974 *American Rehabilitation Counselors Association (ARCA)*  
Group 7 1975-1979 *The American Mental Health Counselors Association (AMHCA)*  
Group 8 1983-1992 *American Counseling Association (ACA)*  
Group 9 1994-2013 *DSM-V*  

**Homework Grade: Credit/No Credit**  
Rubric for Credit: Presented in class.