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 2016 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 2016 Standards
Common Core

- Know history and philosophy of the counseling profession and its specialty areas (CACREP Standard II-F-1-a)
- Understand professional roles, functions, professional identity and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP Standard II-F-1-b)
- Identify self-care strategies appropriate to the counselor role (CACREP Standard II-F-1-l)
- Know role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II-F-1-d)
- Know professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard II-F-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-F-1-g)
- Apply strategies for personal and professional self-evaluation and implications for practice (CACREP Standard II-F-1-k)
- Understand role of counseling supervision in profession (CACREP Standard II-F-1-m)
- Know multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP Standard II-F-2-a)
- Know impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP Standard II-F-2-d)
- Understand theories, models, and strategies for understanding and practicing consultation (CACREP Standard II-F-2-c).
- Be familiar with theories of individual and family development across the lifespan (CACREP Standard II-F-3-a).
- Know theories and models of counseling (CACREP Standard II-F-5-a)
- Know counselor characteristics and behaviors that influence helping processes (CACREP Standard II-F-5-f)
- Understand essential interviewing, counseling, and case conceptualization skills (CACREP Standard II-F-5-g)
- Know current labor market information relevant to opportunities for practice within the counseling profession (CACREP Standard II-F-5-h)
- Know the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP Standard II-F-8-a).
- Be able to identify evidence-based counseling practices (CACREP Standard II-F-8-b).
- Know the process for conducting a needs assessment (CACREP Standard II-F-8-c).
- Understand the development of outcome measures for counseling programs (CACREP Standard II-F-8-d).
- Know the process of evaluation of counseling interventions and programs (CACREP Standard II-F-8-e).
Clinical Mental Health Counseling

- Understand the history and development of clinical mental health counseling. (CACREP Standard II C1-a)

- Understand impact of crisis and trauma on individuals with mental health diagnoses (CACREP Standard II C2-f)

- **Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.** (CACREP Standard II C2-k)

Marriage, Couple, and Family Counseling Core

- Know the roles and settings of marriage, couple, and family counselors (CACREP Standard II C-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 and development of school counseling (CACREP Standard II C-1)

- Know school counselor roles in school leadership and multidisciplinary teams (CACREP Standard II A-3)

- Know professional organizations, preparation standards, and credentials 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 and its specialty areas** (CACREP Standard II-F1-a). 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 G in section XVI.

2. **Comprehend professional roles, functions, professional identity and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications** (CACREP Standard II-F1-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.

3. **Understand role and process of the professional counselor advocating on behalf of the profession** (CACREP Standard II-F1-d). 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. Completed Advocacy Process Activity also demonstrates understanding of the role and process of advocacy. See Rubric E 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-F1-f). Achievement is evidenced by 90% of students earning 100% on Quiz 1. See Rubric C in section XVI.
5. Understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard II-F-1-g). Achievement is evidenced by 85% of students earning a B or above on the Quiz 2 covering the section on credentialing, certification, licensure, and accreditation practices and standards. See Rubric C in section XVI.

6. Develop an orientation to wellness and prevention as desired counseling goals (CACREP Standard II-F-1-l). 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 E in section XVI.

7. Develop general framework for understanding and practicing consultation (CACREP Standard II-F-2-c). Achievement is evidenced by 85% of students earning a B or above on Quiz 14 on consultation. See Rubric C in section XVI.

8. Know the importance of research in advancing the counseling profession (CACREP Standard II-F-8-a). Achievement is evidenced by 100% of students completing Case Study 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 report of 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 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 a segment of the timeline
   • Supplement text information with three or more lines of text for each entry
   • Compile material into one document with visual aids
   • Post completed assignment on Blackboard Discussion Forum for peer feedback

7. Class Participation:
   Students must complete homework assignments, actively 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.

   A. Method of Evaluation:    B. Grading Scale:
   Midterm Exam       40 points  13%        270 - 300 points = A
   Final Exam         50 points  17%        240 - 269 points = B
   Quizzes            100 points 34%        210 - 239 points = C
   Face to Face Interview/Paper 40 points 13%        180 - 209 points = D
   Role-plays/Assignments 60 points 20%        10 points  3%
   Journal Entries    10 points
   Total              300 points 100%
## IX. A. Tentative Course Schedule and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Objective</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30/17</td>
<td>Lesson 2</td>
<td>Professional Organizations, Licensure, Certification, and Accreditation (Membership benefits, Roles, Functions, Preparation standards, Ethical Codes, Professional Identity, Counseling Process)</td>
<td>J. Read Chapters 1and 2 2. Take Quizzes 1and 2 3. Submit Journal 1 4. Post Case/bring hardcopy</td>
</tr>
<tr>
<td>2/06/17</td>
<td>Lesson 3</td>
<td>The Counseling Process (Characteristic, Helping Client Issues (Substance Abuse, Mental Health, Career and Rehabilitation)</td>
<td>J. Read Chapters 5 and 12 2. Take Quizzes 5 and 12 3. Assign Group Role Play 4. Post Case /bring hardcopy</td>
</tr>
<tr>
<td>2/13/17</td>
<td>Lesson 4 Online</td>
<td>Counseling Microskills (Attending and Basic Listening Sequence)</td>
<td>J. Chapter 6 2. Take Quiz 6. 3. Post Microskills and provide peer feedback on Discussion Forum</td>
</tr>
<tr>
<td>2/27/17</td>
<td>Lesson 6</td>
<td>Human Development Throughout the Life Span (Developmental Interventions) Self-Care Strategy (Nutrition)</td>
<td>J. Read Chapter 7 2. Take Quiz 7 3. Post Case/bring hardcopy</td>
</tr>
<tr>
<td>3/06/17</td>
<td>Lesson 7</td>
<td>Settings and Counseling Career Choices (Schools, Universities, Mental Health facilities) Self-Care Strategy (Time Management)</td>
<td>1. Read Chapter 11 2. Take Quiz 11 3. Post Case/bring hardcopy</td>
</tr>
<tr>
<td>3/13/17</td>
<td>Lesson 8 Online</td>
<td>Spring Break Midterm Exam Chapters 1, 2, 4, 5, 6, 7, 11, and 12</td>
<td></td>
</tr>
<tr>
<td>3/27/17</td>
<td>Lesson 10</td>
<td>Multicultural Counseling (Competence and Issues) Self-Care Strategy (Relaxation)</td>
<td>1. Read Chapter 8 2. Take Quiz 8 3. Post Case/bring hardcopy</td>
</tr>
<tr>
<td>4/03/17</td>
<td>Lesson 11 Online</td>
<td>Assessment (Case Conceptualization, Diagnosis, and Treatment Planning) Historical Timeline Part 1</td>
<td>J. Read Chapter 13 2. Take Quiz 13 3. Post Timeline and provide peer feedback on Discussion Forum</td>
</tr>
<tr>
<td>4/17/17</td>
<td>Lesson 13 Online</td>
<td>Consultation and Supervision (Models of Consultation and Supervision) Self-Care Strategy (Laughter)</td>
<td>J. Read Chapter 14 2. Take Quiz 14 3. Post Case/bring hardcopy</td>
</tr>
<tr>
<td>4/24/17</td>
<td>Lesson 14</td>
<td>Accountability/Outcome Research in Counseling (Importance of research in advancing the counseling profession)</td>
<td>J. Read Chapters 15 and 16 2. Post Case/bring hardcopy 3. Submit Journal 5</td>
</tr>
<tr>
<td>5/01/17</td>
<td>Lesson 15 Online</td>
<td>Historical Timeline Part 1 Final Exam</td>
<td>J. Post Timeline and provide peer feedback on Discussion Forum 2. Take Final Exam</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
- Current Students SAIL / Blackboard
- Counseling Listserve: 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](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](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

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 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)

F. 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. Completed Advocacy Process Assignment,

G. History and Philosophy of Counseling Profession
Assignment: Historical Timeline (Rubric for Credit: Posted Assignment and feedback
- Selected a segment of the timeline
- Supplemented text information with three or more lines of text for each entry
- Compiled material into one document with visual aids
- Posted completed assignment on Blackboard Discussion Forum for peer feedback
- Provided feedback to each member of the class.