COUN 501:41E Course Syllabus
Introduction to the Counseling Profession
Fall, 2025
Mesquite Metroplex

INSTRUCTOR INFORMATION

Instructor: Roberta Jacobs, PhD, LPC-S
Office Hours: Virtual- By Appointment
University Email Address roberta.jacobs@etamu.edu
Preferred Form of Communication: Text (903-274-9901)
Communication Response Time: 48 hours; M-F

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:
Gladding, S. L. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.

Required Supplemental Readings:
American Counseling Association (2014). *2014 ACA Code of Ethics.*   :
    Author.

Recommended Textbook
    American Psychological Association. (2019). Publication manual of the American
     Psychological Association (7th ed.). Author.

**Other Readings as Assigned

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

Association for Counselor Education and Supervision Taskforce on Best Practices in Clinical
    Supervision. (2011, April). *Best practices in clinical
    supervision.*   https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-
    in-Clinical-Supervision-2011.pdf

    American Counseling Association. (2014). ACA Codes of Ethics. Author.

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

Forester-Miller H. & Davis, T. E. Practitioner's guide to ethical decision making. *American Counseling Association,* 1-6. https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf?sfvrsn=10

Gibson, D. M., Dollarhide, C.T., & Moss, J.M. (2010). Professional identity development: A grounded theory of transformational tasks of new counselors. *Counselor Education & Supervision, 50,* 21-38.

Giordano, A. G. (2019). Five points of discussion about racial injustice. *Counseling Today.* https://ct.counseling.org/2019/04/five-points-of-discussion-for-conversations-about-racial-injustice/?fbclid=IwAR0FdN7BzTISQFW3zh4l3xIiLA8Fq_Y_EZRhgRC4mBjSYxCSLMb6VgRT9j4

Henderson, K.L. & Dufrene, R.L. (2012). Student behaviors associated with remediation: A content analysis. *Counseling Outcome Research and Evaluation, 3*, 48-60.

Kaplan, D.M, Tarvydas, V.M., & Gladding, S.T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development, 92*, 366-372.

Lewis, J. Arnold, M.S., House, R. & Toporek, R.L. (2003; updated in 2018). *American Counseling Association Advocacy Competencies*. https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4

Li, C.-S., Trusty, J., Lampe, R., & Lin, Y.F. (2008). Remediation and termination of impaired students in CACREP-accredited counseling programs. *International Journal of Leadership Preparation*, 3. https://files.eric.ed.gov/fulltext/EJ1067173.pdf

Myers, J.E., & Sweeny, T.J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development, 86,* 482-493.

Schmit, M. K., Schmit, E. L., Henesy, R., & Klassen, S. (2015). Constructing an integrated model of ethical decision making in counselor education and supervision: A case conceptualization. *In ideas and research you can use: VISTAS Online*. http://www.counseling.org/knowledge-center/vistas

Shook, M. (Producer). (2020, May 26). EP172: Community Stress and Black America – An Urgent Matter with The Four Doctors [Audio Podcast]. The Thoughtful Counselor. Retrieved from https://wp.me/p7R6fn-XhI.

Wester, K.L. & Borders, L. D. (2014). Research competencies in counseling: A Delphi study. *Journal of Counseling & Development, 92*, 447-458.

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.dshs.texas.gov/counselor/

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

COURSE DESCRIPTION

Catalogue Description of the Course
COUN 501: Introduction to the Counseling Profession
Three semester hours. Recommended as 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 717

CACREP Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.1.a. history and philosophy of the counseling profession and its specialty areas	• Lecture (Week 2) • Readings (Gladding, 2018 [Chapters 1; Appendix A]; Gibson, Dollarhide, & Moss, 2010; Kaplan, Tarvydas, & Gladding, 2014) • Class Discussion (Week 2) • Class Activities (Week 2)	1. Group Presentation	1. Group Presentation Rubric	1. ≥ 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	• Lecture (Weeks 12-13) • Readings (Gladding, 2018 [Chapters 13-18]) • Class Discussion (Weeks 12-13) • Class Activities (Weeks 12-13)	1. Group Presentation	1. Group Presentation Rubric	1. ≥ 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	• Lecture (Weeks 12-13) • Readings (Gladding, 2018 [Chapters 13-18]) • Class Discussion (Weeks 12-3) • Class Activities (Weeks 12-13)	1. Group Presentation	1. Group Presentation Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

management response teams				
2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession	• Lecture (Week 3) • Readings Readings (Gladding, 2018 [Chapters 2-3; Video [Danger of a single story]; Articles: Lewis, et al, 2002; ACA Website for Competencies) • Class Discussion (Week 3) • Class Activities (Week 3)	1. Professional Identity and Development Portfolio (e; Advocacy Proposal)	1. Professional Identity and Development Portfolio (e; Advocacy Proposal) Rubric	1. ≥ 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	• Lecture (Week 4) • Readings Readings (Gladding, 2018 [Chapters 2-3; Video [Danger of a single story]; Articles: Giordano, 2019; Lewis, et al, 2002; Shook, 2020; ACA Website for Competencies) • Class Discussion (Week 4) • Class Activities (Week 4)	1. Professional Identity and Development Portfolio (e; Advocacy Proposal)	1. Professional Identity and Development Portfolio (e; Advocacy Proposal) Rubric	1. ≥ 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	• Lecture (Week 2) • Readings (Gladding, 2018 [Chapters 1; Appendix A]; Kaplan, Tarvydas, & Gladding, 2014; Websites for CACREP, ACA, TCA, & ASCA) • Class Discussion (Week 2) • Class Activities (Week 2)	1. Professional Identity and Development Portfolio (b; Professional Counseling Organizations)	1. Professional Identity and Development Portfolio (b; Professional Counseling Organizations) Rubric	1. ≥ 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	• Lecture (Week 2) • Readings (Gladding, 2018 [Chapters 1; Appendix A]; Kaplan, Tarvydas, & Gladding, 2014; Websites for CACREP, ACA, TCA, & ASCA) • Class Discussion (Week 2) • Class Activities (Week 2)	1. Professional Identity and Development Portfolio (a; Counseling Licensure/ Certification)	1. Professional Identity and Development Portfolio (a; Counseling Licensure/ Certification) Rubric	1. ≥ 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	• Lecture (Week 2) • Readings (Gladding, 2018 [Chapters 1; Appendix A]; Kaplan, Tarvydas, & Gladding, 2014; Websites for CACREP, ACA, TCA, & ASCA; Website: OOH) • Class Discussion (Week 2) • Class Activities (Week 2)	1. Professional Identity and Development Portfolio (c; Current Labor Market Information)	1. Professional Identity and Development Portfolio (c; Current Labor Market Information) Rubric	1. ≥ 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	• Lecture (Week 3) • Readings (Gladding, 2018 [Chapter 2]; Article [Forester-Miller & Davis; Schmit, Schmit, Henesy, & Klassen, 2015]; Websites for ACA) • Class Discussion (Week 3) • Class Activities (Week 3)	1. Professional Identity and Development Portfolio (d; Informed Consent)	1. Professional Identity and Development Portfolio (d; Informed Consent) Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.j. technology's impact on the counseling profession	• Lecture (Week 3) • Readings (Gladding, 2018 [Chapter 2; Appendix A]) • Class Discussion (Week 3) • Class Activities (Week 3)	1. Group Presentation	1. Group Presentation Rubric	1. ≥ 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	• Lecture (Week 14) • Readings (Henderson & Dufrene, 2012; Li et al, 2008) • Class Discussion (Week 14) • Class Activities (Week 14)	1. Professional Identity and Development Portfolio (f; Self-Care and Self-Evaluation Plan)	1. Professional Identity and Development Portfolio (f; Self-Care and Self-Evaluation Plan) Rubric	1. ≥ 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	• Lecture (Week 14) • Readings (Myers & Sweeny, 2008) • Class Discussion (Week 14) • Class Activities (Week 14)	1. Professional Identity and Development Portfolio (f; Self-Care and Self-Evaluation Plan)	1. Professional Identity and Development Portfolio (f; Self-Care and Self-Evaluation Plan) Rubric	1. ≥ 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	• Lecture (Week 9) • Readings (Gladding, 2018 [Chapter 10]; ACES, 2011; Websites: CACREP & DSHS) • Class Discussion (Week 9) • Class Activities (Week 9)	1. Professional Identity and Development Portfolio (a; Counseling Licensure/ Certification) 2. Professional Identity and Development Portfolio (d; Ethics Case Study)	1. Professional Identity and Development Portfolio (a; Counseling Licensure/ Certification) Rubric 2. Professional Identity and Development Portfolio (d; Ethics Case Study) Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.a. theories and models of counseling	• Lecture (Week 6-7) • Readings (Gladding, 2018 [Chapters 7 & 8]) • Class Discussion (Week 6-7)	1. Group Presentation	1. Group Presentation Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3)

	● Class Activities (Week 6-7)			expectation
2.F.5.c. theories, models, and strategies for understanding and practicing consultation	● Lecture (Week 9) ● Readings (Gladding, 2018 [Chapter 10]) ● Class Discussion (Week 9) ● Class Activities (Week 9)	1. Professional Identity and Development Portfolio (a; Counseling Licensure/ Certification) 2. Professional Identity and Development Portfolio (d; Ethics Case Study)	1. Professional Identity and Development Portfolio (a; Counseling Licensure/ Certification) Rubric 2. Professional Identity and Development Portfolio (d; Ethics Case Study) Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.f. counselor characteristics and behavior that influence the counseling process	● Lecture (Week 1; Week 5) ● Readings (Gladding, 2018 [Chapter 1; 5-6]) ● Class Discussion (Week 1; Week 5) ● Class Activities (Week 1; Week 5)	1. Group Presentation	3. Group Presentation Rubric	1. ≥ 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 instructional and learning methods, submitting assignments, participating in online discussions, and completing exams. 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 a fully online format (D2L), with lecture and didactic learning methods, small group discussions, and assignments coupled with practical application projects.

Student Responsibilities or Tips for Success in the Course
As a student in this course, you are responsible for the active 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 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 6th 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.

Assignments/Assessments

1. **Professional Identity and Development Portfolio (PIDP; 80 points).**

    Throughout the semester, you will work on different parts of an overall portfolio, which will be due at the end of the semester. Each portion of the portfolio will have a suggested due date at different times during the semester. Again, this is to give you a timeframe to follow. It is not suggested that you try to complete your full portfolio the night before it is due (*Please don't do that*). Continue to update information in your portfolio as you develop throughout the program.

    a) Counseling Licensure/Certification (10 points). Please review:
        https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/
        https://tea.texas.gov/academics/college-career-and-military-prep/school-counseling

        Provide an outline/overview of licensure/credential requirements (depending on whether you wish to become and LPC or certified school counselor). If you are planning to move out of state, review that state's licensing board. Include the following: licensure/credential name (e.g. LPC), education requirements (including CACREP accreditation standards), supervision requirements, testing requirements, application process, continuing education requirements (after license obtained), and 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) 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, and any other information you find interesting/needed. If you have an interest (e.g. research, advocacy, suicide, play therapy, adolescents, etc.) and are unsure where to find an organization please contact 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

Review 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, environment, education requirements, pay, outlook, state/national data, job postings information, 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/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1). Use your textbook and the online library for resources (you can find examples of informed consents in counseling online and through the ETAMU 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 and social barriers that impede access, equity, and success for clients. Your proposal will 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 (be sure to cite)
- Description of what the advocacy actually entails including any activities
- Intended outcome of your advocacy proposal including how this promotes or enhances the counseling field and addresses 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 (and not only during times of impairment). In this plan please include the following: your own definition of what self-care means to you including aspects of self-care, behaviors and/or activities you can partake in each of these aspects of your self-

care. Please review Myers and Sweeny's (2008) Model of Wellness. The goal of a self-care plan is to partake in these behaviors and activities throughout your career in order to remain healthy and become aware when counselor impairment may occur. Thus, you will also need to develop a self-evaluation plan discussing strategies for personal and professional self-evaluation. These plans are meant for your own use so they can be creative (e.g., color, drawing, charts, tables, etc.) or traditional (e.g., paragraph form).

Professional Identity and Development Portfolio Rubric

80 points total	1 – Does Not Meet Expectations *If total is 10 (0-7) *If total is 20 (0-15)	2 – Meets Expectations *If total is 10 (8) *If total is 20 (16-17)	3 – Exceeds Expectations *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, 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.
Professional Counseling Organizations (10 points)	Provides some details necessary but is missing many criteria. Descriptions are unclear and may be incorrect. Student has a lack of understanding of information related to the chosen professional counseling organization.	Provides most details necessary for each criterion with a few missing criteria. Descriptions lack some clarity but mostly there. Student has a basic understanding of information related to the chosen professional counseling organization.	Provides all details necessary for each criterion listed. Descriptions are clear and comprehensive. Student clearly understands information related to the chosen professional counseling organization.
Current Labor Market Information (10 points)	Provides some details necessary but is missing many criteria. Descriptions are basic, unclear, or may be incorrect. Student has a lack of understanding of the current labor market in counseling.	Provides some detail but only includes either a summary of information OR reflection on how this would affect your job outlook. Descriptions lack some clarity but mostly there. Student has a basic understanding of the current labor market in counseling.	Provides all details necessary including both summary of information and reflection on how this would affect your job outlook. Descriptions are clear and comprehensive. Student clearly understands the current labor market in counseling.
Informed Consent (20 points)	Has many missing details and/or is presented in a disorganized way. Missing many necessary components of an informed consent. Does not	Provides most of the necessary information but may be missing some details or presented in an incomplete way. Sufficiently	Provides all the necessary information in a thorough and thoughtful way. No incorrect information and no missing details. Clearly provides the

	demonstrate a basic understanding of ethical codes.	provides the necessary components of an informed consent. Demonstrates a basic understanding of ethical codes.	necessary components of an informed consent. Demonstrates an exceptional understanding of ethical codes.
Advocacy Proposal (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 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.
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.

2. **Chapter Presentation (100 points).** Individually you will sign up to present the contents from a chapter in your textbook. You will create a presentation on the material assigned. You must use information in your textbook, but are not limited to only this resource. This is your chance to practice presentation and creativity skills! Presentation examples include PowerPoint, YouTube, cartoon video, poster presentation, etc. This presentation should take you approximately 30-45 minutes. Below are the criteria that need to be included in your presentation:

● Introduction
● Overview, purpose, and goals of specialty area
● History and trends of chapter area
● The roles, functions, and responsibilities of counselors
● Collaboration (e.g., importance of collaboration, who do counselors collaborate with in the area, and why)
● The use of technology (how and why use it; ethical and legal considerations for its' use)

● Choose one chapter from the syllabus and give a brief overview of the information presented.
● Complete a 30 – 45 minute presentation

Chapter Presentation Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content Mastery	Demonstrates an in-depth and comprehensive understanding of the chapter's key concepts, theories, and applications.	Demonstrates good understanding of the chapter's content, with minor gaps in clarity or depth.	Shows basic understanding of the chapter's concepts, with several key ideas underdeveloped or unclear.	Demonstrates limited or incorrect understanding of the chapter's content, with significant gaps in knowledge.
Chapter Content Application	Effectively applies the chapter's content to real-world counseling situations with well-supported examples.	Applies chapter content to counseling practice, though some connections may be vague or not fully developed.	Attempts to apply chapter content, but examples are limited or unclear in relation to counseling practice.	Fails to connect chapter content to practice or provides irrelevant or incorrect examples.
Organization and Clarity	Presentation is extremely well-organized, easy to follow, and logically structured with clear transitions.	Presentation is generally organized, with minor disruptions in flow or clarity.	Presentation lacks clear structure; some sections are hard to follow or out of order	Presentation lacks organization, making it difficult to follow and understand.
Engagement and Delivery	Presenter is highly engaging, speaks with confidence, enthusiasm, and maintains strong eye contact throughout.	Presenter is clear and confident but may lack some enthusiasm or eye contact at times.	Presenter's delivery is clear but lacks engagement or enthusiasm; eye contact is inconsistent.	Presenter struggles to engage the audience; delivery is unclear, lacks enthusiasm, or shows nervousness.
Use of Visual Aids	Visual aids (slides, graphics, etc.) are clear, effective, and enhance understanding	Visual aids are clear and relevant, though not as dynamic or engaging as they could be.	Visual aids are used but may be unclear, overly complex, or minimally contribute to understanding.	Visual aids are poorly designed or absent, hindering the presentation's effectiveness.

	of the material.			
Depth of Research	Extensive research is evident; includes a wide range of scholarly sources and well-documented evidence supporting the content.	Good research is evident; uses credible sources and includes some scholarly references.	Research is limited or includes few sources; some references may not be scholarly or relevant.	Minimal or no research; presentation lacks supporting evidence or references.
Time Management	Presentation is within the allotted time and covers all topics thoroughly without rushing or omitting important details.	Presentation fits within the time limit, though some topics may feel rushed or underexplained.	Presentation exceeds or falls short of the time limit; some topics are rushed or underdeveloped.	Presentation is significantly over or under time, leaving important topics incomplete or omitted.

3. **Participation (20 points).**

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – *Exceeds Expectations* (18-20 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness
2 – *Meets Expectations* (16- 17points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness
1 – *Does Not Meet Expectations* (0-15 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

GRADING

Final grades in this course will be based on the following scale: Total points possible (200)

Final Grading

PIDP A (Licensure/Certification)	10 points	100-90% = A
PIDP B (Counseling Organization)	10 points	89-80% = B
PIDP C (Informed Consent)	30 points	79-70% = C
PIDP D (Advocacy Proposal)	20 points	60-60% = D
PIDP F (Self-care Plan)	10 points	<59% = F
Chapter Presentation	100 points	
Participation	20 points	
Total	**200 points**	

Total points possible = 200. Your Final Grade is determined adding the point values earned from each assignment and dividing by 200. The resulting value is multiplied by 100 to yield a percentage. For example: 189 [points earned] /200 X 100 = 95%

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:
    - 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

- **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:
    - 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

- 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

[Example]

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.aspx

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

ETAMU 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.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at East Texas A&M University 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/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10 Graduate Student Academic Dishonesty

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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

East Texas A&M University
 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

East Texas A&M University 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.

EAST TEXAS A&M UNIVERSITY

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M University 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 East Texas A&M Universdity campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1	Introductions; Course Overview and Expectations; Review of Syllabus; Introduction to the course; Orientation to the Counseling Department			Review Syllabus **Introduction** Experiential Activity Discussion
In	Writing and APA; Introduction to the Counseling Profession; Labor Market	**2.F.1.a.** **2.F.1.f.** **2.F.1.g.** **2.F.5.f.** **2.F.1.h**	Chapter 1 Appendix A 20/20 Vision of Counseling Article https://www.counseling.org/docs/default-source/20-20/2020-jcd-article.pdf?sfvrsn=c9897d2c_2 (Gibson, Dollarhide, & Moss, 2010; Kaplan, Tarvydas, & Gladding, 2014) Websites for CACREP, ACA, TCA, & ASCA (see bibliography above) https://www.bls.gov/ooh/ APA Manual	
Week 3	Ethics in Counseling; Technology in Counseling	**2.F.1.i** **2.F.1.j.**	Chapter 2 Appendix A ACA Code of Ethics (2014) (Forester-Miller & Davis; Schmit, Schmit, Henesy, & Klassen, 2015) Websites for CACREP, ACA, TCA, & ASCA (see bibliography above)	**PIDP A Due**
Week 4	Diversity and multiculturalism in Counseling; Advocacy in Counseling	**2.F.1.d.** **2.F.1.e.**	Chapters 3 & 4 Video: Danger of a Single Story https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack (Giordano, 2019) Articles: (Lewis et al., 2002) ACA Advocacy Competencies; ALGBTIC Competencies; ARCA Competencies;	**PIDP B Due**

			MSJCC (see for all related https://www.counseling.org/knowledge-center/competencies) Podcast: (Shook, 2020) https://wp.me/p7R6fn-XhI. Other Websites: Teaching Tolerance; EJI (see resource list above)	
Week 5	The Counseling Relationship	2.F.5.f.	Chapter 5 & 6	**PIDP C Due**
Week 6	An Introduction to Counseling Theories	2.F.5.a.	Chapter 7	
Week 7	An Introduction to Counseling Theories	2.F.5.a.	Chapter 8	
Week 8	An Introduction to Groups in Counseling;		Chapter 9	
Week 9	What is your Counseling Identity?	2.F.C 2.F.5.f	Review Class Discussion	
Week 10	Consultation and Supervision in Counseling;	2.F.1.m. 2.F.5.c.	Chapter 10 (ACES, 2011) Websites: CACREP & DSHS	**PIDP D Due**
Week 11	Evaluation, Research, Assessment, and Diagnosis in Counseling		Chapters 11 Article: (Wester & Borders, 2014)	
Week 12	Specialty Areas	2.F.1.b. 2.F.1.c.	Chapter 12	
Week 13	Specialty Areas	2.F.1.b. 2.F.1.c.	Chapters 13-15	
Week 14	Specialty Areas	2.F.1.b. 2.F.1.c.	Chapters 16-18	**PIDP E Due**
Week 15	Wellness, Self-care, and self-evaluation throughout your career	2.F.1.k. 2.F.1.l	(Henderson & Dufrene, 2012; Li et al, 2008; Myers & Sweeny, 2008)	**PIDP F Due**

Week 16	Finals Week	.		

**Syllabus subject to change by instructor.