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-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 by posting of Historical Timeline on discussion board and providing peer feedback on the **History and Philosophy of Counseling Profession.** Credit for completion. See Rubric F in section XVI.

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 the **Quiz 2 covering the 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 XVI.
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 90% of students earning 100% on Quiz 1. See Rubric C in section XVI.

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 XVI. Completed Advocacy Process Activity also demonstrates understanding of the role and process of advocacy.

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 XVI.

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 Quiz on 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 Joseph and receiving credit for completion. See Rubric B in section XVI.

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. Face-to-face and Online Experiences (lecture/discussion; video, case studies; online activities (discussion forum, journals, chat, wikis).
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 5 to 6 page report
using APA writing format and give an oral report of the interview in class using PowerPoint or any visual tool. Oral report includes a picture of the counselor and a description of the setting. The interview is conducted with someone in the **counseling field** and in the **local** 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 and 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, participate in class, and online to get credit for participation.

8. **Group Role-Plays**
Students will form groups and present role-plays.

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

<table>
<thead>
<tr>
<th>A. Method of Evaluation</th>
<th>B. Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam 50 points 17%</td>
<td>270 - 300 points = A</td>
</tr>
<tr>
<td>Final Exam 50 points 17%</td>
<td>240 - 269 points = B</td>
</tr>
<tr>
<td>Quizzes 100 points 34%</td>
<td>210 - 239 points = C</td>
</tr>
<tr>
<td>Face to Face Interview/Paper 40 points 13%</td>
<td>180 - 209 points = D</td>
</tr>
<tr>
<td>Role-plays/Assignments 40 points 13%</td>
<td></td>
</tr>
<tr>
<td>Group/ Participation 10 points 3%</td>
<td></td>
</tr>
<tr>
<td>Journal Entries 10 points 3%</td>
<td></td>
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<tr>
<td>Total 300 points 100%</td>
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</tr>
</tbody>
</table>

IX. **Course Schedule and Policies**

A. **Tentative Course Schedule and Assignments**

<p>| Date | Assignment | Homework Due | Role-Plays |
|------|------------|--------------|------------|-----------|
|      |            |              |            |           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Topic</th>
<th>Self-Care Strategy</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/15</td>
<td>Lesson 1</td>
<td><strong>Orientation to Professional Counseling Field</strong> (Program specialties, Individual Development Plan (IDP), Degree Plan, Syllabus, Blackboard, Class Structure, Groups) <strong>Becoming a Counselor, Wellness, and Prevention</strong></td>
<td>(Breathing)</td>
<td>Planning ahead: 1. Schedule appointment with faculty advisor 2. Set up Interview 3. Read Handbook-Sign</td>
</tr>
<tr>
<td>9/2/15</td>
<td>Lesson 2</td>
<td><strong>Professional Organizations, Licensure, Certification, and Accreditation</strong> (Membership benefits, Roles, Functions, Preparation standards, Ethical Codes, Professional Identity) <strong>Self-Care Strategy (Breathing)</strong></td>
<td></td>
<td>1. Read Chapters 1 and 2 2. Take Quiz 1 3. Complete IDP</td>
</tr>
<tr>
<td>9/9/15</td>
<td>Lesson 3</td>
<td><strong>Multicultural Counseling</strong> (Competence and Issues) <strong>Self-Care Strategy (Exercise)</strong></td>
<td></td>
<td>1. Chapter 8 2. Complete Case Study 3. Take Quiz 8.</td>
</tr>
<tr>
<td>9/16/15</td>
<td>Online</td>
<td><strong>Counseling Microskills</strong> (Attending and Basic Listening Sequence)</td>
<td></td>
<td>1. Read Chapter 6 2. Group Role Play Assigned 3. Take Quiz 6.</td>
</tr>
<tr>
<td>9/23/15</td>
<td>Lesson 5</td>
<td><strong>Theories of Counseling</strong> (Significance, Theoretical Paradigms, Application and Integration) <strong>Counseling Process</strong> (Stages of Change, Helping Relationship/Exploring and Working Together) <strong>Self-Care Strategy (Nutrition)</strong></td>
<td></td>
<td>1. Read Chapter 11 2. Complete Case Study 3. Take Quiz 11</td>
</tr>
<tr>
<td>9/30/15</td>
<td>Lesson 6</td>
<td><strong>Consultation and Supervision</strong> (Models of Consultation and Supervision) <strong>Self-Care Strategy (Attitude)</strong></td>
<td></td>
<td>1. Read Chapter 14 2. Complete Case Study 3. Take Quiz 14</td>
</tr>
<tr>
<td>10/7/15</td>
<td>Lesson 7</td>
<td><strong>Midterm Exam Chapters 1, 2, 8, 11, and 14 Historical Timeline Part 1 (All three groups)</strong></td>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>10/14/15</td>
<td>Lesson 8</td>
<td><strong>Human Development Throughout the Life Span</strong> (Developmental Interventions) <strong>Self-Care Strategy (Time Management)</strong></td>
<td></td>
<td>1. Read Chapter 7 2. Complete Case Study 3. Take Quiz 7 Group 2</td>
</tr>
<tr>
<td>10/21/15</td>
<td>Lesson 9</td>
<td><strong>Face to Face Interview</strong> (Community Practice-Roles, Functions, Settings) <strong>Self-Care Strategy (Uniqueness)</strong></td>
<td></td>
<td>1. Interview Paper 2. Class Presentations Group 3</td>
</tr>
<tr>
<td>10/28/15</td>
<td>Lesson 10</td>
<td><strong>Settings and Counseling Career Choices</strong> (Schools, Universities, Mental Health facilities) <strong>Self-Care Strategy (Relaxation)</strong></td>
<td></td>
<td>1. Read Chapter 11 2. Complete Case Study 3. Take Quiz 11</td>
</tr>
<tr>
<td>11/4/15</td>
<td>Lesson 11</td>
<td><strong>History and Philosophy of Counseling Profession</strong> (Founders, Issues, Societal Forces) <strong>Historical Timeline Part 2 (All three groups)</strong> <strong>Self-Care Strategy (Associations)</strong></td>
<td></td>
<td>1. Historical Timeline 2. Discussion Forum (Post) 3. Journal 4 Group 1</td>
</tr>
<tr>
<td>11/11/15</td>
<td>Lesson 12</td>
<td><strong>Advocacy</strong> (Counseling Profession/Effective Agent of Change, Social Justice)</td>
<td></td>
<td>1. Read Chapters 9 and 10 2. Advocacy Project (in-class) 3. Take Quizzes 9 and 10 Group 2</td>
</tr>
<tr>
<td>11/18/15</td>
<td>Lesson 13</td>
<td><strong>Client Issues</strong> (Substance Abuse, Mental Health, Career and Rehabilitation) <strong>Assessment</strong> (Case Conceptualization, Diagnosis, and Treatment Planning) <strong>Self-Care Strategy (Laughter)</strong></td>
<td></td>
<td>1. Read Chapter 12 and 13 2. Complete Case 3. Take Quizzes 12 and 13 (extra credit) Group 2</td>
</tr>
</tbody>
</table>
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.
- 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. 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. See http://tinyurl.com/m8jj523.

XIII. 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.

XIV. 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.

XV. **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.

XVI. **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…) 7 points
   - Wrote 5 to 6 pages (No more, no less, no points) 5 points
   - Correct Grammar/Spelling 7 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 2 points
   - (Were there any surprises?)
   - Answered the following questions:
     - What do you think that you will like best? 1 points
     - What might you dislike? 1 points
     - What are you looking forward to? 1 points
     - What are you hoping as a counselor? 1 points
     - What will you remember about the interview? 1 points

**Total Points** 40 points  
**Possible** Earned
B. Case Studies (completed=credit) 
C. Chapter Quizzes (Provide correct answers online) 
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 that 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.
Wellness
1. Describe a personal wellness model.
2. Bring IDP copy to faculty advisor

E. Journal Entries (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
email 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**

- Divide the work assignment among group members
- Research in your text and online for additional information
- Focus on teaching the material to your classmates via visuals online
- Be creative in your presentation
- Post completed assignment on Blackboard
- Provide online feedback to all class members.

*Rubric for Credit: Posted Assignment and provided peer feedback on Blackboard’s Discussion Forum.*