



TEXAS A&M UNIVERSITY
COMMERCE

Please click on the following link to access A&M-Commerce COVID-19 Information: <https://new.tamuc.edu/coronavirus/>

Counseling 501: Introduction to the Counseling Profession
Course Syllabus, Fall 2021 *In-Person Class*
Wednesdays (4:30-7:10 pm)
CHEC (McKinney)

INSTRUCTOR INFORMATION

Instructor: Lorry Royal, PhD, LPC, NCC, CSC

Office Location: Binnion Hall

Office Hours: In-person/virtual by appointment

University Email Address: lorry.royal@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

Mode of instruction and course access:

This course meets face-to-face with assignments and supplemental materials assigned online through D2L.

COURSE INFORMATION

Textbook(s) Required:

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.
https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethicsfinaladdress.pdf?sfvrsn=96b532c_2

American School Counselor Association. (2016). *ASCA Ethical Standards for School Counselors*.
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Handbook for TAMUC Master's Counseling Program
<https://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/clinical.aspx>

Optional Texts and/or Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). <https://doi.org/10.1037/0000165-000>

The syllabus/schedule are subject to change.

**Other readings as Assigned.*

Course Description

501. *Introduction to the Counseling Profession.* Three semester hours.

Recommended as the 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

2016 CACREP Standards Addressed in COUN 501

Masters Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.1.a history and philosophy of the counseling profession and its specialty areas	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 1, App A 	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 13-18 	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.c. counselors’ roles and responsibilities as	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 13-18 	Discussion	Discussion Rubric	≥ 80% of average rubric

The syllabus/schedule are subject to change.

members of interdisciplinary community outreach and emergency management response teams	<ul style="list-style-type: none"> In-class discussion/debate 			scores will either meet (2) or exceed (3) expectation
2.F.1.d. the role and process of the professional counselor advocating on behalf of the process	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 2-3 	PIDP - Advocacy	PIDP Rubric chapter review	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 2-3 In-class Discussion/Debate 	PIDP – Professional Counseling Organization	PIDP Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 1, App A In-class Discussion/Debate 	PIDP – Professional Counseling Organization	PIDP Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 1, App A Selected Readings: TCA public policy, ACA public policy In-Class Discussion/Debate 	PIDP – LPC or SC	PIDP Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 1, App A In-Class Discussion/Debate 	PIDP – Labor Market Information	PIDP Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

The syllabus/schedule are subject to change.

2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	<ul style="list-style-type: none"> • Reading: Gladding (2018) Ch. 2 • In-Class Discussion/Debate 	PIDP – Informed Consent	PIDP Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.j. technology’s impact on the counseling profession	<ul style="list-style-type: none"> • Reading: Gladding (2018) Ch. 2, App A 	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice		PIDP – Self-Care	PIDP Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.l. self-care strategies appropriate to the counselor role		PIDP – Self-Care	PIDP Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.m. the role of counseling supervision in the profession	<ul style="list-style-type: none"> • Reading: Gladding (2018) Ch. 10 • ACA Code of Ethics • ASCA Code of Ethics 	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.a. theories and models of counseling	<ul style="list-style-type: none"> • Reading: Gladding (2018) Ch. 7-8 	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5. c. theories, models, and strategies for	<ul style="list-style-type: none"> • Reading: Gladding (2018) Ch. 10 	Discussion	Discussion Rubric	≥ 80% of average rubric scores will

The syllabus/schedule are subject to change.

understanding and practicing consultation				either meet (2) or exceed (3) expectation
2.F.5.f. counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 1, 5-6 	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

Content Areas include, but are not limited to, the following:

1. History of the counseling profession
2. Professional advocacy
3. Professional organizations
4. Counselor characteristics
5. Counseling settings
6. Counseling ethics
7. Legal issues in counseling
8. Tasks, skills, and knowledge related to counseling
9. Counseling specialties
10. Counseling-related occupations

TEXES COMPETENCIES

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 portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will also need to download the Zoom application to your personal computer or smart phone in order to access office hours and other virtual meetings. To complete assignments, 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.

The syllabus/schedule are subject to change.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for being active in your 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's 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 completed according to APA 7th 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.

COURSE ASSIGNMENTS/ASSESSMENTS

Class Participation and Attendance (75 points)

Due to the nature of this class, attendance and participation are 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. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Regular attendance, arriving to class on time, and reading the materials before class are expected.

The syllabus/schedule are subject to change.

You are encouraged to actively participate in and out of class. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with the material honestly and openly, and to participate in discussions with your peers.

This course is one of the foundational courses for facilitating your beginning knowledge and skills related to the counseling field; thus, attending, participating, and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

If you are unable to attend a class session you must contact me prior to the class period. Tardiness also delays class activities and is highly discouraged. Students should be in attendance for ALL class sessions. However, situations do arise, and it is understood that “life happens”. Students who miss more than one class will not be able to earn an A in the course. Students who miss more than two classes will not be able to earn a B in the course. Parts of classes are counted, including arriving late to class, and will be considered missing part of a class or being absent.

The following criteria will be used to determine participation & attendance points:

In-Class Discussion Rubric

	1 – Does Not Meet Expectations (0-1.9 points)	2 – Meets Expectations (2-3.9 points)	3 – Exceeds Expectations (4-5 points)
Discussion Contribution Qualities (5 points)	Student absent OR present, BUT clearly not engaged in the activity. Fails to contribute.	Student present AND adequately engaged. Contributions typical of graduate-level thinking, but lack innovation/uniqueness	Student present AND engaged, often leading discussion. Comments promote/motivate others to engage. Often offers unique/innovative/ insightful commentary

Electronic Devices: Due to the nature of material discussed in this class, voice recordings will not be allowed in this class or during discussions. Cell phones should remain off or on vibrate if you need to be available to family during class. I ask that you do not use a laptop or tablet unless needed for accommodations. This is a group discussion and process class and as such active participation is required.

The syllabus/schedule are subject to change.

Assignments

Professional Identity and Development Portfolio (PIDP; 60% of final grade): Throughout the semester, you will work on different parts of an overall portfolio. Each portion of the portfolio will be due at different times during the semester, with the final portfolio due at the end of the semester. Continue to update information in your portfolio as you develop throughout the program. *All submissions are due by 11:59 pm by the date specified in the syllabus. Late work will not be accepted.*

- a) **Counseling Licensure/Certification (10 points).** Please review:

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

<https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling>

Provide an outline/overview of licensure/credential requirements (depending on whether you wish to become an LPC or certified school counselor). If you are planning to move out of state, view that state's licensing board information. Include the following:

- Licensure/credential name (e.g., LPC)
- Educational requirements (including CACREP accreditation standards)
- Testing requirements
- Supervision requirements
- Application process
- Continuing education requirements (after full license is obtained)
- Any other requirements necessary to obtain that license/credential.

- b) **Professional Counseling Organizations (10 points).** Choose one professional counseling organization (e.g., ACA, TCA, ASCA, IAMFC, ALGBTIC/SAIGE, etc.) that you are interested in joining and review their website in detail. Provide an overview of the following:

- Name of organization
- Membership benefits
- Activities
- Services to members
- Current issues
- Any other information you find interesting

Note: If you have a specific interest (e.g., research, advocacy, suicide, play therapy, adolescents, etc.) and are unsure where to find an organization,

The syllabus/schedule are subject to change.

please ask me! There is undoubtedly an organization that will fit your interests.

- c) **Current Labor Market Information (10 points)**. Go to the following websites:

<https://www.bls.gov/ooh>

<https://www.counseling.org>

<https://txca.org>

<https://www.onetonline.org>

Review these websites and search for areas and/or keywords such as “jobs, careers, counseling, different specialty areas of counseling.” Give a one-page summary reflection on what you learned after your investigation. This summary may reflect on areas such as what counselors do, environments they may work in, educational requirements, pay expectations, outlook, state/national data, job posting information, required skills, etc.

You will want to include both a short summary and a reflection of your exploration. The purpose of this assignment is to learn more about the current labor market relevant to the counseling profession and how this might affect your job outlook.

- d) **Informed Consent (20 points)**. For this portion of the PIDP, you will develop an informed consent form that can be used in counseling sessions. The purpose of this assignment is to gain knowledge in ethics and legal issues. You will utilize the 2014 ACA code of ethics (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>). Use your textbook and the online library for resources (you can find examples of informed consents in counseling online and through the TAMUC library database). Read the ACA code of Ethics (2014) to identify what needs to be included in the informed consent form.

- e) **Advocacy Proposal (20 points)**. The purpose of this advocacy proposal is for you to develop a plan for an advocacy project that will promote and enhance the counseling field and address institutional/social barriers that impede access, equity, and success for clients. Your proposal should include the following headings and discussion points:

- Purpose of your advocacy proposal, including who will be affected by your advocacy
- Rationale for your advocacy area, including support from counseling literature (cite professional resources, textbooks, journal articles, etc.)
- Description of what the advocacy actually entails, including any activities or actions to be taken on your behalf

The syllabus/schedule are subject to change.

- Intended outcome of your advocacy proposal, including how this promotes or enhances the counseling field and addresses the barriers stated above

f) **Self-Care and Self-Evaluation Plan (10 points).** This plan will include both personal and professional self-care and self-evaluation components. You are to develop a self-care plan to maintain your personal wellness as a counselor. This plan should be utilized throughout your time as a student and as a counselor (not only during times of impairment).

Please review Myers and Sweeney’s (2008) Model of Wellness (<https://doi.org/10.1002/j.1556-6678.2008.tb00536.x>). The goal of a self-care plan is to (1) engage in these behaviors and activities throughout your career in order to remain healthy and (2) to become aware when counselor impairment may occur. Thus, you will also need to develop a self-evaluation plan discussing strategies for your personal and professional self-evaluation.

These plans are meant to be for your own use, so they can be creative (e.g., color, drawing, charts, tables, etc.) or traditional (e.g., written paragraph form). Either way, please include the following:

- Your own definition of what self-care means to you
- Aspects of self-care, behaviors, and/or activities you can partake in
- A self-evaluation plan discussing strategies for assessing your personal and professional functioning

Professional Identity and Development Portfolio Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
	*If total is 10 (0-7) *If total is 20 (0-15)	*If total is 10 (8) *If total is 20 (16-17)	*If total is 10 (9-10) *If total is 20 (18-20)
Counseling Licensure/Certification (10 points)	Provides some details necessary but is missing many criteria. Descriptions are unclear and may be incorrect. Student has a lack of understanding of information related to counseling licensure/certification,	Provides most details necessary for each criterion with a few missing criteria. Descriptions lack some clarity but mostly there. Student has a basic understanding of information related to counseling licensure/certification,	Provides all details necessary for each criterion. No missing criteria. Descriptions are clear and comprehensive. Student clearly understands information related to counseling licensure/certification,

The syllabus/schedule are subject to change.

	continuing education, and supervision.	continuing education, and supervision.	continuing education, and supervision.
Professional Counseling Organizations (10 points)	Provides some details necessary but is missing many criteria. Descriptions are unclear and may be incorrect. Student has a lack of understanding of information related to the chosen professional counseling organization.	Provides most details necessary for each criterion with a few missing criteria. Descriptions lack some clarity but mostly there. Student has a basic understanding of information related to the chosen professional counseling organization.	Provides all details necessary for each criterion listed. Descriptions are clear and comprehensive. Student clearly understands information related to the chosen professional counseling organization.
Current Labor Market Information (10 points)	Provides some details necessary but is missing many criteria. Descriptions are basic, unclear, or may be incorrect. Student has a lack of understanding of the current labor market in counseling.	Provides some detail but only includes either a summary of information OR reflection on how this would affect your job outlook. Descriptions lack some clarity but mostly there. Student has a basic understanding of the current labor market in counseling.	Provides all details necessary including both summary of information and reflection on how this would affect your job outlook. Descriptions are clear and comprehensive. Student clearly understands the current labor market in counseling.
Informed Consent (20 points)	Has many missing details and/or is presented in a disorganized way. Missing many necessary components of an informed consent. Does not demonstrate a basic understanding of ethical codes	Provides most of the necessary information but may be missing some details or presented in an incomplete way. Sufficiently provides the necessary components of an informed consent. Demonstrates a basic understanding of ethical codes.	Provides all the necessary information in a thorough and thoughtful way. No incorrect information and no missing details. Clearly provides the necessary components of an informed consent. Demonstrates an exceptional understanding of ethical codes.

The syllabus/schedule are subject to change.

<p>Advocacy Proposal (20 points)</p>	<p>Proposal is missing appropriate details for each criterion and/or does not include support from the counseling literature (0 points). Has many missing criteria, lacks detail and clarity. Does not demonstrate a basic understanding of advocacy that promotes or enhances the counseling field and addresses barriers.</p>	<p>Proposal includes appropriate details for each criterion and includes support from the counseling literature. Many have some missing criteria or criteria that lacks detail and clarity. Demonstrates a sufficient understanding of advocacy that promotes or enhances the counseling field and addresses barriers.</p>	<p>Proposal clearly provides and describes all necessary details for each criterion and includes support from the counseling literature. Descriptions are clear and comprehensive. Demonstrates an exceptional understanding of advocacy that promotes or enhances the counseling field and addresses barriers.</p>
<p>Self-Care and Self-Evaluation Plan (20 points)</p>	<p>Self-care and self-evaluation plan does not sufficiently provide the necessary components and/or may be missing many components or lacks details/lacks thorough discussion. Plan does not demonstrate a sufficient understanding of counselor self-care and counselor self-evaluation.</p>	<p>Self-care and self-evaluation plan sufficiently provides the necessary components but may be missing some components or lacks details/lacks thorough discussion. Plan demonstrates a sufficient understanding of counselor self-care and counselor self-evaluation.</p>	<p>Self-care and self-evaluation plan clearly provides the necessary components described in detail. Plan demonstrates an exceptional understanding of counselor self-care and counselor self-evaluation.</p>
<p>Final portfolio submitted (10 points)</p>	<p>Was not submitted. Incomplete. Disorganized.</p>	<p>Partially submitted. Not in an organized manner.</p>	<p>Fully put together and in an organized manner. Followed instructions.</p>

GRADING

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

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

The syllabus/schedule are subject to change.

Final Grading

PIDP A (Licensure/Certification)	10 points
PIDP B (Counseling Organization)	10 points
PIDP C (Labor Market Information)	10 points
PIDP D (Advocacy Proposal)	20 points
PIDP E (Informed Consent)	20 points
PIDP F (Self-care/Self-evaluation Plan)	20 points
Final Portfolio	10 points
In Class Participation/Discussion	<u>75 points</u>

Total points: 175 points

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 175. The resulting value is multiplied by 100 to yield a percentage. For example: $(150 \text{ [points earned]} / 175) \times 100 = 85.7\%$

*****Assignments are due on the day noted in the syllabus by 11:59 pm and must be submitted through D2L. Late assignments will not be accepted.**

COMMUNICATION AND SUPPORT

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 reach out if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I strive to answer all emails within 24 hours, Monday-Friday. When emailing, please use your university email. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to get together via Zoom.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

The syllabus/schedule are subject to change.

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.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University-Specific Procedures

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, [click here](#).

[Graduate Student Academic Dishonesty Form](#)

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](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

The syllabus/schedule are subject to change.

TAMUC Attendance

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

Students with Disabilities - ADA Statement

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
Velma K. Waters Library Rm 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/>

Student Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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.

The syllabus/schedule are subject to change.

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.

Student Counseling Resources

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling [903-886-5145](tel:903-886-5145). For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR
Coun. 501- Intro. to the Counseling Profession – Fall 2021

**The syllabus/schedule are subject to change.*

Week/Date	Topic	Reading <i>(to be completed before class date)</i>	Assignment
Week 1: Sept. 1	-Course introduction and program orientation -Personal introductions -Wellness Check-in -Program Orientation	-Course syllabus -Master’s Student Handbook -Fact Sheets -Degree Plan	-Read and review syllabus prior to class. -Have copy of syllabus and handbook available in class.
Week 2: Sept. 8	History of the Counseling Profession; Professional organizations; Credentialing	Ch.1, Appendix A & Appendix C; websites for licensure (see supplemental websites below).	
Week 3: Sept. 15	Counselor Profession; Credentialing	Ch.1, Appendix A & Appendix C; websites for licensure (see supplemental websites below).	PIDP A due Sun., 19th on D2L - Licensure/Certification
Week 4: Sept. 22	Counselor Ethics; Counselor characteristics; ACA & ASCA Code of Ethics	Chapters 2 & 15 ACA Code of Ethics; Websites for CACREP, ACA, TCA & ASCA (see supplemental resources below)	
Week 5: Sept. 29	Professional Organizations	Online resources; Websites for CACREP, ACA, TCA, & ASCA (see supplemental resources below)	PDIP B due on Sun., Oct. 3 on D2L- Counseling Organizations
Week 6: Oct. 6	Legal issues; Consultation & Supervision	Chapters 2 & 10 Forester-Miller & Davis (2016)	
Week 7: Oct. 13	Counselor labor market	Chapter 1; Online resources	PDIP C due on Sun., Oct. 17 on D2L – Labor Market
Week 8: Oct. 20	Diversity and multiculturalism in Counseling; Advocacy in Counseling	Chapters 3 & 4; Online resources	

The syllabus/schedule are subject to change.

Week 9: Oct. 27	-Intro to Counseling Theories -Technology in counseling	Chapters 7 & 9 Appendix B	
Week 10: Nov. 3	Ethical & Legal Issues in Counseling <ul style="list-style-type: none"> • Informed Consent • Documenting a Course of Action 	Chapter 2 ACA or ASCA Code of Ethics; Informed Consent Resources (D2L)	PDIP D due Sun., Nov. 7th on D2L– Informed Consent
Week 11: Nov. 10	Counseling populations & Advocacy	Chapters 14,16, 17, & 18	
Week 12: Nov. 17	Counseling populations & Advocacy	Chapters 14,16, 17, & 18	PDIP E due Sun., Nov. 21 on D2L- Advocacy
Week 13: Nov. 24	No Class – Holiday Break		
Week 14: Dec. 1	Self-care/Self-Evaluation	Chapter 11 Myers and Sweeny’s (2008) Model of Wellness	PDIP F due Sun., Dec. 5 on D2L -Self-Care/Self-Evaluation
Week 15: Dec. 8	The Counseling Relationship	Chapters 5 & 6	
Week 16: Dec. 15	-Assessment -Career Development	Chapters 12 & 13	Final Portfolio due Thurs., Dec. 16 on D2L

Supplemental and Helpful Resources/Websites:

<https://www.cacrep.org>

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

<https://www.counseling.org>

<https://txca.org>

<https://www.schoolcounselor.org>

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

<https://suicidepreventionlifeline.org>

<https://afsp.org/suicide-statistics/>

<https://www.nimh.nih.gov/health/publications/suicide-faq/index.shtml>

<https://youtu.be/D9Ihs241zeg>

<https://www.bls.gov/ooh/>

<https://www.counseling.org/knowledge-center/competencies>

<https://www.tolerance.org/about>

<https://eji.org>

<https://wp.me/p7R6fn-XhI>

The syllabus/schedule are subject to change.