



COUN 501: Introduction to the Counseling Profession

Course Syllabus: [Fall, 2025]
[Wednesdays, August 25, 2025 – Dec. 12, 2025 7:20pm-10pm Dallas Campus]

INSTRUCTOR INFORMATION

Instructor: Jovaria Baig, PhD, LPC-S, LPC, LCDC
Office Location: Dallas campus
Office Hours: By appointment only
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Preferred Method of Communication: Email
Communication Response Time: 48 hours: Monday – Friday by 5pm

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

American Counseling Association (2014). *2014 ACA Code of Ethics*. Author.

Gladding, S. L. (2018). *Counseling: A comprehensive profession* (8th ed.). Upper Saddle River, NJ: Pearson.

Recommended Textbook:

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

Supplemental Readings:

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

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

Clark, A. J. (2011). Empathy: An integral model in the counseling process. (3), 348-356. *Journal of Counseling & Development*, 88. <https://doi.org/10.1002/j.1556-6678.2010.tb00032.x>



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

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

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

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

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

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

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

[National Board for Certified Counselors \(NBCC\)](#)

[Chi Sigma Iota -](#)

Texas LPC link: <https://www.bhec.texas.gov/statutes-and-rules/index.html>

Note: This course will use D2L as its Learning Management System

**Other Readings as Assigned

COURSE DESCRIPTION

Catalogue Description of the Course

The syllabus/schedule are subject to change



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 (SLOs):

Measurement 1 (Knowledge):

I. Two multiple-choice and short-answer exams (50 questions each). The multiple-choice sections of the exams will assess knowledge of course content areas at the middle and end of the semester. Test questions will address material covered in course readings and lecture notes.

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

Measurement 2 (Skills):

Two multiple-choice and short-answer exams (50 questions each). The short-answer sections of the exams will gauge students' ability to apply course content to various clinical situations.

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

COUN 501 KPI assessments: Examinations, Interview and Counseling Interest Paper

2016 CACREP Standards addressed in COUN 501 PLOs

CACREP 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"> Lecture Readings:(Neukrug, 2016 [Ch. 2]) 	1.Quiz 1	1.Quiz 1 Scoring Rubric	1.≥80% of average rubric scores with either meet (2) or



				exceed expectation (3)
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"> • Lecture (week 9 – 15) • Readings <ul style="list-style-type: none"> ◦ Neukrug, 2016 [Ch. 1, 10, 11, 16; ◦ ACA, 2014 [Appendix C, Department Handbook]; Corey, Corey & Corey, 2019 [Ch. 5]) 	1. Quiz 1,2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal	1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric	1 – 5. ≥80% of average rubric scores with either meet (2) or exceed expectation (3)
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"> • Lecture (week 9-15) • Readings: <ul style="list-style-type: none"> ◦ Neukrug (2016) Ch. 1,2,3 ◦ Corey, Corey & Corey (2019) Ch. 2,5,13 ◦ ACA (2014) 	1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal	1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric	1 – 5. ≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession	<ul style="list-style-type: none"> • Lecture (week 6) • Reading: <ul style="list-style-type: none"> ◦ Neukrug (2016) Ch. 2, 3, 14, 16 Corey, Corey & Corey (2019) Ch. 2, 3, 5 ACA (2014) 	1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal	1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric	1 – 5. ≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.1.e. advocacy processes needed to address institutional and social barriers that	<ul style="list-style-type: none"> • Lecture (week 6) • Readings: 	1. Quiz 1 & 2 2. Professional Interview Project	1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric	1 – 5. ≥80% of average rubric scores with either meet (2) or exceed expectation (3)



impede access, equity, and success for clients	<ul style="list-style-type: none"> ○ Neukrug (2016) Ch. 6, 7, 14, 15 ○ ACA (2014) ○ Corey, Corey & Corey (2019) Ch. 2,3, 4 	3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal	3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric	
2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	<ul style="list-style-type: none"> ● Lecture (week 1) ● Readings: <ul style="list-style-type: none"> ○ Neukrug (2016) Ch. 2,3 ○ Websites: ACA (+ divisions), Chi Sigma Iota, TCA 	1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal	1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric	1 – 5. ≥80% of average rubric scores with either meet (2) or exceed expectation (3)
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"> ● Lecture (week 1) ● Readings: Neukrug (2016) Ch. 1, 3 <ul style="list-style-type: none"> ○ ACA (2014) ○ Websites: TCA, ACA, CACREP, NBCC, Texas LPC Code 	1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal	1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric	1 – 5. ≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession	<ul style="list-style-type: none"> ● Lecture (week 1) ● Readings: (OOH, Regional Classified Advertisements) 	1. Quiz 1 & 2 Professional Interview Project 2. Counseling Interest Paper 3. Article Critique 4. Reflective Journal	1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric	≥80% of average rubric scores with either meet (2) or exceed expectation (3)



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"> • Lecture (week 2 – 4) • Readings: <ul style="list-style-type: none"> ◦ ACA (2014) ◦ Corey, Corey, & Corey (2019) ◦ Neukrug (2016) Ch.1, 3 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.1.j. technology's impact on the counseling profession	<ul style="list-style-type: none"> • Lecture (week 1 – 4) • Readings: <ul style="list-style-type: none"> ◦ Neukrug (2016) Ch. 2 ◦ Corey, Corey & Corey (2019) Ch.8 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	<ul style="list-style-type: none"> • Lecture (week 1 – 4) • Readings: <ul style="list-style-type: none"> ◦ Clark(2011) ◦ Fulton, (2016) ◦ Granello(2011) ◦ Levitt& Jacques(2005) ◦ Tanget al., (2004) 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.1.l. self-care strategies appropriate to the counselor role	<ul style="list-style-type: none"> • Lecture (week 1 – 4) • Readings: <ul style="list-style-type: none"> ◦ Skovholt& Trotter-Mathison(2011) ◦ Richards et al.(2010) 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)



Counseling

EAST TEXAS A&M

2.F.1.m. the role of counseling supervision in the profession	<ul style="list-style-type: none"> • Lecture (week 7) • Readings: <ul style="list-style-type: none"> ◦ Neukrug (2016) Ch. 8 ◦ Corey et al. (2019) Ch. 9 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.5.a. theories and models of counseling	<ul style="list-style-type: none"> • Lecture (week 5) • Readings: <ul style="list-style-type: none"> ◦ Neukrug (2016) Ch 4, 5 ◦ Corey, Corey, & Corey (2019) Ch. 10 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.5.c. theories, models, and strategies for understanding and practicing consultation	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ◦ Neukrug (2016) Ch. 6, 7, 8, 16 ◦ Corey, Corey & Corey (2019) Ch. 8 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)
2.F.5.f. counselor characteristics and behavior that influence the counseling process	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ◦ Corey, Corey & Corey (2019) Ch. 2, 5, 10, 13 ◦ Neukrug (2016) Ch. 1, 4, 5, 15 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 2. Professional Interview Project 3. Counseling Interest Paper 4. Article Critique 5. Reflective Journal 	<ol style="list-style-type: none"> 1. Quiz 1 & 2 Scoring Rubric 2. Counseling Interest Rubric 3. Article Critique Rubric 4. Counseling Professional Interview Rubric 5. Reflective Journal Rubric 	≥80% of average rubric scores with either meet (2) or exceed expectation (3)



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 professional boundaries.
The syllabus/schedule are subject to change.
- III. History and philosophy of the counseling profession
- IV. Master's-level programs at East Texas A&M
- 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. Attendance, participation, and preparation; (50 points)

The exchange of ideas, opinions, questions, and information is an important piece of professional development. Consequently, you are expected to attend to each week's topic, to be prepared for discussion (by reading the material), and to participate actively in the discussion posts and activities. So, prior to the discussion, read the assigned portions in the Neukrug text and review any other supplemental materials. You will then be prepared to intelligently answer, via discussion posts, questions concerning our topic for that week. You will draw upon your own professional and personal experiences as they relate to the various topics we examine during the semester.



If you must miss a discussion post or due date for any assignment, please notify me in advance by e-mailing me. Late assignments will receive a lower grade.

Participation. An appropriate (as defined by instructor) level of interaction/participation during online discussions and presentations is expected. Concerns/Infractions will be addressed individually by the instructor and recommendations made.

Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing text readings and activity assignments in each unit and offering thoughtful contributions.

Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.

2. Class Participation & Attendance

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. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Regular attendance, arriving to class on time, and reading the materials before class are expected. You are encouraged to actively participate in and out of class. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with the material honestly and openly, and to participate in role-playing and skills practice both inside and outside of class. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

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

Class Participation & Attendance Rubric

3 – *Exceeds Expectations* (27-30 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* (24 – 26 points)

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. Student attended another department



equivalent class to meet supervision requirement due to excused absence.

1 – *Does Not Meet Expectations* (0-25 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

3. Counseling Licensure/Certification (10 points)

Please review: <https://www.bhec.texas.gov/texas-stateboard-of-examiners-of-professional-counselors/index.html>

<https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling>

Provide an outline/overview of licensure/credential requirements (depending on whether you wish to become an LPC or certified school counselor). If you are planning to move out of state, view that state's licensing board information. Include the following:

- Licensure/credential name (e.g., LPC)
- Educational requirements (including CACREP accreditation standards)
- Testing requirements
- Supervision requirements
- Application process
- Continuing education requirements (after full license is obtained)
- Any other requirements necessary to obtain that license/credential.

Counseling Licensure/certification rubric	1 – Does Not Meet Expectation (0-10 points)	2 – Meets Expectation (11-25 point)	3 – Exceeds Expectations (26-50 point)
	Did not complete the project. Project is not complete; missing many criteria. Descriptions are unclear and may be incorrect. Student has lack of understanding of information related to counseling licensure	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	Provides all details necessary for each criterion. No missing criteria. Descriptions are clear and comprehensive. Student understands information related to counseling licensure certification



4. **Informed Consent (30 points)** You will develop an informed consent form that can be used in future counseling sessions! Use this as practice! The purpose of this assignment is to gain knowledge in ethics and legal issues. Please utilize the ACA Code of Ethics. Use your textbook and the online library for resources (you can also find examples of informed consents in counseling online and through the TAMU library database. Read the ACA Code of Ethics to identify what needs to be included in the informed consent.

	1 – Does Not Meet Expectation (0-15)	2 – Meets Expectation (16-17)	3 – Exceeds Expectation
Informed Consent (30 points)	Has many missing details and/or is presented in a disorganized way. Missing many necessary components of an informed consent. Does	Provides most of the necessary information but may be missing some details or presented in an incomplete way.	Provides all the necessary information in a thorough and thoughtful way. No incorrect information and no missing details. Clearly
	understanding of ethical codes	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.

5. **Project A: Counseling Interest Paper (CACREP KPI Assessment; 100 points)** add points received for each area below and divide by 5). 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.

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.

Project A: Counseling Interest Paper Rubric

Counseling Interest Paper	1 – Does Not Meet Expectation (0-79 points)	2 – Meets Expectation (80-89 points)	3 – Exceeds Expectations (90-100 points)
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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6. **Project B: Professional Counseling Organization (10 points)** Choose one professional counseling organization (example ACA, TCA, ASCA, IAMFC, ALGBTIC/SAIGE, etc.) that you are interested in joining and review their website in detail. Provide an overview of the following:

- Name of organization
- Rationale behind selecting (refer mission and vision statements)
- Membership benefits (fee, newsletter, webinar, continuation education credits)
- Upcoming conference information (fee, dates, theme, location)
- Any other information you find interesting

-Note: if you have any specific interests (research, advocacy, suicide, play therapy, adolescents, etc.) you can find an organization that most interests you in the counseling field.

Project B: Professional Counseling Organization Rubric

	1 – Does Not Meet Expectation (0-10 points)	2 – Meets Expectation (11-25 points)	3 – Exceeds Expectations (26-50 points)
Professional Counseling Organizations	Provides some details necessary but is missing many criteria.	Provides most details necessary for each criterion with a few missing criteria. Descriptions lack clarity	Provides all details necessary for each criterion listed. Descriptions are clear and comprehensive. Student clearly understands information related to professional counseling organization

5. **Project C: Counseling Professional Interview (CACREP KPI Assessment: 50 points)**

Interview a counseling professional in any setting discussed in the text. For personal richness you might select one who works with the population/setting/area that you selected for your interest paper. Among other issues but not limited to include future employment trends of professional counselors within the region. Write a synthesis of your interview experience and what you learned. (APA style). The instructor will provide you with an organizational guideline.



Project C: Counseling Professional Interview Rubric

Counseling Professional Interview	1 – Does Not Meet Expectation (0-10 points)	2 – Meets Expectation (11-25 point)	3 – Exceeds Expectations (26-50 point)
	Did not complete the project. Project is not complete; not written in a clear, measurable manner; did not follow guideline questions; is presented in an illogical/inconsistent manner; numerous grammatical errors.	Project completed. Adequate information presented of professional working in the field. Project write up is evident of graduate level work.	Project represents a good working knowledge of professional's role within the field; discussed thoroughly and clearly. Project is evident of graduate level work.

6. **Project D: Reflective Journal** (50 points; add points received for each area below and divided by 2)

You will keep a working reflection of readings and their application to your professional development. At the end of the semester you will write an integrated personal reflection on your progress throughout the course regarding the profession, your fit, and your walked path into an increased level of self-awareness

Project D: Reflective Journal Rubric

Reflective Journal	1 – Does Not Meet Expectation (0-10 points)	2 – Meets Expectation (11-25 points)	3 – Exceeds Expectations (26-50 points)
Timely completion	Did not complete assignment. OR, Late completion of Project.	Project completed and posted by deadline.	Project completed and posted by deadline.
Integrated reflection of progress	Did not complete; or failed to communicate a reflective integration of semester material	Adequately communicated a reflective progress	Meaningfully reflected on personal insights, awareness, progress throughout the semester



I have also included the PDCA-R assessment (see document attached and information directly below).

CACREP KPI: Professional Dispositions Competency Assessment—Revised (PDCA-R) The program faculty have identified the Professional Disposition Competence Assessment-Revised (PDCA-R; Freeman & Garner, 2017) as the primary metric for evaluating student's professional dispositions. Student professional dispositions are the *attitudes, values, and behaviors* that reflect a student's readiness to enter the profession responsibly and ethically. They are different from *knowledge* (what you know) and *skills* (what you can do) — dispositions are about *how you consistently conduct yourself* in a professional manner.

At the end of the semester (e.g., weeks 13-15), students are required to complete a self-evaluation of the PDCA-R and upload it to D2L. Note that the PDCA-R is a required component of 501 (and 548 & 552).

GRADING

Final grades in this course will be based on the following scale: Total points possible (300)

90%-100%	A (360-400 points)
80%-89%	B (320-359 points)
70%-79%	C (280-319 points)
60%-69%	D (240-279 points)
< 59%	F (239 points and below)

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, 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.

- 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/) <https://get.adobe.com/reader/>



- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [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.

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 ETAMU 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).
<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)
<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>

<https://inside.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.05.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

<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesprocedures/13students/graduate/13.99.99.R0.10.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

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

<https://inside.tamuc.edu/campuslife/campuservices/StudentDisabilityServices/default.aspx>



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.

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 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 campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University 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

COURSE OUTLINE / CALENDAR

[Example]

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1	Course Orientation Personal and Professional aspects of Counseling Credentialing & Professional organizations Requirements of the counselor preparation program	2.F.1.f. 2.F.1.g. 2.F.1.j.	-Neukrug (2016) Ch 1,2,3 -TCA, ACA, ACMHC, & ASCA websites -Texas LPC code -CACREP website -Appendix C -Department Handbook	n/a
Week 2	Ethical and Legal Aspects in Counseling Case studies of ethical dilemmas	2.F.1.i 2.F.1.j.	Neukrug (2016) Ch 3 ACA & LPC Codes Corey, Corey & Corey (2019) Ch. 1,2,3,8	Discussion Week 2
Week 3	Ethical and Legal Aspects in Counseling Advocacy	2.F.1.i 2.F.1.j.	ACA (2014) Corey, Corey & Corey (2019) Ch. 5,6,7, 13	Discussion Week 3



			Texas LPC	
Week 4	Ethical and Legal Aspects in Counseling	2.F.1.i 2.F.1.j.	ACA (2014) Corey, Corey & Corey (2019) Ch 9, 10, 11, 12	Discussion Week 4 Quiz 1
Week 5	The Helping Relationship Issues in Theory and Practice	2.F.5.a. 2.F.5.f.	Neukrug (2016) Ch 4,5,11,15 Corey, Corey & Corey (2019) Ch 10	Discussion Week 5
Week 6	Counseling in a Multicultural and Diverse Society	2.F.1.d. 2.F.1.e.	Neukrug (2016) Ch 7,14,15 ACA (2014) Corey, Corey & Corey (2019) 4,8	Discussion Week 6
Week 7	Consultation Supervision	2.F.1.m. 2.F.5.c.	Neukrug (2016) Ch. 12, 13 Corey, Corey & Corey (2019) Ch 5,9 ACA (2014)	Discussion Week 7
Week 8	Research, Program Evaluation and Assessment	2.F.1.a., 2.F.1.h., 2.F.1.k, & 2.F.1.l.	Neukrug (2016) Ch 12, 13 ACA (2014)	Discussion Week 8
Week 9	Specialty Areas in Counseling: <ul style="list-style-type: none"> • School • Clinical Mental Health 	2.F.1.b. 2.F.1.c.	Neukrug (2016) Ch 16,17	Discussion Week 9
Week 10	Specialty Areas in Counseling: <ul style="list-style-type: none"> • College Student Affairs • Counselor Education Professoriate 	2.F.1.b. 2.F.1.c.	Neukrug (2016) Ch.18	Discussion Week 10
Week 11	Specialty Areas in Counseling: <ul style="list-style-type: none"> • Career • Private Practice 	2.F.1.b. 2.F.1.c.	Neukrug (2016) Ch 11	Discussion Week 11
Week 12	Specialty Areas in Counseling: <ul style="list-style-type: none"> • Addictions • Abuse 	2.F.1.b. 2.F.1.c.	Neukrug (2016) Ch 10	Discussion Week 12
Week 13	Specialty Areas in Counseling: <ul style="list-style-type: none"> • Rehabilitation ETAMU and Departmental Requirements for Graduation and Professional Gatekeeping Issues	2.F.1.b. 2.F.1.c.	Lecture	Discussion Week 13 Project A and B due



Week 14	Group Counseling	2.F.1.b. 2.F.1.c.	Neukrug (2016) Ch. 7	Project C due Discussion Week 14
Week 15	Family & Couple Counseling	2.F.1.b. 2.F.1.c.	Neukrug (2016) Ch 6	Discussion Week 15
Week 16	Final Exam			Quiz 2 Project D due