



**Counseling 301-01E**  
**Orientation to the Counseling Profession**  
Course Syllabus, Spring 2025

INSTRUCTOR INFORMATION

Instructor: Rusty Fox, Ph.D., Assistant Professor, Department of Counseling and Coordinator of Human Services  
Office Hours: Tuesdays & Thursdays 1:00p-2:00p & 3:15-4:45p, and Fridays by Appointment  
University Email Address: [Rusty.Fox@tamuc.edu](mailto:Rusty.Fox@tamuc.edu)  
Preferred Method of Communication: E-Mail/Zoom  
Communication Response Time, during work week: 24 hrs  
Class Location: BA 245, Tues/Thurs 2-3:15p

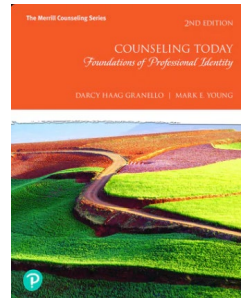
COURSE INFORMATION

**Textbook(s) Required:**

Granello, D. H. & Young, M. E. (2019)

**Counseling today: Foundations of professional identity (2<sup>nd</sup> ed.).** NY, NY: Pearson.

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



## **Optional Texts and/or Materials:**

American Psychological Association Publication Manual (7th ed). Washington, DC.

Title 22 (Examining Boards) Texas Administrative Code Part 30 Chapter 681: Rules relating to the Licensing and Regulation of Professional Counselors

## **Course Description**

This course will provide a structure and environment for learning. That learning will occur through an overview and orientation to the counseling profession including general professional issues such as ethics, history, credentialing, professional associations and the role of counselors in various settings.

## **Instructional Methods**

This course consists of lecture, discussion, experiential, reading and writing assignments, guided practice and role-plays, in-class activities, and other experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

## **Student Responsibilities or Tips for Success in the Course**

Attend. Be present. Outline each chapter, first. Read chapter and review outline before assigned class time. Review outline and reconstruct core content daily for each discussion and activity. Actively participate in class. Ask questions.

## **Goals/Rationale of the Course**

- Create an insight for you the student, to understand the inner workings of the counseling profession, its history, development, and the role of the counselor in various settings.
- Develop an understanding of the relationship between counselors and other mental health professionals.
- Provide students with information to help them better determine how congruent the discipline of counseling is with their future academic and professional goals

## **Student Learning Outcomes**

The student will:

1. Be an active and engaged participant in discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and sharing personal observations and opinions.
2. Become familiar with professional peer-reviewed counseling journal publications and APA style of writing.
3. Differentiate between counselors and other mental health professionals.
4. Identify basic counseling theoretical orientations and their founders.
5. Understand the history of the counseling profession and the fundamentals of the credentialing process.

## COURSE REQUIREMENTS

### **Instructional Methods**

This course will utilize lectures, class discussions, and collaborative projects; in addition, structured role-playing, and other methods that enhance the learning experience may be used.

### **Faculty Responsibilities**

To actively engage students in the learning process by structuring a creative environment conducive to learning. To incorporate essential content, discipline-related experience, behaviors, and creative exploration in the use of that environment. Defining and utilizing professional interaction, and involving students in the process of participative learning, will be core values of the instruction provided. To infuse this learning experience with real-life current examples of the profession, facilitating their use for learning and application, will be paramount in this instructor's approach to orientation to the counseling profession. The faculty should provide ongoing feedback to students to ensure they are aware of their progress in the course.

### **Student Responsibilities**

As learners, you are expected to participate and contribute to learning. That is primary and essential. You must be present and prepared, to do so. Learning includes outlining chapters, reading all class materials, and being prepared to actively participate in learning for the course. Active participation can be defined as listening and giving thoughtful responses. You are entering a profession; therefore, professional behavior is required for this class. During class discussions it is necessary that each student be respectful and polite to one another. The nature of the course and its topics, necessitates that sensitive topics may be discussed, and students may choose to share personal information. Please remember that what is said in the classroom must be kept confidential.

Discriminatory, rude, and/or inappropriate language cannot be tolerated in this class, just as it would not in our professional environments. Any student(s) choosing to (1) act in a discriminatory or rude manner or (2) use inappropriate language, will be asked to leave the class and face university disciplinary action. Disruption of class or inconsiderate behavior will not be tolerated, as it negatively impacts learning. If the student continues to repeat these behaviors, the instructor reserves the right to refer the matter to the appropriate university official for disciplinary action up to and including withdrawal. Please read the student handbook regarding student conduct, and the disciplinary process.

### **Electronics**

When appropriate, the instructor may utilize technology to teach or enhance the learning experience. Otherwise, texting and the use of social media during class is not appropriate and a disruption to the process of learning. All electronics must be put away and phones must be on silent before class begins.

## GRADING

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

A = 90-100	Written Assignments	
B = 80-89	(due bi-weekly)	20%
C = 70-79	Four, Chapter Quizzes	40% or 10% each
D = 60-69	Discussion Posts	
F = 59 or Below	(due weekly)	10%
	APA Writing Assignment	10%
	Ethics Project (Group project)	10%
	Counselor Identity Paper	10%

### Late Assignment Policies

It will be essential that you are present, participating in classroom learning, and completing all assignments at the time they are due. Therefore, it is not really possible to turn in assignments late or make up for content/participation missed. Late assignments cannot be accepted. (If you have missed content, or assignment deadlines, you must either have prior approval of the instructor, or written documentation of an excused absence approved by the instructor, for any consideration or partial or optional credit). If you have any questions about missed work, it is your responsibility to obtain clarification from the instructor.

## COMMUNICATION AND SUPPORT

The best way to communicate with me between classes is email. Please use "Counseling 301" in the subject of your email. In the content portion of your email, be sure to include your first and last name and the best email and phone number to reach you (if necessary). I respond to my emails daily. 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 and location. Note my regular office hours posted above. Those are specifically designed for meetings with students.

## COURSE ASSIGNMENTS

### **Response to Classroom Discussion and/or Discussion Posts (50 points total) Weekly**

A total of 10 written discussions/boards will require your response to reading material, class discussions or videos. Engaging in classroom discussion responses: Initial responses/posts are due by Wednesday at 11:59pm and you should respond to 2 classmates by Sunday at 11:59pm. You must complete **both** the initial discussion and 2 responses for full credit.

Discussion responses/posts require thoughtful reactions, demonstrating your professionalism and contributing to the understanding of the topic. These must be more than "I agree. Great post".

To demonstrate your learning, you must demonstrate your new knowledge and contribute to the learning of others. Modeling the professionalism of your field, consider the broadness of others' beliefs and avoid using language which is insensitive or could be offensive. Disagree, is acceptable and at times instructive, but we each must do so in a manner that reflects dignity and respect. Your responses are reflective, so you are encouraged to consider and plan before you write. Therefore, on this mode of learning, you need not worry with utilizing APA format.

### **Written Class Assignments (100 points total) Bi-weekly (every 2 weeks)**

Assignments based on classroom discussion of textbook chapters, are due in D2L, submitted under Assignments every two weeks, and include assigned topics from the corresponding chapters for the weeks due. For full credit, assignments must be statements of your opinion, assessment, and observations, supported by new learning, which includes content from class participation, and outlining/reading of text chapters. As an example, *“Active classroom participation is instrumental to successful acquisition of core counseling skills. This is made evident by the author Fred Mertz, in Chapter 3 when he asserts that.. and further explains his approach through the examples of...”*

### **APA Writing Assignment (50 points):**

Knowing how to write in the APA format is essential to the field of Counseling. To enhance your knowledge of APA style format, purchase or checkout the **APA Manual 7<sup>th</sup> edition**. The instructor will give more details about the assignment, and encourages you to utilize the University’s Librarians and campus writing labs, early in the semester to become familiar with this writing style. APA, American Psychological Association format, is the one used by the professional field of Counseling. More information about this assignment will be found in our syllabus.

### **4 Quizzes (200 points total):**

To validate your learning and understanding of course content, you will have 4 opportunities to participate in quizzes. There are 4 in total. A Course Calendar will be provided for your planning, and contain further information and specific dates.

### **Ethics Project/Presentation (50 points):**

In groups of four to six, students will create/imagine an ethical dilemma within the counseling field. The instructor must approve of the topic first. As a group, students will prepare a presentation, provide handouts, and lead a class discussion regarding their ethical issue. Handouts and presentation must have APA cited sources. Creativity is highly encouraged. Evaluation will be based on content provided, demonstration of knowledge, and professionalism of topic chosen, and how it is presented. All will be submitted online.

## **Counselor Identity Paper (50 points):**

You will complete a counselor identity paper regarding your knowledge and thoughts about the helping professions (psychology, counseling, social work, etc.). You will use the guidelines below in preparing your paper. The purpose of this paper is for you to consider your learning about the field of counseling, and demonstrate how your beliefs regarding it, apply or have been impacted. Please answer the following questions in conjunction with your desired career goals in the helping fields (psychology, counseling, social work, etc.). Though this is a personal reflection paper, you should demonstrate learning. Include facts, content, and theory influencing your thoughts about the helping profession. Your responses to the questions will be in your own words (no APA references required), but must demonstrate content learned as well.

1. How do you define the role/job of a professional helper? Define this in your own words. Include how your definition has changed based on participation in this class.
2. What has led you to consider the helping fields?
3. Based on your beliefs, experiences, etc., what are the 3 most important things a counselor does during a counseling session?
4. Based on your beliefs, experiences, etc., what are the 3 most important things a counselor does not do during a counseling session (do not simply state the opposite of your response above)?
5. What two or more personality characteristics do you believe may serve as personal strengths in your role as a helping professional?
6. What two or more personality characteristics do you believe may serve as personal barriers in your role as a helping professional?
7. With what client population do you think you would be most productive? Explain thoroughly.
8. With what client population do you think you would have the most difficult time counseling? How do you think you would deal with this when that particular client comes to you asking for help?
9. How would you define the appropriate dress code for the setting in which you hope to work?
10. Many helping professionals consider it important to be role models in the community, even outside their daily work environment and work setting. Are there behaviors you believe helping professionals should expressly avoid doing, even when they have their “civilian hats” on? Explain them and your reasoning behind your opinion.
11. Self-care is a vital component of this profession and required to insure the quality of service you provide others. How do you plan to take care of yourself and prevent professional burnout should you go into a helping profession?
12. NOTE: Near the end of the semester, you will write a concluding paragraph about how your assessment, knowledge, and awareness has changed over the course of the semester.

Note: The University considers the act of plagiarism as a severe lack of academic integrity, and one of academia’s most severe offenses. This means claiming someone’s work as your own, is unacceptable. To that end, I will ask you to utilize a plagiarism checker, such as *TurnItIn* to review your written projects for evidence of plagiarism or poor citation, and attach that report to your paper. Work determined to have been plagiarized will be assigned a grade of 0, and, could result in a final grade of “F” in COUN 301. Plagiarism is also a violation of the Student Code of Conduct, and subject to those consequences as well.

## COMMUNICATION AND SUPPORT

I am genuinely interested and invested in your success in this class, and our program. The best way to communicate with me between classes is email. Please use “Counseling 301” in the subject of your email. In the content portion of your email, be sure to include your first and last name and the best email and phone number to reach you (if necessary). I respond to my emails daily. However, I am also eager to meet with you in person when that is your need or preference. Please reach out to me so we can set up a convenient time and location. Note my regular office hours posted above. Those are specifically designed for meetings with students.

### COURSE CALENDAR (subject to modifications as needed, with written notification by the instructor)

Week	Class Content and Activity	Assignments
Week 1: 1/14 – 1/16	Course Overview/Syllabus Chapter 1: Who Are Counselors?	Discussion Post for Chapter 1 (post midweek, peer feedback Sun)  Begin work on Counselor Identity Paper, due end of 2 <sup>nd</sup> week.
Week 2: 1/21-1/23	Chapter 2: What Do Counselors Do? Chapter 3: How Are Counselors Trained and Regulated? Read: Journal Articles Watch: APA 7 <sup>th</sup> Edition Videos APA Style Review  Ethics Presentations teams assigned this week.	Discussion Post for Ch 2 & 3 (post midweek, peer feedback Sun)  <b>Written Assignment 1</b> (due 1/23/25)  Reach out to your assigned team, schedule work for Ethics Project.  <b>Counselor Identity Paper</b> due before midnight 1/26/25.
Week 3: 1/28-1/30	Chapter 4: How Do Counselors Integrate Personal and Professional Identity?	Discussion Post for Ch 4 (post midweek, peer feedback Sun)  <b>Quiz 1 over Chapters 1 through 4</b>
Week 4: 2/4-2/6	Chapter 5: How do Counseling Students Get the Most From Their Graduate Programs?	Discussion Post for Ch 5 (post midweek, peer feedback Sun)  APA Assignment <b>Written Assignment 2</b> (due 2/9/25)

Week 5: 2/11-2/13	Chapter 6: How Do Counselors Use Theories?	Discussion Post for Ch 6 (post midweek, peer feedback Sun)
Week 6: 2/18-2/20	Chapter 6: How Do Counselors Use Theories? A Continuation	Discussion Post for Ch 6 Con't (post midweek, peer feedback Sun)  <b>Written Assignment 3</b> (due 2/23/25)
Week 7: 2/25-2/27	Chapter 7: How Do Counselors Use Research?	Discussion Post for Ch 7 (post midweek, peer feedback Sun)  <b>Quiz 2 over Chapters 5 through 7</b> Ethics Topic must be approved this week
Week 8: 3/4-3/6	Chapter 8: What Happens in a Counseling Session?	Discussion Post for Ch8 (post midweek, peer feedback Sun)  <b>Written Assignment 4</b> (due 3/9/25)
Week 9: Spring Break 3/11-3/13 (Mar 10 <sup>th</sup> – 14 <sup>th</sup> )	Spring Break – Have a relaxing week!	

Week 10: 3/18-3/20	Chapter 9: Where Does Counseling Take Place?	Discussion Post for Ch 9 (post midweek, peer feedback Sun)  <b>Written Assignment 5</b> (due 3/23/25)
Week 11: 3/25-3/27	Chapter 10: Social Justice and Culturally Competent Counseling	Discussion Post for Ch 10 (post midweek, peer feedback Sun)  <b>Quiz 3 over Chapters 8 through 10</b>
Week 12: 4/1-4/3	Chapter 11: Collecting and Using Assessment Information	Discussion Post for Ch 11 (post midweek, peer feedback Sun)  Counseling Identity Paper <i>Conclusion</i> Due <b>Written Assignment 6</b> (due 4/6/25)

Week 13 4/8-4/10	Chapter 12: How Do Counselors Make Legal and Ethical Decisions?	Discussion Post for Ch 12 (post midweek, peer feedback Sun)  Continue work on your ethics presentations
Week 14: 4/15-4/17	Ethics Presentations	Discussion Post for Ethics (post midweek, peer feedback Sun)  Ethics Presentations DUE Please complete the course/ instructor survey <b>Written Assignment 8</b> (due 4/20/25)
Week 15 4/22-4/24	Chapter 13: Wellness/Self-Care Watch: Webinar of Self Care Planning Read: Self-Care Materials	Discussion Post for Ch 13 (post midweek, peer feedback Sun)
Week of 4/29-5/1	“Dead Week” A week for preparation for Finals	Use this week to study and prepare!
Week of 5/3-5/9 Final Exams	See Final Exam Schedule And confirm with all instructors. <b>COUN 301 Exam 4 is May 6<sup>th</sup> 1:15p-3:15p</b>	<b>Quiz 4 over Chapters 11 through 13</b>

#### TECHNOLOGY REQUIREMENTS (applies to on-line offerings of this course)

##### 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, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR
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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones
- For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported. Pop-ups are allowed. JavaScript is enabled. Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/) o [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

#### Access and Navigation

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

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 see the following procedures:

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

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 132

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

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@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&MCommerce 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.