



COUN 501: Introduction to the Counseling Profession

Course Syllabus: *Spring 2020*

Wednesdays

4:30-7:10

CHEC

INSTRUCTOR INFORMATION

Instructor: Erika L. Schmit, PhD, LPC

Office Location: Binnion 219 (Commerce); CHEC (Mckinney)

Office Hours: Wednesday at CHEC 300-430

Fridays in Commerce 2-4

Please email me for appointments.

University Email Address: Erika.schmit@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24-72 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Gladding, S. L. (2018). *Counseling: A comprehensive profession* (8th ed.). Upper Saddle River, NJ: Pearson.

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

Note: This course will use D2L as its Learning Management System

**Other Readings as Assigned

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 501: Introduction to the Counseling Profession

Three semester hours. Recommended as initial course in a student's program to serve as an introduction to the counseling profession. Roles of counselors and related professionals in various settings are presented. Professional goals and objectives; trends; professional associations; ethical and legal issues; history; credentialing; preparation standards for counselors; and essential interviewing and counseling skills, characteristics, and behaviors that influence helping processes are explored.

General Course Information

This course should be taken early in the student's preparation program. This course serves primarily as an orientation to the counseling profession and as a course where students develop basic interviewing and counseling skills and self-awareness that promotes appropriate counselor-client relationships. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

Student Learning Outcomes

2009 CACREP Standards addressed in COUN 501

Core Standard	Learning Activity or Assignment	Assessment
II.G.1.a. history and Philosophy of the counseling profession	Gladding (2018) Ch. 1	Threaded Discussion Rubric; Group Presentation Rubric
II.G.1b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications	Gladding (2018) Ch. 1 Appendix C Department Handbook	Threaded Discussion Rubric; Group Presentation Rubric
II.G.1.c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	Selected Readings, Gladding (2018)	Threaded Discussion Rubric; Group Presentation Rubric
II.G.1.f. Professional organizations, including membership benefits, activities, services to members, and current issues	Gladding (2018) Ch. 1	Threaded Discussion Rubric; Group Presentation Rubric
II.G.1.g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Gladding (2018) Ch. 1	Threaded Discussion Rubric

II.G.1.h. The role and process of the professional counselor advocating on behalf of the profession	Gladding (2018) Ch. 1-4,12,18	Threaded Discussion Rubric; Group Presentation Rubric; Counseling Interest Paper Rubric
II.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Selected Readings TCA public policy; ACA public policy	Threaded Discussion Rubric; Group Presentation Rubric; Counseling Interest Paper Rubric
II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Gladding (2018) Ch. 2	Threaded Discussion Rubric; Group Presentation Rubric; Counseling Interest Paper Rubric
II.G.5.b. Counselor characteristics and behaviors that influence helping processes	Gladding (2018) Ch. 5,6	Threaded Discussion Rubric; Group Presentation Rubric
II.G.5.f. A general framework for understanding and practicing consultation	Gladding (2018) Ch. 19	Threaded Discussion Rubric
School Standard	Learning Activity or Assignment	Assessment
A2. Understands ethical and legal considerations specifically related to the practice of school counseling	Selected Readings ASCA code:	Threaded Discussion Rubric; Group Presentation Rubric; Counseling Interest Paper Rubric
A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	Gladding (2018) Ch. 15; ASCA code	Threaded Discussion Rubric; Group Presentation Rubric
B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program	Gladding (2018) Ch. 15	Threaded Discussion Rubric; Group Presentation Rubric; Counseling Interest Paper Rubric
M4. Understands systems theories, models, and	Gladding (2018) Ch. 10,15	Threaded Discussion Rubric; Group Presentation Rubric



processes of consultation in school system settings		
M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Gladding (2018) Ch. 15	Threaded Discussion Rubric; Counseling Interest Paper Rubric; Group Presentation Rubric
CMHC Standard	Learning Activity or Assignment	Assessment
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Gladding (2018) Ch. 1; TCA and ACA websites; Texas LPC code; CACREP website Key Assignment 23: Threaded Discussion on Professional Identity	-Key Assessment 23: Threaded Discussion on Professional Identity Rubric
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	Gladding (2018) Ch. 12, 18	Threaded Discussion Rubric; Group Presentation Rubric; Counseling Interest Paper Rubric
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling	Gladding (2018) Ch. 12, 18 TCA public policy; ACA public policy	Threaded Discussion Rubric; Group Presentation Rubric; Counseling Interest Paper Rubric
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services	Gladding (2018) Ch. 12,18 TCA public policy; ACA public policy	Threaded Discussion Rubric; Counseling Interest Paper Rubric

I2. Knows models of program evaluation for clinical mental health programs	Gladding (2018) Ch 11; Selected Readings,	Threaded Discussion Rubric
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CONTENT AREAS include, but are not limited to, the following:

- I. Counselor characteristics and behaviors
- II. Importance of self-awareness in maintaining a therapeutic relationship and appropriate professional boundaries.
The syllabus/schedule are subject to change.
- III. History and philosophy of the counseling profession
- IV. Master's-level programs at A&M-Commerce
- V. Professional roles
 - A. Introduction to counselor roles common across settings
 - 1. Counseling
 - 2. Consulting
 - 3. Supervising (clinical)
 - 4. Evaluating programs
 - B. Educational settings
 - C. Non-educational settings
- VI. Relationships with other human service providers
- VII. Professional organizations for counselors
- VIII. Professional credentialing
 - A. Certification (School Counselor Certification and NCC)
 - B. Licensure
 - C. Registration
 - D. Accreditation
- IX. Public and private policy processes and advocacy on behalf of the profession
- X. Ethical standards and legal considerations in the counseling profession
- XI. Overview of counselor functions, skills, and knowledge
 - A. Theories
 - B. Group work
 - C. Career development/education/counseling
 - D. Assessment, evaluation, and research
 - E. Diversity awareness and multicultural competencies

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.



COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, participating in online discussions, and completing exams. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of a fully online format (D2L), with lecture and didactic learning methods, small group discussions, and assignments coupled with practical application projects.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

1. Key Assignment 23: Threaded Discussion on Professional Identity

Please note that Key Assignment 23: Threaded Discussion on Professional Identity, is a key assignment in this course. Please go on to D2L under “Discussion” and provide a thorough response to the discussion posting. You can also find this in Appendix A. Your initial posting is due Thursday and two response postings due on Sunday by midnight. The rubric (Key

Assessment 23: Threaded Discussion on Professional Identity Rubric) directly below is used to evaluate Key Assignment 23: Threaded Discussion on Professional Identity.

Key Assessment 23: Threaded Discussion on Professional Identity Rubric
CMHC Standard A.4

	1 – Does Not Meet Expectation (0-15 points)	2 – Meets Expectation (16-17 point)	3 – Exceeds Expectations (18-20 points)
Discussion Post Qualities (20 points)	No post for the topic (automatic 0). Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Post presents most elements of the question, OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors. Adds responses to peers' post	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors. Adds responses to peers' posts

2. **Counseling Interest Paper** (100 points)

This paper will include a literature review of a counseling topic of your choice as well as critical thinking and awareness components. This topic should be one of interest to you, at this time, and related to your specific concentration (clinical mental health, addiction, school, marriage and family, children, adolescents, adults, college, rehabilitation, crisis, etc.). Components of this paper should include the following:

Literature review portion:

- Introduction of the topic
- Rationale as to how this topic is important and relevant to the counseling field
- Ethical and legal issues when working with this population, issues, etc.
- Multicultural issues when working with topic/population, etc. including advocacy efforts
- Research/evidence-based practice related to your topic

Any other information you believe is important to this topic

Questions to consider and include in second portion:

- What did you learn from your research?
- What are some challenges you might face as a counselor pertaining to this topic?
- What are some things that surprised you?
- How did you decide to choose this topic to research?
- How might you add to the literature?
- What have you learned about yourself from researching this topic?

Please use AT LEAST 5 references from referred counseling journals (please see Appendix B for examples). You may need to use other sources as well. There is no specific page limit to this paper; there are however, criteria expectations. Please be sure to address all points above thoroughly. Please follow APA 6th OR 7th edition guidelines for your write up. Although I am not grading on page length, I would expect this paper (with all criteria addressed thoroughly) to be approximately 15-20 pages.

Counseling Interest Paper Rubric

Counseling Interest Paper (100 points)	1 – Does Not Meet Expectation (0-15 points)	2 – Meets Expectation (16-17 points)	3 – Exceeds Expectations (18-20 points)
Introduction of Counseling Topic including rationale and related research/evidence-based practice	Demonstrates a lack of knowledge on how to appropriately summarize and synthesize key findings Either briefly includes OR does not include an introduction to a counseling topic, summary and synthesis of research related to the counseling topic, and/or rationale for the importance of topic in the counseling field. Criteria either missing or not discussed in detail. Not representative of graduate level work	Demonstrates knowledge on how to appropriately summarize and synthesize key findings but omits one or two key points. Includes an introduction to a counseling topic, summary and synthesis of research related to the counseling topic, and rationale for the importance of topic in the counseling field. Some criteria may lack depth and/or a thorough argument. Representative of graduate level work	Demonstrates exceptional knowledge on how to appropriately summarize and synthesize key findings with no missing key points. Includes a clear introduction to a counseling topic, summary and synthesis of research related to the counseling topic, and clear rationale for the importance of topic in the counseling field. Representative of graduate level work



Ethical/Legal issues when working with this topic	Demonstrates a lack of knowledge on ethical/legal issues when working with counseling population and/or topic. Does not include at least 1 ethical/legal area or is not cited OR area(s) are only briefly discussed.	Demonstrates adequate knowledge on ethical/legal issues when working with counseling population and/or topic. Includes at least 1 ethical/legal area discussed in detail and cited with ethical/legal codes.	Demonstrates exceptional knowledge on ethical/legal issues when working with counseling population and/or topic. Includes at least 2 ethical/legal areas discussed in detail and cited with ethical/legal codes.
Multicultural considerations including advocacy efforts	Demonstrates a lack of knowledge on multicultural considerations when working with counseling population and/or topic. Does not include at least 1 multicultural consideration OR area(s) are only briefly discussed. Does not include discussion on advocacy efforts related to population.	Demonstrates adequate knowledge on multicultural considerations when working with counseling population and/or topic. Includes at least 1 multicultural consideration. Includes discussion on advocacy efforts related to population.	Demonstrates exceptional knowledge on multicultural considerations when working with counseling population and/or topic. Includes at least 2 multicultural considerations. Includes discussion on advocacy efforts related to population.
Reflection piece	Demonstrates inadequate reflection piece. Does not include critical thinking and awareness components. Work indicative of an inadequate awareness of self and the learning process.	Demonstrates adequate reflection piece. Includes critical thinking and awareness components indicative an adequate reflection process.	Demonstrates exceptional reflection piece. Includes critical thinking and awareness components indicative of a thoughtful reflection process.
APA/Writing Style	Substantial APA errors (> 6 errors). Does not adhere to APA style; Poor grammar and sentence structure. Paper is disorganized; omission of in-text	Some APA errors (3-4 errors). Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly	Little to no errors (1-2 errors). Completely adhere to APA style; sufficient grammar and sentence structure; paper is

	citations and references (if appropriate). Poor quality, not indicative of graduate level work.	organized; Use of in-text citations and references (if appropriate). Good quality indicative of graduate level work.	well-organized; Use of in-text citations and references (if appropriate). Exceptional quality indicative of graduate level work.
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3. Group Presentation (50 points).

In groups of 2-4, you will present an area in part IV of your textbook. You will create a presentation on the material assigned. You must highlight the information in your textbook, but are not limited to only this resource. This is your chance to practice presentation and creativity skills! Presentation examples include PowerPoint, YouTube, role-play, cartoon video, poster presentation, experiential exercises, etc. This presentation should take you approximately 45-60 minutes.

Group Presentation (50 points)	1 – Does Not Meet Expectation (0-7 points)	2 – Meets Expectation (8 points)	3 – Exceeds Expectations (9-10 points)
Content/Topic including counseling research (10 points)	Content did not include important areas of given topic OR major content is missing. Textbook information is either not used as a resource or vaguely used. Did not use any peer reviewed journal articles.	Content included important areas of given topic but may include some missing areas. Textbook information is briefly used as a resource. Uses at least 1 peer-reviewed journal article to add to content.	Content included important areas of given topic. Textbook information is used as a resource. Uses at least 2 peer-reviewed journal articles to add to content.
Multicultural Considerations including advocacy topics (10 points)	Does not include any discussion on multicultural considerations or advocacy efforts.	Presentation includes discussion on multiculturalism and advocacy; however, could be missing some elements or discussed briefly.	Presentation includes thoughtful and thorough discussion on multiculturalism and advocating appropriately for oppressed/marginalized populations.



<p>Ethical Considerations (10 points)</p>	<p>Does not include any ethical issues/considerations (automatic 0 points); Does not cite any relevant ethical codes; Presenters do not demonstrate knowledge in this category; Presenters present information in a disorganized or inappropriate manner</p>	<p>Includes at least one potential ethical issues or considerations related to content area; Ethical codes (ACA; ASCA; LPC) are appropriately cited but some may be missing; Presenters demonstrate appropriate knowledge in category with some errors</p>	<p>Includes at least two potential ethical issues or considerations related to content area; Ethical codes (ACA; ASCA; LPC) are appropriately cited; Presenters demonstrate appropriate knowledge in category</p>
<p>Presentation Skills and Presenter Qualities (10 points)</p>	<p>Presenters were unprepared and disorganized. Presenters did not appear to work as a group and were unable to participate in any conflict resolution. Some members of the group did not contribute to the presentation.</p>	<p>Presenters were prepared; however, unorganized at certain points. Presenters appeared to work well together. Each presenter Contributed to the presentation. Group was able to work together and participate in any conflict resolution needed.</p>	<p>Presenters appeared rehearsed and well prepared on their topic. Presenters appeared to work well together. Each presenter Contributed to the presentation. Group was able to work together and participate in any conflict resolution needed.</p>
<p>Handout (10 points)</p>	<p>Handout was missing (automatic 0 points in this category) or done poorly; not representative of graduate level work</p>	<p>Handout provided was complete; includes an outline and summary but may be missing key areas; Handout may need further organization and synthesis;</p>	<p>Handout provided appears complete; includes an outline of presentation material; includes a summary of the themes from professional interview; representative of graduate level work</p>

		representative of graduate level work with a few errors	
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4. Reflection Paper (10 points)

Write a 1-2-page reflection of your own personal learning journey throughout this course. This will be due the last week of class. Discuss what you learned in this course---content and yourself. Think about your personal and professional growth during this semester as well as strengths and growth areas. The purpose of this assignment is a personal reflection on your progress throughout the course regarding the profession, your fit, and your walked path into an increased level of self-awareness.

Reflection Paper Rubric

Reflection Paper	1 – Does Not Meet Expectation (0-7 points)	2 – Meets Expectation (8 points)	3 – Exceeds Expectations (9-10 points)
10 points	Did not complete reflection paper OR paper lacked self-awareness reflection.	Paper completed; however, lacked personal self-reflection, thoughtfulness, and/or depth	Paper completed. Student included an insightful reflection of their own learning and self-awareness journey throughout this course.

5. Participation (20 points).

Your participation in this class is essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – Exceeds Expectations (18-20points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – Meets Expectations (16-17 points)



Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-15 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident.

GRADING

Final grades in this course will be based on the following scale:

Final Grading

Counseling Interest Paper	100 points
Group Presentation	50 points
Key Assignment 23	20 points
Reflection Paper	10 points
Participation	20 points
Total	200 points

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.



Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of

Device	Operating System	Browser	Supported Browser Version(s)
			June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.





System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignments are due on the day noted in the syllabus. All assignments are due by Sunday at midnight of the week due. **Late assignments will have 10% deduction per day late** from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>



TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>



Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Date	Topic	Readings	Assignments
2/5 Week 1	Course Orientation Personal and Professional aspects of Counseling Credentialing & Professional organizations Requirements of the counselor preparation program	-Gladding (2018) Chap. 1 -TCA, ACA, ACMHC, & ASCA websites -Texas LPC code -CACREP website -Department Handbook	
2/12 Week 2	Ethical and Legal Aspects in Counseling Case studies of ethical	Gladding (2018) Chap 2 ACA & LPC Codes	



	dilemmas		
2/19 Week 3	Counseling in a Multicultural and Diverse Society	. Gladding (2018) Chap 3, 4	Key Assignment 23: Threaded Discussion on Professional Identity due
2/26 Week 4 TACES Conference	ONLINE COURSE Theories in Counseling	Gladding (2018) Chapters 7-8	
3/4 Week 5	Building a Counseling Relationship	Gladding (2018) Chapters 5	
3/11 Week 6	SPRING BREAK	SPRING BREAK	SPRING BREAK
3/18 Week 7	Working in and closing a counseling relationship	Gladding (2018) Chap.6	
3/25 Week 8	Groups in Counseling	Gladding (2018) Chap.9	
4/1 Week 9	Consultation and Supervision	Gladding (2018) Chap. 10	
4/8 Week 10	Evaluation and Research	Gladding (2018) Chap. 11	
4/15 Week 11 ACA Conference	ONLINE COURSE Testing, Assessment, and Diagnosis in Counseling	Gladding (2018) Chap. 12	Counseling Interest Paper Due
4/22 Week 12	Final Presentations	Gladding (2018) Chapters 13-18	Final Presentations
4/29 Week 13	Final Presentations	Gladding (2018) Chapters 13-18	Final Presentations

5/6 Week 14	Final Presentations	Gladding (2018) Chapters 13-18	Final Presentations Reflection Paper Due
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**Calendar subject to change

Appendix A: Professional Identity Discussion

Instructions:

The discussion post on Professional Identity has three parts. Carefully read and answer all three aspects of the discussion post. Answer should be thorough and contain a depth of information. Remember, if you paraphrase or use direct quotes, you must provide citations.

1. What do you know about counseling, specific to your track (e.g., school counseling, clinical mental health counseling), now that you have read the material for this week (i.e., course textbook; Texas LPC, CACREP, ACA, TCA, ASCA, & AMHCA websites)? Describe how it is like and unlike what you expected. What did you discover about the profession and your specialization (e.g., school counseling, clinical mental health counseling)?
2. What are two ideal qualities that counselors must possess? How will possessing these qualities be helpful? Do you believe that you possess these qualities currently? If yes, explain why. If no, explain how you can work on this area. Explain your answer fully.
3. In addition to the above, read what the American Counseling Association (ACA) provides on the 20/20 vision of counseling (www.counseling.org/20-20/index.aspx). Provide one piece of information about the profession you learned from this reading and discuss in detail.

*Be sure to respond/comment to at least two peers' postings.

Appendix B: Counseling Journal List

Counseling Journal List (not limited to only these):

Journal of Counseling & Development (JCD)
Adultspan Journal
The Career Development Quarterly (CDQ)
Counseling and Values (CVJ)
Counselor Education and Supervision (CES)
Journal of Addictions & Offender Counseling (JAOC)
Journal of College Counseling (JCC)
Journal of Employment Counseling (JEC)



Journal of Humanistic Counseling (JHC)

Journal of Multicultural Counseling and Development (JMCD)

Counseling Outcome Research and Evaluation (CORE)

Measurement and Evaluation in Counseling and Development (MECD)

Journal of Professional Counseling: Practice, Theory, and Research

The Family Journal

Journal of Mental Health

Child and Adolescent Mental Health