Counseling 501.01W: Introduction to the Counseling Profession
Course Syllabus, Summer I 2023

Online Class

INSTRUCTOR INFORMATION

Instructor: Audrey Robinson, PhD, LPC-S, RPT-S, Certified-CCPT, CSC
Office Hours: Virtual (by appointment only)
University Email Address: Audrey.robinson@tamuc.edu
Preferred Method of Communication: E-mail
Communication Response Time: 24 hours Monday-Friday in most cases

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.

American School Counselor Association. (2016). ASCA Ethical Standards for School Counselors. https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01- 3a5d657c6743/Ethical-Standards.pdf

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

Clark, A. J. (2011). Empathy: An integral model in the counseling process. (3), 348-356. Journal of Counseling & Development, 88. https://doi.org/10.1002/j.15556-6678.2010.tb00032.x

Fulton, C. L. (2016). Mindfulness, self-compassion, and counselor characteristics and session variables. Journal of Mental Health Counseling. 38(4), 360-374. https://doi.org/10.17744/mehc.38.4.06

Granello, D. H. (2011). Cognitive complexity among practicing counselors: How thinking changes with experience. Journal of Counseling & Development, 88(1), 92-100. https://doi.or/10.1002/j.1556-6678.2010.tb00155.x

Kim, B.S.K., Ng, G. F., & Shn, A. J. (2009). Client adherence to Asian cultural values, common factors in counseling, and session outcome with Asian American clients at a University Counseling Center. Journal of Counseling & Development, 87(2), 131-142. https://doi.org/10.1002/j.1556-6678.2009.tb00560.x

Leibert, T.W. (2011). The dimension of common factors in counseling. International Journal for the Advancement of Counseling, 33, 127-138.

Levitt, D. H., & Jacques, J.D., (2005). Promoting tolerance for ambiguity in counselor training programs. The Journal of Humanistic Counseling, Education, and Development, 44(1), 46-54. https://doi.org/10.1002/j.2164-490X.2005.tb00055.x

Neukrug, E. (2016). *The World of the Counselor: An introduction to the Counseling Profession.* (5th ed.) Cengage Learning.

Richards, K., Campenni, C., & Muse-Burke, J. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. Journal of Mental Health Counseling, 32(3), 247-264. https://doi.org/10.17744/mehc.32.3.0n31v88304423806

Skovholt, T. M., & Trotter-Mathison, M. (2011). The resilient Practitioner: Burnout prevention and self-care strategies for counselors, therapists, and health professionals. (2nd ed.) Routledge Taylor & Francis Group.

Tang, M., Addison, K.D., LaSure-Bryant, D., Norman, R., O'Connell, W., Stewart-Sicking, J. A. (2004). Factors that influence self-efficacy of counseling students: An exploratory study. Counselor Education and Supervision, 44(1), 70-80. https://doi.org/10.1002/j.1556-6978.2004.tb01861.x

*Occupational Outlook Handbook (OOH) link: https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm

National Board for Certified Counselors (NBCC)

Chi Sigma Iota –

Texas LPC link: https://www.dshs.texas.gov/counselor/lpc_rules/
Note: This course will use D2L as its Learning Management System

**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 (SLOs):
Measurement 1 (Knowledge):
　　　Informed Consent, professional organization, licensure/certification, labor market will assess the ability of the student to research connect the course content to the counseling profession.

　　　Counseling Interest Paper. Through this assignment, students will gain a stronger understanding of counseling topics specific to their concentration and clinical interest areas, including ethical and legal considerations.

Measurement 2 (Skills):
　　　Interviewing a counselor practicing in school or other settings, this conversation will gauge student's ability to connect how a Mental Health Professional connects theories to practice.

*All SLOs address the respective CACREP Standards evident in the syllabus.

COUN 501 key assessments: Informed consent, Interview: Counselor, and Counseling Interest Paper.

Student Learning Outcomes
2016 CACREP Standards Addressed in COUN 501

CACREP Standard	Learning Activity	Assignment	Benchmark
2.F.1.a history and philosophy of the counseling profession and its specialty areas	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A	Labor Market Information	≥ 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	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 13-18	Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach	Discussion incorporated Lecture	Interview	≥ 80% of average rubric scores will either meet (2) or

and emergency management response teams	Reading: Gladding (2018) Ch. 13-18		exceed (3) expectation
2.F.1.d. the role and process of the professional counselor advocating on behalf of the process	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 2-3	Advocacy	≥ 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	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 2-3	Professional Counseling Organization	≥ 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	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A	Professional Counseling Organization	≥ 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	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A Selected Readings: TCA public policy, ACA public policy	PLPC or SC	≥ 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	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A	Labor Market Information	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Discussion incorporated Lecture	Informed Consent	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

	Reading: Gladding (2018) Ch. 2		
2.F.1.j. technology's impact on the counseling profession	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 2, App A	Informed Consent	≥ 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 **2.F.1.l.** self-care strategies appropriate to the counselor role	Discussion incorporated Lecture Readings: Skovholt& Trotter-Mathison(2011) Richards et al.(2010)	Self-Care	≥ 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	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 10 ACA Code of Ethics ASCA Code of Ethics	Informed Consent	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.a. theories and models of counseling	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 7-8	Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5. c. theories, models, and strategies for understanding and practicing consultation	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 10	Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

2.F.5.f. counselor characteristics and behaviors that influence the counseling process	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, 5-6	Informed Consent Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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
The syllabus/schedule are subject to change.
professional boundaries.
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 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.

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. Writing style APA 7th edition (refer assignment guidelines)
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

1. **D2L Online Discussions (40% of final grade).** 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. For the weeks with discussion posts, they will open on Monday and close the following Sunday night. **Your initial post is due by Thursday at midnight, and your peer responses are due by Sunday at midnight**. However, feel free to post earlier than Thursday. Please note that **late postings will not be accepted**.

<p align="center">Discussion Board Rubric</p>

	1 – Does Not Meet Expectation (0-7.9 points)	**2 – Meets Expectation** (8.0-8.9 points)	**3 – Exceeds Expectations** (9-10 points)
Discussion (10 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 Thursday at 11:59PM.	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 Thursday at 11:59PM.	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 completed prior to Thursday at 11:59PM.

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.

   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,

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

- 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 *If total is 10 (0-7) *If total is 20 (0-15)	2 – Meets Expectation *If total is 10 (8) *If total is 20 (16-17)	3 – Exceeds Expectation *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,

	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 (10 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.

		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.	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.
Advocacy Proposal (10 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.		
Self-Care and Self-Evaluation Plan (10 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.

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

Participation/Discussion Posts	40 points
PIDP A (Licensure/Certification)	10 points
PIDP B (Counseling Organization)	10 points
PIDP C (Labor Market Information)	10 points
PIDP D (Advocacy Proposal)	10 points

PIDP E (Informed Consent)   10 points
PIDP F (Self-care/Self-evaluation Plan)   10 points
Total points: 100 points

***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. Please contact me if you have special circumstances that arise.

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 June 7, 2017, D2Lsupports 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:
    - o 512 MB of RAM, 1 GB or more preferred
    - o Broadband connection required courses are heavily video intensive
    - o 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:
    - o Sound card, which is usually integrated into your desktop or laptop computer
    - o Speakers or headphones.
    - o *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

- 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/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time 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

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers 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.as px

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.as px

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/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/13stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/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/rules

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

Notes:
1. Course Assignments issues will be discussed during every class session;
2. An option (and not a requirement) – if you have a laptop, please bring it with you to every class session;
3. The agenda outline is tentative and subject to change.

COURSE OUTLINE / CALENDAR

Week/Date	Topic	Reading	Assignment
Week 1: 6/5	Course Overview/Syllabus Introductions/Wellness Check-in Program Orientation Counselor Ethics	Gladding Ch. 1, 2 Master's Student Handbook Fact Sheets Degree Plans ACA Code ASCA Code	Discussion Post 1 Discussion Post 2

Week 2: 6/12	History of the Counseling Profession
	
	Counselor Characteristics
	
	Counseling Settings
	        Roles
	        Jobs
	        Tasks
	
	Advocacy
		Gladding Ch. 1, 14-18
		
		Appendix A
		
		Appendix C
		
		Advocacy Resources (D2L)
			PDIP: Labor Market
			
			PDIP: Advocacy Proposal
			
			Discussion Post 3

Week 3: 6/19	Professional Identity Legal Issues in Counseling • Informed Consent • Documenting a Course of Action • Court Cases	Gladding Chs. 2, 14-18 Forester-Miller & Davis (2016) Informed Consent Resources (D2L) Court Cases (D2L)	PDIP: Professional Counseling Organization PDIP: Informed Consent Discussion Post 4 Discussion Post 5
Week 4: 6/26	Mental Health Consultation Program Evaluation Counseling Theories Group Counseling	Chs. 7-11 Appendix B	PDIP: Counselor Licensure/Certification Discussion Post 6 Discussion Post 7
Week 5: 7/6	Research and Evaluation Statistics Assessment Career Development	Chs. 11-13	PDIP: Self-Care Discussion Post 8 Final Portfolio Due

The *syllabus/schedule are subject to change.*