



COUN 501: Orientation to the Counseling Profession

Course Syllabus: Fall 2026

August 20, 2026, to December 11, 2026

In-Person

Thursdays, 4:30 PM to 7:10 PM | Dallas Campus, Room: TBD

INSTRUCTOR INFORMATION

Instructor: Anniesha C Lyngdoh, PhD, NCC

Office Location: Dallas

Office Hours: Wednesdays, Thursdays, and Fridays, 1:00 pm- 4:00 pm. (By appointment via email)

University Email: Anniesha.Lyngdoh@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24 to 48 hours during weekdays

COURSE INFORMATION

Materials, Textbooks, Readings, and Supplementary Readings

Required Textbooks

- American Counseling Association. (2014). *2014 ACA code of ethics*. Author.
- Corey, G., Corey, M. S., & Corey, C. (2024). *Issues & ethics in the helping professions* (11th ed.). Cengage Learning.
- Erford, B. T. (2024). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (4th ed.). Pearson.

Recommended Textbook

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Helpful Websites

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

National Board for Certified Counselors (NBCC): <http://www.nbcc.org/>

Chi Sigma Iota: <http://www.csi-net.org/>

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

Catalog Description of the Course

COUN 501: Introduction to the Counseling Profession. Three semester hours. Recommended as the initial course in a student's program to serve as an introduction to the counseling profession. Roles of counselors and related professionals in various settings are presented. Professional goals and objectives; trends; professional associations; ethical and legal issues; history; credentialing; preparation standards for counselors; and essential interviewing and counseling skills, characteristics, and behaviors that influence helping processes are explored.

General Course Information

This course should be taken early in the student's preparation program. This course serves primarily as an orientation to the counseling profession.

Key Performance Indicators (KPIs)

CMHC KPI 1: Students will understand and apply ethical standards of professional counseling organizations

2024 CACREP Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.A.1, History and philosophy of the counseling profession and its specialty areas	Lecture; Erford Ch. 1; Corey Ch. 1, 2	Exam 1; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations
3.A.2, Multiple professional roles and functions of counselors across specialized practice areas	Lecture; Erford Ch. 1, 9, 10; Corey Ch. 2	Exam 1 & 2; Professional Interview	Exam Rubric; Interview Rubric	≥80% meet or exceed expectations
3.A.3, Counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams	Lecture; Erford Ch. 13; Corey Ch. 2, 8	Exam 1 & 2; Professional Interview	Exam Rubric; Interview Rubric	≥80% meet or exceed expectations
3.A.4, Role and process of the professional counselor advocating on behalf of and with individuals	Lecture; Erford Ch. 14; Corey Ch. 13	Exam 2; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations



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2024 CACREP Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.A.5, Role and process of the professional counselor advocating on behalf of the profession	Lecture; Erford Ch. 15; Corey Ch. 13	Exam 2; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations
3.A.6, Professional counseling organizations, including membership benefits, activities, and services	Lecture; Erford Ch. 2; ACA/TCA/CSI websites	Exam 1; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations
3.A.7, Professional counseling credentialing across service delivery modalities	Lecture; Erford Ch. 2; Texas LPC Code; CACREP website	Exam 1; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations
3.A.8, Legislation, regulatory processes, and government/public policy relevant to professional counseling	Lecture; Erford Ch. 2; Texas LPC Code	Exam 1; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations
3.A.10, Ethical standards of professional counseling organizations and credentialing bodies	Lecture; Erford Ch. 3; Corey Ch. 1 to 3, 5, 6; ACA Code of Ethics	Exam 1 & 2; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations
3.A.11, Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Lecture; Erford Ch. 1; Supplemental readings	Reflective Journal; Exam 1	Journal Rubric; Exam Rubric	≥80% meet or exceed expectations
3.A.12, Purpose of the roles within counseling supervision in the profession	Lecture; Erford Ch. 13; Corey Ch. 9	Exam 2; Professional Interview	Exam Rubric; Interview Rubric	≥80% meet or exceed expectations
3.E.4, Consultation models and strategies	Lecture; Erford Ch. 13; Corey Ch. 8	Exam 2; Professional Interview	Exam Rubric; Interview Rubric	≥80% meet or exceed expectations

2024 CACREP Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.E.6, Ethical and legal issues relevant to establishing and maintaining counseling relationships	Lecture; Erford Ch. 3; Corey Ch. 5, 6, 7; ACA Code of Ethics	Exam 1 & 2; Counseling Interest Paper	Exam Rubric; Interest Paper Rubric	≥80% meet or exceed expectations
3.E.8, Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	Lecture; Erford Ch. 1, 6, 7; Corey Ch. 2, 3	Exam 1 & 2; Reflective Journal	Exam Rubric; Journal Rubric	≥80% meet or exceed expectations

Content Areas with 2024 CACREP Standard Alignment

- History and philosophy of the counseling profession (3.A.1)
- Multiple professional roles and functions of counselors (3.A.2)
- Counselors' roles as members of interprofessional teams, including collaboration and consultation (3.A.3)
- Advocacy on behalf of and with clients (3.A.4)
- Advocacy on behalf of the counseling profession (3.A.5)
- Professional counseling organizations, credentialing, and accreditation (3.A.6, 3.A.7, 3.A.8)
- Ethical standards and ethical/legal considerations in professional counseling (3.A.10)
- Self-care, self-awareness, and self-evaluation strategies (3.A.11)
- Purpose of counseling supervision in the profession (3.A.12)
- Consultation models and strategies (3.E.4)
- Ethical and legal issues in counseling relationships (3.E.6)
- Counselor characteristics and behaviors that influence the counseling process (3.E.8)

INSTRUCTIONAL METHODS

This course is delivered in an in-person format and includes lecture, class discussion, experiential learning activities, case-based learning, and assignments that integrate theory with practical application.

STUDENT RESPONSIBILITIES



Students are responsible for the active learning process. Expectations of students in this course include the following:

- Maintain a professional, ethical disposition representative of yourself, the university, and the counseling profession. Take time to adequately prepare for each class.
- Complete all assignments by the posted deadlines.
- Adhere to the university student code of conduct.
- Actively engage in class discussions, activities, and role-play exercises. This is crucial to your learning.
- All writing assignments must be done according to APA 7th edition guidelines.
- Regularly check your university email (at least daily).
- Complete readings before class to participate meaningfully in discussions.
- Plan ahead. Deadlines represent the final submission time, not the ideal starting point.
- Be open to the process. This degree takes time, work, effort, and growth.

ASSIGNMENTS / ASSESSMENTS

Note: All assignments must be submitted to D2L.

Assignment A: CACREP KPI: Counseling Interest Paper (100 points)

Due: Thursday, September 24, 2026, by 11:59 PM in D2L

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 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 the 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 peer-reviewed 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.

Assignment A: Counseling Interest Paper Rubric

Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-16)	2 - Meets Expectations (17-21)	3 - Exceeds Expectations (22-25)
Literature Review	3.A.2, 3.A.10	25 pts	Introduction and rationale are missing, incomplete, or not connected to the counseling field.	Introduction and rationale are adequately presented and connected to the counseling field with minor gaps.	Introduction and rationale are thoroughly developed, well-supported, and clearly connected to the counseling profession.
Ethical and Legal Issues	3.A.10, 3.E.6	25 pts	Ethical and legal considerations are absent or inaccurately addressed.	Ethical and legal issues are identified and adequately discussed in relation to the population or topic.	Ethical and legal issues are thoroughly analyzed with specific application to the population or topic and relevant ACA Code sections referenced.
Reflection Questions	3.A.11, 3.E.8	25 pts	Reflection questions are not addressed or responses are superficial and lack personal insight.	Reflection questions are adequately addressed with some evidence of self-awareness and critical thinking.	Reflection questions are addressed in a thoughtful, open, and expressive way demonstrating strong self-awareness and professional growth.
Overall Quality of Writing,	3.A.10	25 pts	Paper is incomplete, poorly written, or contains frequent	Paper is graduate-level with minor APA or grammar errors. Includes at	Paper is polished, well-organized, and graduate-level with few to no APA or



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Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-16)	2 - Meets Expectations (17-21)	3 - Exceeds Expectations (22-25)
APA, and References			APA errors. Fewer than 5 peer-reviewed references.	least 5 peer-reviewed references.	grammar errors. Includes more than 5 peer-reviewed references.

Assignment B: Article Critique (30 points)

Due: Thursday, November 5, 2026, by 11:59 PM in D2L

You will select two counseling-related professional articles from a peer-reviewed journal on a topic of your choosing and write a critique and analysis of each article. Page Requirements: 4 to 5 pages excluding title and reference pages. APA 7th edition format required.

Assignment B: Article Critique Rubric

Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-2)	2 - Meets Expectations (3-4)	3 - Exceeds Expectations (5-6)
Topic and Purpose	3.A.2	6 pts	Did not address topic/purpose.	Adequately presented topic and purpose for both articles.	Addressed topic and purpose with excellent writing for both articles.
Approach to Methods	3.A.10	6 pts	Approach to methods was incorrect/missing.	Adequately addressed methodology.	Accurately described the methodology.
Findings/Conclusions	3.A.10	6 pts	Misreporting of findings.	Reported findings and conclusions accurately.	Reported and discussed findings thoroughly and clearly.
Critique of the Work	3.A.10, 3.E.8	6 pts	Critique not complete; not graduate-level.	Critique addressed relevant questions; graduate-level.	Demonstrated mastery; graduate-level with few/no errors.



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Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-2)	2 - Meets Expectations (3-4)	3 - Exceeds Expectations (5-6)
Overall Quality of Work	3.A.10	6 pts	Writing unclear, disorganized, or contains frequent APA/grammar errors.	Writing generally clear with minor APA/grammar errors; graduate-level.	Writing is clear, polished, and well-organized with few to no APA/grammar errors.

Assignment C: Counseling Professional Interview and Presentation (30 points)

Due: Thursday, November 19, 2026, by 11:59 PM in D2L | Presentations in class on November 20, 2026

Interview a counseling professional in any setting discussed in the text. Write a synthesis of your interview experience and what you learned. Students will also deliver an in-class presentation highlighting significant takeaways. Page Requirements: 4 to 5 pages excluding title page. APA 7th edition format required.

Sample Interview Questions:

- Can you share your professional journey and what led you to your current counseling role?
- What emerging trends or changes do you see in the counseling profession, particularly within your setting or region?
- What do you find most challenging about your work, and what opportunities excite you most in this field?
- How do you prioritize your own self-care and wellness while managing the demands of your professional responsibilities?
- What advice would you give to graduate counseling students as they prepare to enter the profession?

Assignment C: Counseling Professional Interview Rubric

Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-5)	2 - Meets Expectations (6-10)	3 - Exceeds Expectations (11-15)
Written Synthesis	3.A.2, 3.A.6, 3.A.7, 3.A.8	15 pts	Written synthesis is incomplete, unclear, or not representative of	Written synthesis is adequate and graduate-level. Key themes from	Written synthesis is thorough, well-organized, and graduate-level.



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Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-5)	2 - Meets Expectations (6-10)	3 - Exceeds Expectations (11-15)
			graduate-level work. Interview questions not adequately addressed.	the interview are identified and discussed with minor gaps.	Demonstrates strong understanding of the professional role, setting, and emerging trends in the counseling profession.
In-Class Presentation	3.A.2, 3.A.6	15 pts	Presentation was not delivered or was significantly underprepared. Key takeaways were absent or unclear.	Presentation was delivered with some key takeaways. Organization and delivery were adequate with minor areas for improvement.	Presentation was well-prepared, clearly organized, and professionally delivered. Key takeaways were meaningfully communicated and engaged the audience.

Assignment D: Reflective Journal, Self-Awareness & Self-Care Focus (20 points)

Due: Thursday, December 5, 2026, by 11:59 PM in D2L

You will maintain a reflective journal throughout the semester emphasizing self-awareness including awareness of your personal characteristics, professional values, and how these shape your role as a counselor, along with the creation of a personal wellness plan. At the end of the semester, you will submit one final integrated reflection on your growth throughout the course. Page Requirements: 4 to 5 pages excluding title page. APA 7th edition format required.

Assignment D: Reflective Journal Rubric

Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-8)	2 - Meets Expectations (9-14)	3 - Exceeds Expectations (15-20)
Integrated Reflection of Progress	3.A.11, 3.E.8	20 pts	Did not communicate reflective integration.	Adequately communicated reflective progress.	Meaningfully reflected on personal insights, awareness, and growth



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Assignment Component	CACREP 2024 Standard	Points	1 - Does Not Meet Expectations (0-8)	2 - Meets Expectations (9-14)	3 - Exceeds Expectations (15-20)
					throughout the semester.

Exams 1 and 2 (100 points total / 50 points each)

Midterm Exam, Due: Week 8, October 9, 2026, by 10:00 PM in D2L

Final Exam, Due: Week 16, December 11, 2026, by 11:59 PM in D2L

Two multiple-choice and short-answer exams will be given. Exams will assess knowledge of course content areas at the midterm and end of the semester. Exams are administered online in D2L. Students will have 48 hours to complete each exam. Time allowed: two hours per exam.

Attendance, Participation, and Preparation (20 points)

The exchange of ideas, opinions, questions, and information is an important part of professional development. You are expected to attend class, come prepared having completed assigned readings, and actively participate in discussions and activities.

Rating	Description
3, Exceeds Expectations (16 to 20 pts)	Proactive participation: leading, originating, and challenging contributions reflecting in-depth study and analysis. No more than one absence.
2, Meets Expectations (8 to 15 pts)	Reactive participation: supportive, follow-up contributions that are relevant and of value. Two or fewer absences.
1, Does Not Meet Expectations (0 to 7 pts)	Passive or uninvolved participation. More than two absences or evident pattern of lateness.

EVALUATION, PERFORMANCE CRITERIA, AND PROCEDURES

Final Grading

Assignment	Points
Assignment A: Counseling Interest Paper	100 points
Assignment B: Article Critique	30 points
Assignment C: Professional Interview and Presentation	30 points
Assignment D: Reflective Journal	20 points
Exam 1 (Midterm)	50 points
Exam 2 (Final)	50 points
Attendance, Participation, and Preparation	20 points
TOTAL	300 points

Total Points Corresponding to Final Letter Grades

Grade	Percentage	Points
A	90% to 100%	270 to 300 points
B	80% to 89%	240 to 269 points
C	70% to 79%	210 to 239 points
D	60% to 69%	180 to 209 points
F	< 59%	< 179 points

NOTE: Written assignments are due on the day noted in the syllabus. All assignments are due on or before the deadline. Late assignments will have 10% of the grade deducted per day late from the final score. After one (1) week late, the student will receive a 0.

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data—KPI and Student Disposition data—in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

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, an ETAMU campus open computer lab, etc.

Communication and Support

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. Please feel free to make an appointment if you have any concerns or questions. Email is the best way to reach me, and I strive to respond within 24-48 hours, Monday through Friday, though sometimes it may take up to 72 hours.

Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check their university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr.)
- Proper email etiquette (no “text” emails - use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors in training and Counselor Educators and Supervisors in training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -- students, staff and faculty -- are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)



<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)

<https://www.etamu.edu/student-disability-services/>

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

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, 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.etamu.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 [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

COUN 501 COURSE OUTLINE / CALENDAR

Subject to change

Date	Topic / Activity	CACREP 2024	Readings	Assignments
Week 1 8/21	Introductions & Course Overview Foundations of the Counseling Profession Personal and Professional Identity of the Counselor	3.A.1, 3.A.6, 3.A.7	Erford Ch. 1 Corey Ch. 1, 2	Discussion Post: Introductions
Week 2 8/28	Professional Organizations, Credentialing & Labor Market Self-Care Approaches in the Counseling Profession	3.A.6, 3.A.7, 3.A.8, 3.A.11	Erford Ch. 2 Occupational Outlook Handbook, TCA, ACA, CACREP, NBCC, Texas LPC websites	
Week 3 9/4	Ethical and Legal Issues in Counseling Introduction to Professional Ethics The Counselor as a Person and as a Professional Values and the Helping Relationship	3.A.10, 3.E.6, 3.E.8	Erford Ch. 3 Corey Ch. 1, 2, 3 ACA Code of Ethics (2014)	
Week 4 9/11	Multicultural Counseling Multicultural Perspectives and Diversity Issues	3.A.4, 3.A.5, 3.A.10	Erford Ch. 4 Corey Ch. 4 ACA Code of Ethics	
Week 5 9/18	Counseling Theories Issues in Theory and Practice	3.E.6, 3.E.8, 3.A.10	Erford Ch. 5 Corey Ch. 10 ACA Code of Ethics	Assignment A: Counseling Interest Paper due 9/24 by 11:59 PM
Week 6 9/25	The Counseling Process Client Rights and Counselor Responsibilities Confidentiality: Ethical and Legal Issues	3.A.10, 3.E.6, 3.E.8	Erford Ch. 6 Corey Ch. 5, 6 ACA Code of Ethics	



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Date	Topic / Activity	CACREP 2024	Readings	Assignments
Week 7 10/2	Counseling Microskills Managing Boundaries and Multiple Relationships	3.A.10, 3.E.6, 3.E.8	Erford Ch. 7 Corey Ch. 7 ACA Code of Ethics	
Week 8 10/9	Crisis Prevention and Intervention Professional Competence and Training	3.A.3, 3.A.10, 3.A.11, 3.E.8	Erford Ch. 8 Corey Ch. 8 ACA Code of Ethics ETAMU & Dept. Gatekeeping	MIDTERM EXAM due 10/9 by 10:00 PM
Week 9 10/16	Mental Health and Rehabilitation Counseling Specialty Areas: School, Clinical Mental Health, Community	3.A.2, 3.A.3, 3.A.7	Erford Ch. 9	
Week 10 10/23	School, College, and Career Counseling Specialty Areas: College Student Affairs, Counselor Education	3.A.2, 3.A.3	Erford Ch. 10	
Week 11 10/30	Human Development Throughout the Lifespan Specialty Areas: Career and Private Practice	3.A.2, 3.A.3	Erford Ch. 11	Assignment B: Article Critique due 11/5 by 11:59 PM
Week 12 11/6	Assessment, Case Conceptualization, Diagnosis, and Treatment Planning Specialty Areas: Addictions and Rehabilitation	3.A.2, 3.A.3, 3.A.10	Erford Ch. 12	
Week 13 11/13	Supervision and Consultation Ethical Issues in Supervision Student Presentations	3.A.3, 3.A.12, 3.E.4	Erford Ch. 13 Corey Ch. 9 ACA Code of Ethics	Assignment C: Counseling Professional Interview due 11/19 by 11:59 PM
Week 14 11/20	Advocacy Counseling and Social Justice Community and Social Justice Perspectives Student Presentations	3.A.4, 3.A.5	Erford Ch. 14 Corey Ch. 13	Student Presentations



Counseling

EAST TEXAS A&M

Date	Topic / Activity	CACREP 2024	Readings	Assignments
Week 15 11/27	Thanksgiving Break, Campus Closed			
Week 15 12/4	Advocating for the Counseling Profession Accountability and Outcome Research in Counseling	3.A.4, 3.A.5, 3.A.6	Erford Ch. 15, 16, 17	Student Presentations Reflective Journal due 12/5 by 11:59 PM.
Week 16 12/11	Final Exam Course Wrap-Up and Reflections	-		FINAL EXAM due 12/11 by 11:59 PM Discussion Post Final 12/11