

**COUN 5350-110 Foundations of Counseling Fall 2018**  
Dr. Gerald Pennie, PhD, LPC, NCC

**Texas A&M University - Central Texas**  
**COUN 5350-110 Foundations of Counseling**  
**Fall 2018**

### **INSTRUCTOR AND CONTACT INFORMATION**

**Professor: Dr. Gerald Pennie, PhD., LPC, NCC**

**E-mail: [gpennie@tamuct.edu](mailto:gpennie@tamuct.edu)**

**Office Hours: TWR 2:30-4:30 pm F (online) 1:30-3:30 pm**

### **COURSE INFORMATION**

#### **Course Overview and description:**

This course is an introduction to the field of counseling. It includes an examination of the basic skills of counseling and therapy, the origins and applications of various therapeutic approaches, the professional roles and ethical issues that affect the practice of counseling and psychology.

This course provides opportunities to explore various issues in counseling such as; career counseling and development, multiculturalism, school counseling, grief, suicide, child abuse, substance abuse, and other contemporary issues. This course is part of the Core Requirements for the Master of Science degree in Clinical Mental Health Counseling.

This course uses lecture, discussion, videotapes, role-play, assigned readings, examinations, **case studies, research/reflection papers, and experiential exercises to explore the counseling profession. Students are encouraged to reflect on their own family and relationship experiences as they may impact their training and practice as professional counselors.**

#### **Mode of instruction and course access:**

This course is taught primarily as an integrative hybrid. This means that the majority of this course will make use of in-person approaches that include lecture, seminar, and simulated lab role play. There will be no more than 3 occasions in which the course will meet online, denoted in the syllabus as (ONLINE WEEK). You will be required to post three meaningful responses to the discussion board that are set up. Your postings should reflect insightful and intelligent points. I reserve the right to decide if the student's effort and insight will receive full credit.

**This course makes use of the Canvas Learning Management System. Please see the TECHNOLOGY REQUIREMENTS AND SUPPORT section of this document.**

#### **Textbooks**

##### **Required:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Gladding, S. (2013). *Counseling: A comprehensive profession (7th ed.)*. Upper Saddle River: Pearson/Merrill.

**STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate understanding of the role of a professional counselor as well as personal attitudes, values, and behaviors that often impact a person becoming a helping professional.
2. Students will demonstrate understanding of the various elements to professional organization in counseling, current issues in counseling, affiliation/membership requirements, advocacy for client, and various other counseling related topics.
3. Students will demonstrate basic understanding of the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Students shows basic knowledge of strategies and multicultural competencies to work with diverse populations individually, in groups, with families, and with the community.
5. Students will demonstrate an understanding of advocacy processes and how to identify the most recent research related to the counseling profession.
6. Students will gain a working knowledge of many aspects of the counseling profession the many roles counselors have in this profession.

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

<b>CACREP Standard</b>	<b>Activity</b>	<b>SLOs</b>
<b>Common Core for all students:</b>		
1. History and philosophy of the counseling profession (IIF1a);	Counseling Interview	SLO 3
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including including interagency and interorganizational collaboration and consultation (IIF1b);	Counseling Interview	SLO 3
3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);	Counseling Interview	SLO 3
4. Self-care strategies appropriate to the counselor role (IIF11);	Self Reflection Paper	SLO1

5. Role of counseling supervision in the profession (IIF1m);	Counseling Interview	SLO 3
6. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Professional Affiliation	SLO 2
7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Counseling Interview	SLO 3
8. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	References and Literature Review	SLO5
9. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e); and	References and Literature Review	SLO5
10. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Counseling Interview	SLO 3
11. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);	Counseling Interview	SLO 3
12. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF2d);	Diversity Interview	SLO4
13. multicultural counseling competencies (IIF2c);	Diversity Interview	SLO4
13. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process (IIF5d; IIF5e);	Diversity Interview	SLO4
14. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m).	Counseling Interview	SLO3

15. theories and models of career development, counseling, and decision making. (IIF4a).	References and Literature Review	SLO5
16. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b)	Self Reflection Paper	SLO1
17. theoretical foundations of group counseling and group work (IIF6a)	Online Work	SLO6
18. Dynamics associated with group process and development (IIF6b).	Online Work	SLO6
19. approaches to group formation, including recruiting, screening, and selecting members (IIF6e).	Online Work	SLO6
20. Historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a)	Online Work	SLO6
21. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse (IIF 7c & d).	Online Work	SLO6
22. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice and the identification of evidence-based counseling practices (IIF8a & b)	References and Literature Review	SLO5
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Roles and setting of clinical mental health counseling (CMHC:VC1a);	Counseling Interview	SLO 3
2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)	Counseling Interview	SLO 3
3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. (CMHC:VC2c);	Counseling Interview	SLO 3

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);	Professional Affiliation	SLO2
5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);	Online Work	SLO6
6. Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:VC2m);	Counseling Interview	SLO 3
7. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC:VC2f);	Online Work	SLO6
8. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	Online Work	SLO6
9. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)	Counseling Interview	SLO 3
9. Strategies to advocate for persons with mental health issues (CMHC:VC3e)	Counseling Interview	SLO 3

## **COURSE REQUIREMENTS**

**ALL ASSIGNMENTS MUST BE IN STANDARD APA FORMATTING.** If you do not submit your assignments in this style, your grade will be lowered. Rubrics and guidelines for each of the assignments for this course will be provided prior to the due date of the assignment.

### ***Self-Reflection Paper (10 points)***

The purpose of this paper is for you to identify and explore personal attitudes, values, and behaviors that often impact a person becoming a helping professional. It is expected that your self-reflection or personal exploration will be an in-depth rather than a superficial analysis.

Length is 3-5 pages. Possible items to consider could be (but definitely not limited to):

- What is your motivation for studying counseling or for becoming a helping professional?
- What experiences have you had that might influence your becoming a helping professional?
- How would these experiences positively or negatively influence your effectiveness as a helper?
- What is your value orientation? What do you value? Where do these values come from? How will they affect your work?
- What biases or predispositions (positive or negative) do you hold regarding working with certain types of people, issues, etc.?
- What are your strengths? What areas do you need to improve?
- What would you want from a counseling session/counselor?

***Annotated Bibliography (25 points)***

An important part of becoming a professional helper is to be able to access the current literature available. You will need to become familiar with the library's databases and how to find articles. For this project, you will need to pick a topic of interest to you and find 10 peer-reviewed articles on that topic. These articles must have been published since 2008. You will be required to develop an APA reference page listing the 10 articles. Please bring the articles to class for review and discussion. For the purpose of this assignment, you will be tasked with identifying a group in which you feel strongly is in need of advocacy and focus your search to articles that will identify current advocacy efforts. In addition, articles that focus on the population you have chosen are acceptable and any supporting literature that can be tied to your topic. The emphasis of your references, and the subsequent literature review they are tied to is advocacy.

***Diversity Interview Paper (20 points)***

You are to interview another person with a background substantially different from your own and submit a reaction paper. Examples of different backgrounds include race, religion, age, sexual orientation, gender, and disability. You must consult with the instructor for approval prior to conducting your interview. The paper should be two (2) pages and include a description of yourself and the various groups with which you identify, a description of the interview and the person (no names) to whom you spoke, and a reaction to this process. Reactions can include what you learned about yourself and the other person, what you have learned about different cultures, and what you would still like to learn. Grading will be on grammatical structure as well as your ability to challenge yourself to step outside your comfort zone, as this will help you truly learn more about yourself and others. You will be asked to speak briefly to the class about your experience

***Literature Review (20 points)***

Another important part of becoming a professional helper is being able to synthesize information from several articles. From the 10 articles you found, you will write a literature review of 5 of these articles (you may use more if you desire). This review of the current research and trends of a topic should be between 6-8 pages long not including title page or reference pages. As with every other paper, this one must be in APA style.

***Part 1: Counseling Professional Interview (15 points)***

Students will choose someone already working in the helping profession (Students must choose someone who is a professional counselor and preferably someone who is a member of a professional organization) and interview them in regard to the nature of the counselor's work, types of clients seen and presenting issues, supervision experiences, and any other pertinent information about their daily routine. Students will present a written report and an informal oral report to the class. You must consult with the instructor for approval of the site.

***Part 2 : Professional Affiliation (5 points)***

An essential part of developing a helping identity is being a part of a professional organization. This allows you to keep current on issues that are affecting the profession as well as help you network and meet other students and counselors. There are several organizations that are available depending on your professional goals and aspirations. Please see the instructor for appropriate associations. Proof of membership is due no later than the last day of class. Failure to do so will result in a reduction of one letter grade on your final grade.

***HIPAA Training and Resume (10 points)***

An ethical counselor understands the need for confidentiality. To accomplish this, you will be required to attend an online training for HIPAA. The link will be provided on Blackboard. You will earn a completion certificate, which you can hand in as proof of your training. In addition, it is necessary to have a resume. Each student will meet with Career Services to develop a resume. Please bring in proof of attendance along with your resume.

***Advocacy Project (15 points)***

Students will be asked to research an underserved population who may receive counseling services. Students are to consider, "what are the advocacy needs of this population"? Using a brochure, newsletter, or other information dissemination outlet, students are to advocate for this client population by identifying the following information:

- Presence of this underserved population in the local community;
- Relevant statistics about this client population;
- Institutional or social barriers that may impede access and equity of services for the client population;

- Local agencies or organizations that may have outreach for this client population; and
- Other important information that helping professionals may not have previously known, or places/sites/sources that they can use to receive additional information.

## **Grading Criteria Rubric and Conversion**

### **Grade Distribution**

<b>Self Reflection:</b>	10 pts
<b>Diversity Interview:</b>	20 pts
<b>Annotated Bibliography:</b>	25 pts
<b>Literature Review:</b>	20 pts
<b>Professional Interview:</b>	20 pts
<b>HIPAA Training/Resume:</b>	10 pts
<b>Advocacy Project</b>	15 pts
<b>Total:</b>	<b>120 points</b>
<b>A:</b>	108+ pts
<b>B:</b>	96-107.9 pts
<b>C:</b>	84-95.9 pts

### **Student-instructor interaction:**

In the event that you need to contact me via e-mail, please include “**COUN 5363**” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “**COUN 5350 – Attendance.**” I check my email twice a day and as such, I will respond to e-mail requests within **48 hours during the work week (excluding holidays)**.

Additionally, my Friday office hours will virtual. I will be available using the Canvas inbox and chat systems. Finally, if you are unable to meet during my office hours, you can email me to request an appointment by following the above format. **Please allow me up to 48 hours during the work week (Monday-Friday) to respond to your scheduled request.** This means you should request for a Monday you will need to request no later than the preceding Friday.

### **Attendance:**

Your attendance and participation in the classroom is extremely important to your learning. As such attendance you will be given one free absence. Each subsequent absence will result in the loss of a letter grade every time you are absent from class.

### **911 Cellular:**

Emergency Warning System for Texas A&M University-Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email,

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text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **Important University Dates**

<i>August 27, 2018</i>	<i>Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants.</i>
<i>August 27, 2018</i>	<i>Classes Begin for Fall Semester</i>
<i>August 29, 2018</i>	<i>Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes</i>
<i>September 3, 2018</i>	<i>Labor Day</i>
<i>September 4, 2018</i>	<i>Deadline to Drop First 8-Week Classes with No Record</i>
<i>September 12, 2018</i>	<i>Deadline to drop 16-Week Classes with No Record</i>
<i>October 1, 2018</i>	<i>Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)</i>
<i>October 5, 2018</i>	<i>Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)</i>
<i>October 5, 2018</i>	<i>Deadline for Graduation Application for Ceremony Participation</i>
<i>October 5, 2018</i>	<i>Student End of Course Survey Opens (First 8-Week Classes)</i>
<i>October 12, 2018</i>	<i>Deadline for Fall Admissions Applications</i>
<i>October 15, 2018</i>	<i>Deadline for Clinical Teaching Applications</i>
<i>October 19, 2018</i>	<i>Classes End for First 8-Week Session</i>
<i>October 19, 2018</i>	<i>Deadline for Tuition and Fee Payments (Second 8-Week Classes)</i>
<i>October 19, 2018</i>	<i>Deadline to Withdraw from University for First 8-Week Classes (WF)</i>
<i>October 22, 2018</i>	<i>Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants</i>
<i>October 22, 2018</i>	<i>Classes Begin for Second 8-Week Session</i>
<i>October 22, 2018</i>	<i>Student End of Course Survey Closes (First 8-Week Classes)</i>
<i>October 23, 2018</i>	<i>Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)</i>
<i>October 24, 2018</i>	<i>Deadline for Add, Drop, and Late Registration for Second 8-Week Classes</i>
<i>October 29, 2018</i>	<i>Deadline to Drop Second 8-Week Classes with No Record</i>
<i>November 1, 2018</i>	<i>Deadline for GRE/GMAT Scores to Office of Graduate Studies</i>
<i>November 9, 2018</i>	<i>Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)</i>
<i>November 12, 2018</i>	<i>Veterans Day (Observed) - No Class</i>
<i>November 16, 2018</i>	<i>Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Fall Semester</i>
<i>November 22-23, 2018</i>	<i>Thanksgiving</i>
<i>November 30, 2018</i>	<i>Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)</i>
<i>December 1, 2018</i>	<i>Student End of Course Survey Opens (16- and Second 8-Week Classes)</i>

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- December 14, 2018 Commencement Ceremony Bell County Expo Center 7:00 p.m.*  
*December 14, 2018 Deadline for Applications for \$1,000 Tuition Rebate for Fall Graduation (5pm)*  
*December 14, 2018 Deadline for Fall Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.*  
*December 14, 2018 Deadline to Withdraw from University for 16- and Second 8-Week Classes*  
*December 14, 2018 Fall Semester Ends*  
*December 17, 2018 Student End of Course Survey Closes (16- and Second 8-Week Classes)*  
*December 18, 2018 Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)*  
*December 18, 2018 Deadline for Theses to Clear Thesis Office for Fall Semester*  
*December 24, 2018- January 1, 2019 Winter Break*

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to

follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is

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able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.- 5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**INSTRUCTOR POLICIES.**

***Late Assignments and Make-up Work***

Late work will not be accepted. Make up work may be assigned at the instructor's discretion.

***Grade Disputes***

Conversations regarding grades and assignments are welcomed. It is required that grade disputes follow the 24/7 rule. This means that students are required to wait 24 hours from the time of receiving a graded assignment to schedule an appointment. This also means that students must schedule an appointment within 7 calendar days of receiving the assignment.

**COURSE OUTLINE AND CALENDAR**

<b>Week of</b>	<b>Topics covered</b>	<b>Chapters covered</b>	<b>Assignments</b>
Aug. 30	Introduction to course and class Professional Aspects of Counseling	Chapter 1	Signed syllabus page due by 08/31/2018
Sep. 6	Ethical and Legal Aspects of Counseling	Chapter 2	Self-Reflection due: 09/07/2018 by 11:59 pm
Sep. 13	Multicultural Counseling	Chapter 3	
Sep. 20	Counseling in Diverse populations	Chapter 4	HIPPA training due: 09/21/2018 by 11:59 pm
Sep. 27 (ONLINE WEEK)	Building Counseling relationships	Chapter 5	
Oct. 4	Working in and Closing a Counseling relationship	Chapter 6	Professional Counselor Interview due: 10/05/2018 by 11:59 pm
Oct. 11	Psychoanalytic, Adlerian, and Humanistic theories	Chapter 7	
Oct. 18	Behavioral, Cognitive, Systemic theories	Chapter 8	Annotated Bibliography due: 10/19/2018 by 11:59 pm
Oct. 25	Groups in Counseling	Chapter 9	
Nov. 1	Consultation and Supervision	Chapter 10	Resume due: 11/2/2018 by 11:59 pm.
Nov. 8	Evaluation and Research	Chapter 11	
Nov. 15 (Online Week)	Testing and Diagnosis, Career, and Couples Counseling	Chapter 12-14	Advocacy Project due: 11/16/2018 by 11:59 pm
Nov. 22	Thanksgiving Week		
Nov. 29	Professional School Counseling and College Counseling	Chapter 15-16	
Dec. 6	Addiction, Abuse, and Disability and Clinical Mental Health Counseling	Chapter 17-18	Literature Review due: 12/07/2018 by 11:59 pm
Dec. 13	Catch-up and Review		Professional Affiliations due: 12/14/2018 by 11:59 pm

**\* This syllabus is eligible for review and can be changed with prior notice from the instructor.**

**Syllabus Receipt Confirmation and Compliance Statement**

I, \_\_\_\_\_ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.

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(Written Full name)

(Course #)

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(Signature)

(Date)