



**Counseling 501.01W: Introduction to the Counseling Profession**  
**Course Syllabus| Winter, 2022-Web Based Course**

**INSTRUCTOR INFORMATION**

**Instructor:** Lorry Royal, PhD, LPC, NCC, CSC  
**Office Location:** Binnion Hall  
**Office Hours:** Virtual (by appointment only)  
**University Email Address:** [lorry.royal@tamuc.edu](mailto:lorry.royal@tamuc.edu)  
**Preferred Form of Communication:** E-mail  
**Communication Response Time:** 24-48 hours, Monday – Friday (excluding holidays)  
**Mode of instruction and course access:** online/web based

**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](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*. (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

*\*Other readings as Assigned.*

*The syllabus/schedule are subject to change.*

## 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
<b>2.F.1.a</b> history and philosophy of the counseling profession and its specialty areas	<ul style="list-style-type: none"><li>Reading: Gladding (2018) Ch. 1, App A</li></ul>	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.1.b.</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"><li>Reading: Gladding (2018) Ch. 13-18</li></ul>	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.1.c.</b> counselors' roles and responsibilities as members of interdisciplinary	<ul style="list-style-type: none"><li>Reading: Gladding (2018) Ch. 13-18</li></ul>	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet

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

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applications of ethical and legal considerations in professional counseling	<ul style="list-style-type: none"> <li>In-Class Discussion/Debate</li> </ul>			(2) or exceed (3) expectation
<b>2.F.1.j.</b> technology's impact on the counseling profession	<ul style="list-style-type: none"> <li>Reading: Gladding (2018) Ch. 2, App A</li> </ul>	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.1.k.</b> 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
<b>2.F.1.l.</b> 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
<b>2.F.1.m.</b> the role of counseling supervision in the profession	<ul style="list-style-type: none"> <li>Reading: Gladding (2018) Ch. 10</li> <li>ACA Code of Ethics</li> <li>ASCA Code of Ethics</li> </ul>	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5.a.</b> theories and models of counseling	<ul style="list-style-type: none"> <li>Reading: Gladding (2018) Ch. 7-8</li> </ul>	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5. c.</b> theories, models, and strategies for understanding and practicing consultation	<ul style="list-style-type: none"> <li>Reading: Gladding (2018) Ch. 10</li> </ul>	Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed

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				(3) expectation
<b>2.F.5.f.</b> counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> <li>Reading: Gladding (2018) Ch. 1, 5-6</li> </ul>	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.

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## **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. This course is web-based and does not have a designated meeting time. When we are not meeting online, 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 7<sup>th</sup> 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)**

1. D2L Online Discussions: You will participate in a total of eight discussion boards during the semester. You are expected to give a thorough and thoughtful response to each prompt.

In addition to the initial discussion, you will also respond to three of your classmates' discussion posts. The rubrics for the discussions are below. Your initial post is due by the day it is assigned by midnight, and your peer responses are due by Sunday at midnight for the weeks the posts are assigned. *However, feel free to post earlier as all discussion posts for the Winter Mini will be open early.* Please note that late postings will not be accepted and will impact your participation grade.

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Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Students will demonstrate knowledge and understanding of key concepts through class discussions and course activities.

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.

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

### Online Discussion Rubric

	<b>1 – Does Not Meet Expectations</b> (0-1.9 points)	<b>2 – Meets Expectations</b> (2-3.9 points)	<b>3 – Exceeds Expectations</b> (4-5 points)
Discussion Contribution Qualities (5 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is not completed prior to designated date.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to designated date.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to designated date.

### Assignments

**Professional Identity and Development Portfolio (PIDP):** 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 work should be completed in APA 7<sup>th</sup> format including a title page for each section.

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*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 two professional counseling organizations (e.g., ACA, TCA, ASCA, IAMFC, ALGBTIC/SAIGE, etc.) that you are interested in joining and review their website in detail. Provide a detailed and thorough 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, 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>

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<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
  - 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 (20 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

*The syllabus/schedule are subject to change.*

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

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

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	understanding of information related to the chosen professional counseling organization.	there. Student has a basic understanding of information related to the chosen professional counseling organization.	understands information related to the chosen professional counseling organization.
<b>Current Labor Market Information</b> (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.
<b>Informed Consent</b> (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.
<b>Advocacy Proposal</b> (20 points)	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.	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	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

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		promotes or enhances the counseling field and addresses barriers.	promotes or enhances the counseling field and addresses barriers.
<b>Self-Care and Self-Evaluation Plan</b> (20 points)	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.	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.	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.

## Exams

**Mid-term/Final Exam (50 pts. each)** – Exams will be administered covering the chapters specified. Additional information regarding exams will be included in the D2L course module.

## 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

### 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

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Participation/Discussion Posts

40 points

Mid-Term/Final Exam

100 points

Total points: 160 points

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 160. The resulting value is multiplied by 100 to yield a percentage. For example:  $(150 [\text{points earned}]/160) \times 100 = 93.75\%$

**\*\*\*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](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>

## 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](mailto:helpdesk@tamuc.edu).

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**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>

#### **TAMUC Attendance**

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

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## **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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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](http://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.

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

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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.

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**COURSE OUTLINE / CALENDAR**  
**Coun. 501- Intro. to the Counseling Profession – Winter Mini, 2022**  
**December 20<sup>th</sup> – January 11<sup>th</sup>, 2022**

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<b>Week/Date</b>	<b>Topics (tentative)</b>	<b>Reading (to be completed before class date)</b>	<b>Assignment</b>
<b>Week 1 Dec. 20<sup>th</sup></b>	-Course introduction and program orientation -Personal introductions -Wellness Check-in -Program Orientation	-Course syllabus -Master's Student Handbook -Fact Sheets -Degree Works	-Read and review syllabus prior to class. -Syllabus Quiz -Discussion Post #1
	History of the Counseling Profession; Professional organizations; Credentialing	Ch.1, Appendix A & Appendix C; websites for licensure (see supplemental websites below.	-Discussion Post #2
	-Counselor Profession; Credentialing	Ch.1, Appendix A & Appendix C; websites for licensure (see supplemental websites below.	<b>PIDP A due Dec. 22<sup>nd</sup> by 11:59 pm</b> on D2L - Licensure/Certification -Discussion Post #3
	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)	-Discussion Post #4  <i>*All discussion post responses to classmates due by 11:59 on Sun.</i>
<b>Week 2 Dec. 27<sup>th</sup></b>	-Professional Organizations	Online resources: Websites for CACREP, ACA, TCA, & ASCA (see supplemental resources below)	<b>PDIP B due Dec. 27<sup>th</sup> by 11:59 pm</b> on D2L- Counseling Organizations
	-The Counseling Relationship	Chapters 5 & 6	
	Consultation & Supervision	Chapter 10	-Discussion Post #5
	Counselor labor market; Evaluation & Research	Chapters 1&11; Online resources	<b>PDIP C due Dec. 29<sup>th</sup> by 11:59 pm</b> on D2L – Labor Market
	Diversity & multiculturalism in Counseling; Advocacy in Counseling  <b>Mid-Term Exam</b>	Chapters 3 & 4; Online resources	<b>Mid-Term Exam due Sunday, Jan. 2<sup>nd</sup> by 11:59 pm.</b>

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			<i>*All discussion post responses to classmates due by 11:59 on Sun.</i>
<b>Week 3 Jan. 3<sup>rd</sup></b>	-Intro to Counseling Theories -Groups in Counseling	Chapters 7 - 9 Appendix B	-Discussion Post #6
	Ethical & Legal Issues in Counseling <ul style="list-style-type: none"> <li>• Informed Consent</li> <li>• Documenting a Course of Action</li> </ul>	-Chapter 2 -ACA, ASCA Code of Ethics; -Informed Consent - Resources (D2L) -Forester-Miller & Davis (2016)	PDIP D <b>due Jan. 4<sup>th</sup> by 11: 59 pm</b> on D2L– Informed Consent -Discussion Post #7
	Assessment, Career Development & Statistics	Chapters 12 & 13	
	Counseling Populations & Advocacy	Chapters 14,16, 17, & 18	PDIP E <b>due Jan. 6<sup>th</sup> by 11:59 pm</b> on D2L– Advocacy -Discussion Post #8
	Self-care/Self-Evaluation	Chapter 11 Myers and Sweeny's (2008) Model of Wellness	PDIP F <b>due Jan. 7<sup>th</sup> by 11:59 pm</b> on D2L -Self-Care/Self-Evaluation
	Technology in counseling	Online resources through D2L	<i>*All discussion post responses to classmates due by 11:59 on Sun.</i>
<b>Week 4 Jan. 10<sup>th</sup></b>	<b>Final Exam Week</b>		<b>Final Exam due by January 11<sup>h</sup>, by 11:59 pm.</b>

**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>

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