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)
• Current labor market information relevant to opportunities for practice within the counseling profession. (CACREP Standard II-F-1-h)
• Technology ‘s impact on the counseling profession. (CACREP Standard II-F-1-j)
• Apply strategies for personal and professional self-evaluation and implications for practice (CACREP Standard II- F1-k)
• Self-care strategies appropriate to the counselor role (CACREP Standard II- F-1-l)
• 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-b).
• 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)
• Evidence-based counseling strategies and techniques for prevention and intervention (CACREP Standard II- F-5-j)
• Suicide prevention models and strategies (CACREP Standard II- F-5-l)
• Multicultural counseling competencies (CACREP Standard II- F-7-c).
• Procedures for identifying trauma and abuse and reporting abuse (CACREP Standard II- F-7-d).
• 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
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 B in section XV.

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-F-1-b). Achievement is evidenced by 100% of students conducting a Panel Report and Reflection Paper of professional counselors in the community and earning an 80% or above on Report and Reflection Paper. See Rubric A in section XV.

3. Understand role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II-F1-d). Achievement is evidenced by students responding to opportunities such as Call to Action requests for Advocacy for Counseling Profession and earning at least an 80% for the Advocacy Project of during the semester. Completed Advocacy Process Activity also demonstrates understanding of the role and process of advocacy. See Rubric F 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-F1-f). Achievement is evidenced by students earning an 80% or above on Quiz 1.

5. 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 students earning an 80% or above on the Quiz 2 covering the section on credentialing, certification, licensure, and accreditation practices and standards.

6. Current labor market information relevant to opportunities for practice within the counseling profession. (CACREP Standard II-F1-h). Achievement is evidenced by students completing, and earning an 80% or above, on the Professional Exploration. See Rubric D in section XV.

7. Develop an orientation to wellness and prevention as desired counseling goals (CACREP Standard II-F1-i). Achievement is evidenced by students completing, and earning an 80% or above, the Individual Development Plan and meeting 90% of Personal Goals (Journal Entry 1). See Rubrics G and H in section XV.

8. Technology’s impact on the counseling profession. (CACREP Standard II-F1-j). Achievement is evidenced by students completing the Professional Exploration and Informed Consent assignments and earning at least and 80% for each assignment. See Rubrics D and E in section XV.

9. Develop general framework for understanding and practicing consultation (CACREP Standard II-F2-c). Achievement is evidenced by students earning 80% or above on Quiz14 on consultation.
10. Know counselor characteristics and behaviors that influence helping processes (CACREP Standard II-F-5-f). Achievement is evidenced by students completing Quiz 5 and the Panel Report and Reflection Paper and earning at least an 80% for each. See Rubric A in section XV.

11. Understand essential interviewing, counseling, and case conceptualization skills (CACREP Standard II-F-5-g). Achievement is evidenced by students completing Quiz 5 and Role Play assignments and earning at least an 80% for each. See Rubric C in section XV.

12. Evidence-based counseling strategies and techniques for prevention and intervention (CACREP Standard II-F-5-j). Achievement is evidenced by students completing Quizzes 8 and 9 and the Advocacy Project and earning at least an 80% for each. See Rubric F in section XV.

13. Suicide prevention models and strategies (CACREP Standard II-F-5-l). Achievement is evidenced by students completing Quiz 9 and earning at least an 80%, and correctly answering question 49 on the Final Exam.

14. Multicultural counseling competencies (CACREP Standard II-F-7-c). Achievement is evidenced by students completing Module 1 in Bb and Journal Entry 2 and earning at least an 80%.

15. Procedures for identifying trauma and abuse and reporting abuse (CACREP Standard II-F-7-d). Achievement is evidenced by students completing Quiz 9 and the Panel Report and Reflection Paper earning at least an 80% for each, and correctly answering question 50 on the final exam. See Rubric A in section XV.

16. Know the importance of research in advancing the counseling profession (CACREP Standard II-F-8-a). Achievement is evidenced by students completing the Case Study Example and receiving an 80% or higher. See Rubric C 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. 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, and an in-class final exam. 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. Panel Report and Reflection Paper: A panel of clinical mental health professionals will visit our class to discuss various aspects of the profession. To explore the world of a practicing professionals and to help students understand professional roles, functions, professional identity and relationships
with other human service providers, students will prepare interview questions prior to the panel discussion to ask our guests. These questions should be developed in a professional, respectful manner, and will be evaluated by the professor. Work with your groups to develop at least 5 well thought out questions that inquire about the world of a practicing Licensed Professional Counselors. Questions must address the following areas: (a) professional roles, (b) functions, (c) professional identity, (d) relationships with other human service providers, and (e) how to address trauma and report abuse. Students may develop additional questions outside of the required areas listed above.

To maximize learning, students write a report of what they have learned from the panel, and a reflection regarding how this information influences their professional growth and development. This paper will be 5 to 6 pages in length (not including the cover page, list of questions, or reference page), using APA writing format. The paper must include the following:

1. Introduction – Provide a brief overview of what is discussed in the paper
2. Panel Discussion Report -including, what you learned, and your understanding of (a) professional roles, (b) functions, (c) professional identity, (d) relationships with other human service providers, and (e) how to address trauma and report abuse.
3. Reflection – Provide a discussion regarding how this experience influences your professional growth and development as a counselor-in-training
4. List of questions provided
5. Page length: 5 to 6 pages in length (not including the cover and reference pages)
6. Correct APA writing format
7. References (You will need to list the people that were interviewed)

3. Journal Entries:
   Journal questions are posted on Blackboard and must be completed by the due date to receive credit. Due by 6:59pm on the due date listed on the course schedule. Submit journal entries through Blackboard.

4. Historical Timeline: History and Philosophy of Counseling Profession
   Students will work in groups of 2-3 to complete the following components of this assignment:
   - Each group will be assigned a segment of the timeline (see your group segment on Blackboard)
   - Students will supplement text information from their time segment 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
   - After posting your document, visit each of your peers’ entries and provide feedback.

5. Group Case Studies and Role-Plays
   Group members will create a case study that will be illustrated through role-play in class. Case studies will be created by groups (class time will be allotted for this), and posted on Blackboard (See Blackboard for an example case). Also, each group member must bring a copy of their case to class for discussion. Following each role play experience, students will complete the reflection form provided by the professor. Reflection forms will be due by 11:59pm the day of the role-play.

Case Study Example Instructions: Group members will create a case study together that will be illustrated through role-play in class. A Case Study is an example of a client counseling case. Case studies will be created by groups (class time will be allotted for this), and posted on Blackboard (See Blackboard for an example case). Also, each group member must bring a copy of their case to class for
discussion. As a group, create the background information for your case (as illustrated in the example on Bb)-You will develop a case example of a real life issue that may exist with a potential client. Choose a topic (i.e., presenting concern) that you client will present with (e.g., anxiety, depression, relationship concerns). After choosing a topic (i.e., presenting concern of the client), identify three different problems or issues that are related to the topic that the client may experience in regards to their presenting concern (e.g., when a client experiences anxiety they may also experience difficulties at work due as a result, or find themselves self-medicating with drugs or alcohol in an attempt to deal manage their anxiety)-Students must review the literature regarding their topic and provide citations for at least two peer-reviewed counseling related journal articles and include these references in a reference page with your case study submission. See example of case study in Bb.

Role-Play Instructions: For the Role-Play, each group member will have an opportunity to play the role of the client, and the counselor.

1. Be prepared for your role-play in class (dates assigned for each group are in the schedule below.
2. Research the topic for your session. – Look into the literature regarding your topic/client’s presenting concern (e.g., anxiety, depression).
3. Identify three different problems or issues related to the topic. – As explained above, this means what issues would accompany the clients presenting concern (e.g., when a client experiences anxiety they may also experience difficulties at work due as a result, or find themselves self-medicating with drugs or alcohol in an attempt to deal manage their anxiety).
4. Take a minimum of 10 minutes and a maximum of 12 minutes for each counselor role. Remember, each group member will have the opportunity to play the role of the counselor
5. No script needed!
6. Provide some background information in the introduction. – This refers to the background information for the client that you will create together as a group.
7. Demonstrate the use of microskills throughout your role-play. Refer to Chapter 6 of your textbook about Microskills.
8. On the days when your group does not demonstrate their role-play, you will serve as an observer of a group and provide feedback for each member that plays the role of the counselor (using the Group Observer Feedback Form provided in Bb and consulting the Guidelines for Providing Feedback Form).

Reflection Forms: Following each role play experience, students will complete the reflection form provided by the professor (this was provided during the first class, but is also available in Bb). Reflection forms will be due by 11:59pm the day after the role-play. Worth 20 points each. Each group will role play twice.

*On the day your group presents their role-play, each member will be responsible for turning in their Role-Play Self-Reflection Form. As such, you will submit two Role-Play Self-Reflection Form following your group demonstration.

*On the weeks when your group does NOT demonstrate a role-play, you will serve as a group observer, and provide feedback to the group based on the content s of the Group Observer Feedback Form and submit this completed form through Blackboard. As such, you will submit a total of 6 Group Observer Forms throughout the semester.

6. Professional Exploration Project
Students will explore the current labor market information relevant to opportunities for practice within the counseling profession. Decide on an area of interest within the counseling profession that you would like to become expert (e.g., addiction counseling, trauma counseling) and identify the following information as it related to this area of interest:
A. Degree needed
B. Employment opportunities (i.e., potential places to work)
C. Average salary
D. Additional training needed
E. Work related duties
F. Explain how technology is utilized, as well as the pros and cons
G. Resources

Students will create a PowerPoint Presentation that will be uploaded to the Discussion Forum within Blackboard for other student to view. Include your references in APA format. Each student will be responsible for visiting every student’s posting thru the Discussion Forum and providing feedback to each.

7. **Informed Consent Form**
Develop an Informed Consent Form: You are getting ready to open up your own private practice. You have gathered all the information to create your own Informed Consent Form. What will it look like? You must cite your source(s). Informed consents must include real credentials (i.e., you plan to have in the future, related to your work focus).

8. **Advocacy Project**
Students will choose a cause they are passionate about and develop a plan to take action to advocate for the profession. Projects should include the following components:

1. Identify the problem and provide a clear explanation of the problem.
2. Identify current prevention and intervention strategies utilized to address this problem.
3. Identify and describe local resources you know about that could be utilized to help address this issue (e.g., thru treatment, prevention, intervention, support, psychoeducation)
4. Describe the strategic plan for implementing your advocacy project in the community
5. Provide a description of a training you would provide to professional counselors to advocate for the issue
6. Consider and identify ways to implement the plan of action (i.e., explain exactly how you plan to implement your plan of action step-by-step)
7. Describe a plan of how to celebrate accomplishments (e.g., participants earn a certificate of completion, community celebration dinner, etc.)

Students will post their Advocacy Project through the Discussion Board of Blackboard, and provide feedback to each class member by adding something to strengthen their advocacy efforts. Projects may be completed in a Word Document format or using PowerPoint. Be creative! This is not a lengthy project, so be clear and concise.

9. **Individual Development Plan**
Students will develop an Individual Development Plan that reflects their professional goals to develop a professional identity. **Students design their own plan and target the following areas:**

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

**Ethical Practice**
1. Example: Join a professional organization (specify which one) and read the Code of Ethics. Write a one-page response on how the Code of Ethics will be used in practice.
2. Example: Read two peer reviewed articles from journals in the profession once a year base on my interest in _____.

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

**Advocacy**

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

**Credentialing**

1. Example: Be able to explain orally the process for licensure in Texas.
2. Example: Be able to explain the CACREP accreditation process.

**Human Growth and Development**

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

**Helping Relationship**

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

**Theoretical Orientation**

1. Example: 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. Example: Develop a personal theoretical model. Bring copy to advisor before the start of Practicum.

**Wellness**

1. Example: Develop a self-care plan
2. Example: Implementation strategies to achieve self-care plan goals.

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**10. Class Participation:**

Students must complete all assignments, and actively participate in class and online to get credit for participation. Participation points are deducted for lack of participation, disrespectful participation, and partial participation. See Course Policies below.

**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>Panel Report &amp; Reflection Paper</td>
<td>100 points</td>
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<tr>
<td>Informed Consent</td>
<td>50 points</td>
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<tr>
<td>Journal Entries</td>
<td>100 points</td>
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<tr>
<td>Case Studies</td>
<td>40 points</td>
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<td>Group Role-Plays &amp; Forms</td>
<td>160 points</td>
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<td>Advocacy Project</td>
<td>100 points</td>
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<td>Professional Exploration</td>
<td>100 points</td>
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<tr>
<td>IDP</td>
<td>50 points</td>
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<tr>
<td>Quizzes</td>
<td>120 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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<td><strong>Total</strong></td>
<td>1000 points</td>
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</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>*ORIENTATION (TAMUCC COUNSELING PROGRAM, Specialties, IDP, Degree Plan, Syllabus, Blackboard, Class Structure, Group Formation, writing a strong paper, APA, etc.) *BECOMING A PROFESSIONAL COUNSELOR: Philosophical, Historical, and Future Considerations In-Class: Wellness Wheel REMINDER: STUDENTS TURN IN THE LAST PAGE OF THE MASTER’S STUDENT HANDBOOK SIGNED!</td>
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<tr>
<td>Sep 5</td>
<td>*PROFESSIONAL COUNSELING: Licensure, etc.</td>
<td>Chapter 1</td>
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<td>Quiz 1 (Due by 4:19pm)</td>
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<td>Journal Entry 1 Due (by 4:19pm)</td>
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<td></td>
<td>STUDENTS TURN IN THE LAST PAGE OF THE MASTER’S STUDENT HANDBOOK SIGNED!</td>
</tr>
<tr>
<td>Sep 12</td>
<td>*ETHIC AND LEGAL ISSUES IN COUNSELING</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>In-Class: PRACTICE INFORMED CONSENTS (CREATE, REVIEW, EDIT)</td>
<td>Quiz 2 (Due by 4:19pm)</td>
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<tr>
<td>Sep 19</td>
<td>*MULTICULTURAL (Counseling Issues)</td>
<td>Chapter 3</td>
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<td>In-Class: Groups Work on Developing Case Studies</td>
<td>Quiz 3 (Due by 4:19pm)</td>
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<tr>
<td>Sep 26</td>
<td>*COUNSELING PROCESS (Helping Relationship/Working Together)</td>
<td>Chapter 11</td>
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<td>Informed Consent Due</td>
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<td>Quiz 4</td>
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<td>Oct 3</td>
<td>*COUNSELING MICROSKILLS (Attending/Basic Listening)</td>
<td>Chapter 5 &amp; 6</td>
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<td>In-Class: Practice establishing rapport</td>
<td>Quiz 5</td>
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<td>Case Study Examples Due</td>
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<td>In-Class-Practice Role Play</td>
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<td>Role Play Reflection Due</td>
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<td>(by 11:59pm 10/5)</td>
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<tr>
<td>Oct 10</td>
<td>*THEORIES OF COUNSELING</td>
<td>Chapter 4</td>
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<td>Quiz 6 (Due by 4:19pm)</td>
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<td>Journal Entry 3 Due</td>
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<td>Historical Timeline Due</td>
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<td>Oct 17</td>
<td>*ASSESSMENT (Case Conceptualization, Diagnosis, and Treatment Planning)</td>
<td>Chapter 12</td>
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<td>In-Class: Assessment &amp; Practice treatment planning</td>
<td>Quiz 7 (Due by 4:19pm)</td>
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<td>In-Class-Practice Role Play</td>
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<td></td>
<td>Role Play Reflection Due</td>
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<td>(by 11:59pm 10/18)</td>
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<td>Oct 24</td>
<td>*CONSULTATION AND SUPERVISION STAR ACCOUNTABILITY</td>
<td>Journal Entry 4 Due</td>
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<td>IDP Due (by 4:19pm)</td>
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<td>Oct 31</td>
<td>*CRISIS PREVENTION AND INTERVENTION</td>
<td>Chapters 8 &amp; 9</td>
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<td>Quiz 8 (Due by 4:19pm)</td>
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<tr>
<td>Nov 7</td>
<td>*PROFESSIONAL EXPLORATION</td>
<td>Chapters 7</td>
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Panel Discussion

Quiz 9 (Due by 4:19pm)
Professional Exploration Due (by 4:19pm)

Nov 14
ONLINE
*Settings and Counseling Career Choices

Chapters 10, 14 & 15
Quiz 10 (Due by 4:19pm)

Nov 21
ONLINE
*Human Development Through the Lifespan
*Advocacy

Chapter 13 & 16
Quiz 11 (Due by 4:19pm)
Panel Report & Reflection Paper Due (by 4:19pm)

Nov 28
*Outcome Research
*Wellness-Wheel

Chapter 17
Advocacy Project Due (by 4:19pm)
Quiz 12 (Due by 4:19pm)
Journal Entry 5 Due (by 4:19pm)

Dec 5
Final Exam

B. Policies

Attendance & Participation

Students will attend ALL scheduled classes, more than two absences will deduct one letter grade; missing more than 30 minutes of an in class meeting will be considered an absence. Students will participate in course activities (both in and out of class) in a cooperative manner, complete homework assignments in a timely fashion, as well as remain receptive to feedback provided by the instructor and teaching assistant. Cell Phones: Turn your cell phones off during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class.

Online Course Guidelines

As this is a partial online course with 1-24% of your instruction that will occur online, it is vital that you understand and follow these guidelines and demonstrate respect and responsibility as part of an online learning community. Some things you can do to exhibit an attitude of respect and responsibility include:

- Post assignments on time. Early is even better. Remember that you must respond to your peers in addition to monitoring your own Discussion Board postings – you need sufficient time to do this, as do your peers.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and Wikis to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students.
- Don't get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course. Even though this course is blended, these guidelines still apply.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the teacher's responsibility to tell you what you have or haven't turned in. Your grades will be available in Blackboard so all you have to do is regularly
check to make sure you have grades posted for all work.

**Professionalism**

By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful and unprofessional behavior in a face-to-face class include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. These same behaviors can be found in online classes as well, especially when participating in class discussion boards. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment should always be acknowledged. Good advice would be to reread your posts before uploading them, to see if they may be disrespectful or hurtful to others.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Late Submissions of Student Work**

One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in at the beginning of class on the due date. Any work turned in will be subjected to a letter grade deduction for each day that the assignment is late with no assignments being accepted after the second day late.

**Extra Credit**

As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Academic Integrity and 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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).
Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question. If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the
beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries from their instructor within 48 hours (excluding weekends and university-recognized holidays).

Syllabus Disclaimer:

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

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
- ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #, Next, go to http://newuser.tamucc.edu for your new e-mail account)
- http://tamucc.libguides.com/tamucc_help_edu

XI. Bibliography


XII. 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 website 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. Disability 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 Driftwood 101.

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. 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 (Available thru Blackboard)