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Counseling 501: Introduction to the Counseling Profession
Course Syllabus, Summer I
Monday 5 pm to 9 pm
6/5/2023 to 7/6/2023
CHEC

INSTRUCTOR INFORMATION

Instructor: Ajitha Chandrika Prasanna Kumaran, Ph.D.

Office Hours: via zoom

University Email Address: Ajitha.Kumaran@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

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.

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>

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.

The syllabus/schedule are subject to change.

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 	Online 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 	Online 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 members of interdisciplinary community outreach and emergency management response teams	<ul style="list-style-type: none"> Reading: Gladding (2018) Ch. 13-18 In-class discussion/debate 	Online Discussion	Discussion Rubric	≥ 80% of average rubric 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

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				(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
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 	Online Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed

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				(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 	Online 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 	Online 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 understanding and practicing consultation	<ul style="list-style-type: none"> • Reading: Gladding (2018) Ch. 10 	Online Discussion	Discussion Rubric	≥ 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	<ul style="list-style-type: none"> • Reading: Gladding (2018) Ch. 1, 5-6 	Online Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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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.

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:

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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 done 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

1. Class room Discussions (4x10=40)

The instruction will be provided in class.

- 1. Self-Care**
- 2. Professional Organizations**
- 3. Labor Market**
- 4. Counseling Licensure/Certification**

2. 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.

	1 – Does Not Meet Expectation (0-15)	2 – Meets Expectation (16-17)	3 – Exceeds Expectation (18-20)
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	Provides most of the necessary information but may be missing some details or presented in an incomplete way. Sufficiently provides the necessary	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.

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	understanding of ethical codes	components of an informed consent. Demonstrates a basic understanding of ethical codes.	Demonstrates an exceptional understanding of ethical codes.
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3. Interview: Counselor (10 points)

Interview a counselor or school counselor; example questions will be discussed in class. The focus of this assignment is to help get an understanding from a practicing professional. Note: time is important so keep your interview under 30 minutes. You can also do this online or face to face.

1. Write a two-page reflection paper, expressing the purpose of your questions, what you learnt from the interaction, what is your overall emotions/thoughts from this activity, and what are some questions you still have.
2. In the class you will be given time to share your experiences among peers.

	1 – Does Not Meet Expectation (0-7)	2 – Meets Expectation (8)	3 – Exceeds Expectation (9-10)
Interview Show and Tell (10 points)	Missed to address few of the following with less description: the purpose of your questions, what you learnt from the interaction, what is your overall emotions/thoughts from this activity, and what are some questions you still have. Class participation inadequate.	Addressed the following with less description: the purpose of your questions, what you learnt from the interaction, what is your overall emotions/thoughts from this activity, and what are some questions you still have. Class participation adequately.	Addressed the following with detail: the purpose of your questions, what you learnt from the interaction, what is your overall emotions/thoughts from this activity, and what are some questions you still have. Used minimum of two pages, classroom participation.

- 4. Counseling Interest Paper (50 Points)** this paper will include a literature review of a counseling topic of your choice as well as critical thinking and awareness components. This topic should be one of interest to you, at this time, and related to your specific concentration (clinical mental health, addiction, school, marriage and family, children, adolescents, adults, college, rehabilitation, crisis, etc.). Components of this paper should include the following:

Literature review portion:

Introduction of the topic

Rationale as to how this topic is important and relevant to the counseling field

Ethical and legal issues when working with this population, issues, etc.

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Advocacy, Micro and Macro for client, community, or professional

Any other information you believe is important to this topic

Questions to consider and include in second portion:

What did you learn from your research?

What are some challenges you might face as a counselor pertaining to this topic?

What are some things that surprised you?

How did you decide to choose this topic to research?

How might you add to the literature?

What have you learned about yourself from researching this topic?

Please use AT LEAST 5 references from referred counseling journals. You may need to use other sources as well. There is no specific page limit to this paper; there are however, criteria expectations. Please be sure to address all points above thoroughly. Please follow APA 7th edition guidelines for your write up.

Counseling Interest Paper	1 – Does Not Meet Expectation (0-29 points)	2 – Meets Expectation (30-40 points)	3 – Exceeds Expectations (41-50points)
Timely completion	Did not complete assignment. OR, Late completion of Project.	Project completed and posted by deadline.	Project completed and posted by deadline.
Lit Review	Did not complete assignment. OR, Late completion of Project with minimum attention to required lit review components	Adequately addressed lit review components	Addressed lit review components thoroughly with expansion
Questions addressed	Did not complete assignment. OR, Late completion of Project with minimum attention to questions to address	Adequately addressed questions component	Addressed questions component in an open, reflective, expressive way. Writing clear and organized in presentation
Number of references cited	Less than the minimum number of resources (5) provided	Adequate number of resources provided (5)	More than the minimum number of resources provided (>5)
Overall quality of work	Paper is not complete, not written in a clear manner OR is discussed in an illogical/inconsistent manner. Project has several grammatical/APA errors; not consistent with graduate level work	Paper is evident of graduate level work with some grammatical/APA errors.	Paper is evident of graduate level work with few to no grammatical/APA errors. Writing clear and organized in presentation

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Total = 120
Counseling Interest Paper (50 Points)
Interview: Counselor (10 points)
Informed Consent (20 points)
Class room Discussions (4x10=40)

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

Late assignments will have 15% deduction per day late from the final score.

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>

ACCESS AND NAVIGATION

The syllabus/schedule are subject to change.

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>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and

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[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/>

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web url:

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

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

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COURSE OUTLINE / CALENDAR

Week	Topic	Reading	Assignment
Week 1 6/5/2023	Course Overview/Syllabus Introductions Counselor Ethics	Gladding Ch. 1, 2 Master's Student Handbook ACA ethics ASCA ethics	
Week 2 6/12/2023	History of the Counseling Profession Counselor Characteristics Counseling Settings Advocacy	Gladding Ch. 1, 14-18 Appendix A Appendix C Advocacy Resources (D2L)	
Week 3 6/19/2023	Professional Identity Legal Issues in Counseling <ul style="list-style-type: none"> • 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)	Informed Consent 6/18
Week 4 6/26/2023	Mental Health Consultation Program Evaluation Counseling Theories Group Counseling	Chs. 7-11 Appendix B	Interview Counselor 6/25

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Week 5 7/3/2023	Research and Evaluation Statistics Assessment Career Development	Chs. 11-13	Counseling Interest Paper 7/2
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