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/inter-organization 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-c)
- 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 XV.

2. **Know professional credentialing, including certification, licensure, and**
accr
editation 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 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 XV.

4. 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 XV.

5. 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 XV.

6. 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 XV.

7. 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.

8. 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 XV.

VI. Course Topics
The major topics to be considered are: Orientation to the profession of counseling including, credentialing, 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 and Online Experiences (lecture/discussion; demonstration; guest speakers; online activities (discussion forum, journals, chat, wikis); 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: Online Quizzes, midterm and final. Questions are objective, in preparation for state licensure examination, such as multiple-choice, true and false, and case scenarios. 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 write a 4 to 5 page report using APA writing format and present a one-page summary of the interview in class to share knowledge of professional opportunities in the community.

3. Case Studies
   Case studies are prepared in advance of the class session to ensure full class participation and to earn a homework grade. All assignments are posted on Blackboard. Bring a copy of case to class for discussion or post case on the Discussion Board for online discussion, as designated on course schedule.

4. Journal Entries:
   Journal questions are posted on Blackboard and must be completed by the due date to receive credit.

5. Group 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 Discussion Forum for peer feedback

7. Class Participation:
   Students must complete homework assignment and participate in class and online to get credit for participation.

8. Group Role-Plays and Historical Timelines
   Students will form groups and present role-plays.
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>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>17%</td>
<td>270 - 300 points = A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>17%</td>
<td>240 - 269 points = B</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>34%</td>
<td>210 - 239 points = C</td>
</tr>
<tr>
<td>Face to Face Interview/Paper</td>
<td>40</td>
<td>13%</td>
<td>180 - 209 points = D</td>
</tr>
<tr>
<td>Role-plays/Assignments</td>
<td>40</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Group/Participation</td>
<td>10</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Journal Entries</td>
<td>10</td>
<td>3%</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. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Homework Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/14</td>
<td>Orientation to Professional Counseling Field (Program specialties, Individual Development Plan (IDP), Degree Plan, Syllabus, Blackboard, Class Structure, Groups) Becoming a Counselor, Wellness, and Prevention</td>
<td>Planning ahead: 1. Schedule appointment with faculty advisor 2. Set up Interview</td>
</tr>
<tr>
<td>9/03/14</td>
<td>Professional Organizations, Licensure, Certification, and Accreditation (Membership benefits, Roles, Functions, Preparation standards, Ethical Codes, Professional Identity) Self-Care Strategy (Breathing)</td>
<td>1. Read Chapters 1 and 2 2. Take Quiz 1 3. Complete IDP 4. Read Handbook-Sign</td>
</tr>
<tr>
<td>9/10/14</td>
<td>History and Philosophy of Counseling Profession (Founders, Issues, Societal Forces) Self-Care Strategy (Exercise)</td>
<td>1. Historical Timeline 2. Discussion Forum (Post) 3. Take Quiz 2</td>
</tr>
<tr>
<td>9/17/14</td>
<td>Multicultural Counseling (Competence and Issues) Self-Care Strategy (Nutrition)</td>
<td>1. Read Chapter 8 2. Complete Case Study 3. Take Quiz 8</td>
</tr>
<tr>
<td>9/24/14</td>
<td>Settings and Counseling Career Choices (Schools, Universities, Mental Health facilities) Self-Care Strategy (Attitude)</td>
<td>1. Read Chapter 11 2. Complete Case Study 3. Take Quiz 11</td>
</tr>
<tr>
<td>10/01/14</td>
<td>Consultation and Supervision (Models of Consultation and Supervision) Self-Care Strategy (Time Management)</td>
<td>1. Read Chapter 14 2. Complete Case Study 3. Take Quiz 14</td>
</tr>
<tr>
<td>10/08/14</td>
<td>Human Development Throughout the Life Span (Developmental Interventions) Self-Care Strategy (Uniqueness)</td>
<td>1. Read Chapter 7 2. Complete Case Study 3. Take Quiz 7</td>
</tr>
<tr>
<td>10/15/14</td>
<td>Midterm Exam Chapters 1, 2, 7, 8, 11, and 14</td>
<td>1. Interview Paper 2. Class Presentations</td>
</tr>
<tr>
<td>10/22/14</td>
<td>Face to Face Interview (Community Practice-Roles, Functions, Settings) Self-Care Strategy (Relaxation)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<td>-------------</td>
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</tbody>
</table>
| 10/29/14    | **Theories of Counseling** (Significance, Theoretical Paradigms, Application and Integration)  
**Counseling Process** (Stages of Change, Helping Relationship/Exploring and Working Together) | 1. Read Chapter 4 and 5  
2. Complete Theory Outlines  
3. Take Quiz 4 and 5 |
| 11/05/14    | **Counseling Microskills** (Attending and Basic Listening Sequence)  
**Self-Care Strategy** (Associations) | 1. Read Chapter 6  
2. Group Role-Play  
3. Take Quiz 6 |
| 11/12/14    | **Advocacy** (Counseling Profession/Effective Agent of Change)  
**Self-Care Strategy** (Laughter) | 1. Read Chapters 8 and 9  
2. Advocacy Project  
3. Take Quizzes 8 and 9 |
| 11/19/14    | **Client Issues** (Substance Abuse, Mental Health, Career and Rehabilitation)  
**Assessment** (Case Conceptualization, Diagnosis, and Treatment Planning)  
**Self-Care Strategy** (Laughter) | 1. Read Chapter 12 and 13  
2. Complete Case  
3. Take Quizzes 12 and 13 |
| 11/26/14    | **Accountability/Outcome Research in Counseling** (Importance of research in advancing the counseling profession) | 1. Read Chapter 15 and 16  
2. Complete Case  
3. Take Quizzes 15 and 16 |
| 12/03/14    | **Final Exam** (Chapters 4-6 and 9-16) |                                                                                   |

**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:*


**Web Resources**

- Class Notes and Assignments: [http://www.tamucc.edu](http://www.tamucc.edu)
- Current Students SAIL / Blackboard
- Counseling Listserv: [http://listserv.tamucc.edu/mailman/listinfo/counsel-list](http://listserv.tamucc.edu/mailman/listinfo/counsel-list)
- [http://tamucc.libguides.com/tamucc_help_edu](http://tamucc.libguides.com/tamucc_help_edu)

XI. **Bibliography**


XII. **Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 Rule 13.02.99.C2, Student Grade Appeals, and 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 Office of Student Affairs.

XIII. 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. 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.

XIV. Statement of Academic Continuity*
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XV. Rubrics
A. Face-to-Face Interview
Name _____________________________________ Interview Date: ________________
Name of Interviewee _________________________ Specialty ______ ______
Location _________________________________
Format:
1. Content
   Used APA Style (Cover Sheet, Margins, Size of Font) 6 points ____________
   Wrote 5 to 6 pages (No more, no less) 5 points ____________
   Correct Grammar/Spelling 10 points ____________
   Picture with Counselor 3 points ____________
2. Duties and General Nature
   Gave a detailed:
   Description of the counselor 2 points ____________
   Description of duties 2 points ____________
   Description of general nature of work 2 points ____________
   Description of work setting and conditions 2 points ____________
3. Preparation
   Identified educational needs for this position
   (Other requirements and/or certifications) 2 points ____________
4. Method of Entry
   Described how the person got their job. 2 points ____________
5. Other
   Included (3) other comments or observations 2 points ____________
6. Personal Reflections
Described personal feelings and reactions 1 points __________

(Were there any surprises?)

Answered the following questions:
What do you think that you will like best? 1 points __________
What will you dislike? 1 points __________
What are you looking forward to? 1 points __________
What are you hoping as a counselor? 1 points __________

Total Points 40 points ________

Possible Earned

B. Case Studies (completed=credit)

C. Chapter Quizzes (correct answers)

D. Additional Homework Assignments:

Individual Development Plan (complete=credit)

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

E. Journal Entries (Wellness strategies completed= credit)

D. 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
- Provide online feedback to each group

Homework Grade: Credit/No Credit
Rubric for Credit: Posted Feedback on Blackboard’s Discussion Forum.