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 counselor's preparation program.

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

Standard II Learner-Centered Skills: A 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): A school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

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

Competency 009 (Collaboration with Others in the School and Community): A 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): A school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/Learning Outcomes
This course meets the following Council for Accreditation of Counseling and Related Educational Programs (CACREP) II 2016 Standards and assesses the bolded standards throughout the semester.

A. Course Objectives
Common Core
• Know history and philosophy of the counseling profession and its specialty areas (CACREP Standard II-F1-a)
• Understand 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 inter-organizational collaboration and consultation (CACREP Standard II- F1-b)

- Identify self-care strategies appropriate to the counselor role (CACREP Standard II- F1-l)
- Know professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard II- F1-f)
- Understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ((CACREP Standard II- F1-g)
- Know role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II- F1-d)
- Understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Standard II- F1-i)
- Apply strategies for personal and professional self-evaluation and implications for practice (CACREP Standard II- F1-k)
- Understand role of counseling supervision in profession (CACREP Standard II- F1-m)
- Know multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP Standard II- F2-a)
- Know impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP Standard II- F2-d)
- Understand theories, models, and strategies for understanding and practicing consultation (CACREP Standard II- F2-e)
- Know theories and models of counseling (CACREP Standard II- F5-c)
- Know counselor characteristics and behaviors that influence helping processes (CACREP Standard II- F5-f)
- Understand essential interviewing, counseling, and case conceptualization skills (CACREP Standard II- F5-g)
- Know the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP Standard II- F8-a).

**Clinical Mental Health Counseling**
- Understand history and development of clinical mental health counseling. (CACREP Standard V-C1-a)
- Know roles and settings of clinical mental health counselors (CACREP Standard V-C2-a)
- Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CACREP Standard V-C2-k)
- Understand legal and ethical considerations specific to clinical mental health counseling. (CACREP Standard V-C2-l)
- Develop strategies to advocate for person with mental health issues (CACREP Standard V- C3-e)

**Marriage, Couple, and Family Counseling Core**
- Know roles/settings of marriage, couple, and family counselors (CACREP Standard V-F2-a)
- Know professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling. (CACREP Standard V-F2-n)
- Be familiar with ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling (CACREP Standard V-F2-o)

**School Counseling Core**
- Know history and development of school counseling (CACREP Standard V G1-a)
- Know school counselor roles as leaders, advocates, and systems change agents in P-12
schools (CACREP Standard V-G2-a)
- Know professional organizations, preparation standards, and credentials relevant to the practice of school counseling. (CACREP Standard II V-G2-l)

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 history and philosophy of the counseling profession and its specialty areas (CACREP Standard II-F1-a) Achievement is evidenced by posting of Historical Timeline assignment on discussion board and providing peer feedback on History and Philosophy of Counseling Profession. Credit for completion. See Rubric F in section XVI.

2. Know professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard II-F1-f) 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 credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard II-F1-g). 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. Understand role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II-F1-d) Achievement is evidenced by 100% of students completing an Advocacy Process assignment to demonstrate understanding of the role and process of Advocacy for Counseling Profession. See Rubric E in section XVI.

5. Apply strategies for personal and professional self-evaluation and implications for practice. 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.

6. Understand role of counseling supervision in profession (CACREP Standard II-F1-m). Achievement is evidenced by completion of case study on supervision and discussion with peer feedback posted online.

7. Know theories, models, and strategies for understanding and practicing consultation (CACREP Standard II-F2-c). Achievement is evidenced by 80% of students earning a B or above on the online Quiz 14 covering the section on consultation.

8. Know the importance of research in advancing the counseling profession (CACREP Standard II-G-8-a). Achievement is evidenced by completion of case study on research issues and discussion with peer feedback posted online.

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 (group; presentations; role-play)
C. Field Experiences (use of community resources)

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 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 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 report, 5 to 6 pages, 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 with a master's or doctoral degree 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 online or face-to-face participation and to earn a homework grade. Assignments are posted on Blackboard Discussion Forum for online work or students post assignment and bring a hard copy of case if in class discussion is required.

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

5. Online Assignment: History and Philosophy of Counseling Profession
   - Select years of a timeline from list provided
   - Research text and peer reviewed journals for additional information
   - Supplement text information with three or more lines of text for each entry
   - Use PowerPoint or other tool to post information
   - Post assignment on Blackboard Discussion Forum and add a question at the end of entry
   - Provide peer feedback to each class member by answering the questions posted at the end of each submitted assignment

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

8. Group Role-Plays
   Students will present role-plays focusing on counseling microskills.

9. Methods and Percentage of Final Course Grade
The grading system is based on the accumulation of points. Total number of points could vary depending on learning opportunities that arise which benefit the students.

<table>
<thead>
<tr>
<th>A. Method of Evaluation</th>
<th>B. Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>270 - 300 points = A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>240 - 269 points = B</td>
</tr>
<tr>
<td>Quizzes</td>
<td>210 - 239 points = C</td>
</tr>
<tr>
<td>Face to Face Interview/Paper</td>
<td>180 - 209 points = D</td>
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<tr>
<td>Role-plays/Assignments</td>
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<tr>
<td>Group/ Participation</td>
<td></td>
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<tr>
<td>Journal Entries</td>
<td></td>
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<tr>
<td>Total</td>
<td>300 points</td>
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100%
# IX. A. Tentative Course Schedule and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Topic</th>
<th>Homework</th>
<th>Role-Play</th>
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</thead>
</table>
| 1/25/16    | Lesson 1 | Orientation to Professional Counseling Field (Program specialties, Individual Development Plan (IDP), Degree Plan, Syllabus, Blackboard, Class Structure, Groups) | Planning ahead:  
1. Read Handbook-Sign by 2/08  
2. Schedule appointment with faculty advisor by 2/29  
3. Set up Interview by 3/07 |                |
|            |        | **Becoming a Counselor, Wellness, and Prevention**                    |                                               | Role-Play       |
| 2/01/16    | Lesson 2 | Professional Organizations, Licensure, Certification, and Accreditation (Membership benefits, Roles, Functions, Preparation standards, Ethical Codes, Professional Identity, Counseling Process) |  
1. Read Chapters 1 and 2  
2. Take Quizzes 1 and 2  
3. Submit Journal 1  
4. Post Case/bring hardcopy |                |
|            |        | **Self-Care Strategy (Breathing)**                                   |                                               | Role-Play       |
| 2/08/16    | Lesson 3 | Counseling Microskills (Attending and Basic Listening Sequence)       |  
1. Chapter 6  
2. Take Quiz 6.  
3. Post Microskills and provide peer feedback on Discussion Forum |                |
|            |        | **Self-Care Strategy (Breathing)**                                   |                                               | Role-Play       |
| 2/15/16    | Lesson 4 | The Counseling Process (Characteristic, Helping Client Issues) (Substance Abuse, Mental Health, Career and Rehabilitation) |  
1. Read Chapters 5 and 12  
2. Take Quizzes 5 and 12  
3. Assign Group Role Play  
4. Post Case/bring hardcopy |                |
|            |        | **Self-Care Strategy (Exercise)**                                    |                                               | Role-Play       |
| 2/22/16    | Lesson 5 | Theories of Counseling (Significance, Theoretical Paradigms, Application and Integration) |  
1. Read Chapter 4  
2. Take Quiz 4  
3. Post Theory Outlines/bring hard copies  
4. Submit Journal 2 |                |
|            |        | **Counseling Process (Stages of Change, Helping Relationship/Exploring and Working Together)** |                                               | Role-Play       |
| 2/29/16    | Lesson 6 | Human Development Throughout the Life Span (Developmental Interventions) |  
1. Read Chapter 7  
2. Take Quiz 7  
3. Post Case/bring hardcopy | Group Role-play |
|            |        | **Self-Care Strategy (Attitude)**                                    |                                               | Role-Play       |
| 3/07/16    | Lesson 7 | Midterm Exam Chapters 1, 2, 4, 5, 6, 7, and 12                       |                                               |                |
|            | Online | Online                                                               |                                               |                |
| 3/14/16    |        | Spring Break                                                          |                                               |                |
| 3/21/16    | Lesson 8 | Settings and Counseling Career Choices (Schools, Universities, Mental Health facilities) |  
1. Read Chapter 11  
2. Take Quiz 11  
3. Post Case/bring hardcopy | Group Role-play |
|            |        | **Self-Care Strategy (Time Management)**                             |                                               | Role-Play       |
| 3/28/15    | Lesson 9 | Face to Face Interview (Community Practice-Roles, Functions, Settings) |  
1. Interview Paper  
2. Class Presentations  
3. Submit Journal 3 | Group Role-play |
|            |        | **Self-Care Strategy (Uniqueness)**                                  |                                               | Role-Play       |
| 4/04/16    | Lesson 10 | Multicultural Counseling (Competence and Issues)                      |  
1. Read Chapter 8  
2. Take Quiz 8  
3. Post Case/bring hardcopy | Group Role-play |
|            |        | **Self-Care Strategy (Relaxation)**                                  |                                               | Role-Play       |
| 4/11/16    | Online | Assessment (Case Conceptualization, Diagnosis, and Treatment Planning) |  
1. Read Chapter 13  
2. Take Quiz 13  
3. Post Timeline and provide peer feedback on Discussion Forum |                |
|            | Lesson 11 | Historical Timeline Part 2 (All groups) (TCA)                       |                                               |                |
| 4/18/16    | Lesson 12 | Advocacy (Counseling Profession/Effective Agent of Change, Social Justice) |  
1. Read Chapters 9 and 10  
2. Take Quizzes 9 and 10  
3. Complete Advocacy Project  
4. Submit Journal 4 | Group Role-play |
|            |        | **Self-Care Strategy (Associations)**                                |                                               | Role-Play       |
| 4/25/16    | Lesson 13 | Consultation and Supervision (Models of Consultation and Supervision) |  
1. Read Chapter 14  
2. Take Quiz 14  
3. Post Case/bring hardcopy | Group Role-play |
|            |        | **Self-Care Strategy (Laughter)**                                    |                                               | Role-Play       |
| 5/02/16    | Lesson 14 | Accountability/Outcome Research in Counseling (Importance of research in advancing the counseling profession) |  
1. Read Chapters 15 and 16  
2. Post Case/bring hardcopy  
3. Submit Journal 5 | Group Role-play |
| 5/09/16    | Lesson 15 | Final Exam                                                           |                                               |                |
|            | Online | Online                                                               |                                               |                |
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
- Current Students SAIL / Blackboard
- Counseling Listserv: http://listserv.tamucc.edu/mailman/listinfo/counsel-list
- 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 other comments or observations 2 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? 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 (Provided 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.

Credentia lizing
  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.

Wellness
  1. Describe a personal wellness model.
  2. Bring IDP copy to faculty advisor

E. Journal Entries (Completed= credit)

D. Complete Posted Advocacy Process Assignment on Discussion Forum and provided peer feedback online

F. History and Philosophy of Counseling Profession

Online Assignment: Historical Timeline (Rubric: Posted Assignment and feedback)
  • Select years of a timeline from list provided
  • Research text and peer reviewed journals for additional information
  • Supplement text information with three or more lines of text for each entry
  • Focus on teaching the material to your classmates via visuals online
  • Post assignment on Blackboard Discussion Forum and add a question at the end of entry
  • Provide peer feedback to each class member by answering the questions posted at the end of each submitted assignment