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

INSTRUCTOR AND CONTACT INFORMATION
Professor: Dr. Jeremy Berry, PhD., LPC-S, NCC E-
mail: jeremy.berry@tamuct.edu
Office Hours: M: 3:00-6:00 PM; T:

COURSE INFORMATION
Course Overview and description:
This course in 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 (or Synchronous Online) approaches that include lecture, seminar, and simulated lab role play. There will be occasions in which the course will meet online, denoted in the syllabus as (ONLINE WEEK). You will be required to post a response to the discussion and at least one meaningful response to a classmate. 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. (2019). *Publication manual of the American Psychological Association* (*7th ed*.). Washington, D.C.: American Psychological Association.
Gladding, S. (2018). *Counseling: A comprehensive profession* (*8th 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:

CACREP Standard	Activity	SLOs
Common Core for all students:		
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 inter-organizational 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 (IIF1l);	Self Reflection Paper	SLO 1

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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);	Annotated Bibliography and Literature Review	SLO 5
9. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e); and	Annotated Bibliography and Literature Review	SLO 5
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, belies, understandings, and acculturative experiences on an individual's view of others. (IIF2d);	Diversity Interview	SLO 4
13. multicultural counseling competencies (IIF2c);	Diversity Interview	SLO 4
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	SLO 4
14. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m).	Counseling Interview	SLO 3

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15. theories and models of career development, counseling, and decision making. (IIF4a).	References and Literature Review	SLO 5
16. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b)	Self Reflection Paper	SLO 1
17. theoretical foundations of group counseling and group work (IIF6a)	Online Work	SLO 6
18. Dynamics associated with group process and development (IIF6b).	Online Work	SLO 6
19. approaches to group formation, including recruiting, screening, and selecting members (IIF6e).	Online Work	SLO 6
20. Historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a)	Online Work	SLO 6
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	SLO 6
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)	Annotated Bibliography and Literature Review	SLO 5
Standards for Clinical Mental Health Counseling (CMHC) track		
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	SLO 2
5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);	Online Work	SLO 6
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	SLO 6
8. cultural factors relevant to clinical mental health counseling (CMHC:VC2j);	Diversity Interview	SLO 4
8. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	Online Work	SLO 6
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 %)
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 (15%)

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 2010. 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 and Presentation (15%)

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 at least two (2) pages and no more than 5 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 complete a formal presentation not to exceed 10 minutes about your experience.

Literature Review (25%)

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. You will be required to take your paper to the Writing Center and provide proof of attendance. Failure to do so will result in a loss of points. As with every other paper, this one must be in APA style.

Counseling Professional Interview (10%)

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 proposed person.

Professional Affiliation (5%)

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 (5%)

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 Canvas. You will earn a completion certificate, which you can submit online as proof of your training.

Advocacy Project (15%)

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.

Students will need to submit a proposal to gain approval prior to beginning this project.

Grading Criteria Rubric and Conversion

Grade Distribution

Self Reflection:	10 %
Diversity Interview and Presentation:	15 %
Annotated Bibliography:	15 %
Literature Review:	25 %
Professional Interview:	10 %
Professional Affiliations:	05 %
HIPAA Training:	05 %
Advocacy Project:	15 %
Total:	**100%**

Student-instructor interaction:
In the event that you need to contact me via e-mail, please include **"COUN 5350"** 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.

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Office Hours:
Students are always welcome to come and express concerns and needs with me. My office hours are listed above and the best way to connect with me and ensure that you will have a time slot, students are encouraged to make an appointment.

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, 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] 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
January 18, 2021 Martin Luther King, Jr Day (University Closed)
January 19, 2021 Add, Drop and Late Registration Begins for 16- and First 8-Week Classes $25 Fee assessed for late registrants
January 19, 2021 Classes Begin for Fall Semester
January 21, 2021 Deadline for Add, Drop, and Late Registration for 16-and First 8-Week Classes
January 26, 2021 Deadline to Drop First 8-Week Classes with No Record
February 3, 2021 Deadline to Drop 16-Week Classes with No Record
February 26,2021 Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2021 Deadline for Teacher Education Program Applications
March 12, 2021 Classes end for 1st 8-Weeks Session
March 15, 2021 Deadline for Clinical Teaching/Practicum Applications
March 16, 2021 Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15-19, 2021 Fall Break (No Classes - Administrative Offices Open)
March 22, 2021 Class Schedule Published for Summer Semester
March 22, 2021 Add, Drop, and Late Registration Begins for Second 8-Week Classes $25 Fee assessed for late registrants
March 22, 2021 Classes Begin for Second 8-Week Session
March 24, 2021 Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 26, 2021 Deadline for Fall Graduation Application for Ceremony Participation
March 29, 2021 Deadline to Drop Second 8-Week Classes with No Record
April 1, 2021 Deadline for GRE/GMAT Scores to Graduate School Office
April 5, 2021 Registration Opens for Summer Semester
April 16, 2021 Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Fall Semester to Graduate School Office
April 30, 2021 Deadline to drop Second 8-week Classes with a Quit(Q) or Withdraw (W).

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*May 14, 2021 Deadline to Withdraw from the University for 16- and
Second 8-Week Classes*
May 14, 2021 Fall Semester Ends

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
 Phone: (254) 519-5466
 Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

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].

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.

For more information regarding the Student Conduct process,
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may submit a report,
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 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 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, 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 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.

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.

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!

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 WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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].

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].

INSTRUCTOR POLICIES.
Late Assignments and Make-up Work

Late work will be evaluated on a case-by-case basis**. In the event that a student is allowed to submit an assignment late, the assignment will lose one letter grade each day it is late**. Make up work may be assigned at the instructor's discretion.

Grade Disputes

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

COURSE OUTLINE AND CALENDAR

Assignments are due at the end of the week Sunday 11:59pm.

Week of	Topics covered	Chapters covered	Assignments
Week 1 August 24th			
Week 2 (**Online Week**) August 31st	Chapters 1 & 2	Chapter 1& 2	**Self-Reflection**
Week 3 September 7th	Chapters 3 & 4	Chapter 3	
Week 4 September 14th	Chapter 5	Chapters 5-6	**HIPPA training**
Week 5 September 21st	Chapter 6	Chapter 4	**Advocacy Population Proposal**
Week 6 September 28th	Chapter 7	Chapter 7	
Week 7 October 5th	Chapter 8 & 9	Chapter 8	
Week 8 (**Online Week**) October 12th	Chapter 10	Chapter 9-10	**Annotated Bibliography**
Week 9 October 19th	Chapter 11	Chapter 11	
Week 10 October 26th	Chapter 12	Chapter 12	
Week 11 (**Online Week**) November 2nd	Chapter 13	Chapter 13-14	**Diversity Interview Diversity Presentation**
Week 12 November 9th	Chapter 14	Chap. 15	
Week 13 November 16th	Chapter 15		**Professional Counselor Interview**
Week 14 (**Online Week**) November 23rd	Chapter 16	Chapter 16-17	**Literature Review**
Week 15 November 30th	Chapter 17	Chapter 18	
Week 16 December 6th			**Advocacy Project Professional Affiliations**

* This syllabus is eligible for review and can be changed with prior notice.

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.

_____
(Written Full name)   (Course #)

_____
(Signature)   (Date)

Appendix A: Interview Rubric (SLO 3)

Date:	Warrior number:				
	Exemplary	Proficient	Below standard	Did not demonstrate	Total points
Interview questions (Will need to be submitted for prior approval)	Student shows a good balance of prepared questions with potential follow-up. Questions promote in-depth interview. Effective balance of open-ended and close-ended questions evident. Questions focus on gathering the respondent's story.	Student shows some balance of prepared questions with follow-up questions, but interview lacks depth. More emphasis needed with open-ended questions. Questions could be more precise to gather respondent's story.	Student depended on prepared questions and showed little or no ability to ask follow-up questions. Lack of balance with open-ended and close-ended questions.	Student did not submit questions for prior approval.	
Conducting the interview (Will need to submit a recording of interview)	Student planned, set up and conducted interview before deadline. Opening question asks name, title and spelling of interviewee. Last question asks for additional information. Self-evaluation reflects good listening skills.	Student planned, set up and conducted interview before deadline. Student asks opening question but failed to get either title or spelling of name. Final question may or may not allow for final comments. Self-evaluation reflects good listening occurred.	Student missed deadline for planning and conducting interview or missed appointment. Student did not get name or title of source interviewed. Final question did not allow for additional comment. Self-evaluation shows need for better listening skills.	Student did not conduct interview.	
Respondent selection (Will need to submit for prior approval)	Student selected a respondent who was representative of the spirit of the assignment. (For Professional Counselor Interview, student chose a Licensed Professional Counselor from the state of Texas.	Student selected a respondent who was representative of the assignment. (For Professional Counselor Interview, student chose a Licensed Professional but the respondent holds a license other than an LPC-S or may be licensed from a state other than Texas.	Student selected a respondent who was representative of the assignment. (For Professional Counselor Interview, student chose a licensed professional but the respondent may not be able to practice independently.	Student did not submit chosen respondent for prior approval.	

Reflection	Student should deep and meaningful reflection. Student discussed in a clear and comprehensive manner the insight gained from the assignment.	Student included a reflection that discussed what was learned but lacked deeper introspection. Student discussed in a somewhat clear manner the insight gained.	Student included a trivial and shallow reflection. Although present, the reflection lacked introspection and meaning.	Student did not complete reflection.	
APA formatting	Has limited to no significant errors in grammar or spelling that distract the reader from the content. The paper has limited to no significant errors in capitalization or punctuation, so document is exceptionally easy to read. All sentences are well-constructed with varied structure. Paper has no significant errors in APA formatting.	Has less than 4 but more than 2 errors in grammar or spelling that distract the reader from the content. Student makes 2-4 errors in capitalization or punctuation, but document is still easy to read. Most sentences are well constructed and there is some varied sentence structure in the essay. Paper has some errors in APA formatting	Has more than 4 errors in grammar or spelling that distract the reader from the content. Paper has several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. Most sentences are not well constructed or varied. Paper has several errors in APA formatting	The paper was not in proper APA format or lacked a significant portion of proper citations.	
Total points					___/ points

Appendix B: Self-Reflection/Counseling Experience (SLO 1)

Date	Warrior Number:			
Criteria	**Unsatisfactory-Beginning**	**Developing**	**Accomplished**	**Exemplary**
Content Reflection	Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments Minimal connections made through explanations, inferences, and/or examples.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.
Personal Growth	Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.
Writing Quality	Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.

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Appendix C: Literature Review (SLO 5)

Date:				
	Rating ▆▆▆▆▆			
	▆	▆	▆	▆
Articles	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single source.
Theme	Well organized, demonstrates logical sequencing and structure.	Well organized, but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure.	No organization, sequencing, or structure.
Background/Foundation	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered.
Research Questions	Research question(s) are formed through the literature review and clearly stated.	Research question(s) are formed through the literature review.	Research question(s) were not formed but could be formed through the literature review.	Research question(s) were not formed and are not apparent from the literature review.
Reference Sheet	Information is cited properly and in APA format.	Information is cited properly.	Information is cited, but has errors.	Information is not cited or is cited incorrectly.
Length	Adheres to 5 - 10 page criteria.	Exceed or does not meet 5 - 10 page criteria by ½ page or less.	Exceed or does not meet 5 - 10 page criteria by ½ to 1 page.	Exceed or does not meet 5 - 10 page criteria by more than 1 page.
Format	Font, spacing, and APA format are correct.	Font and spacing, font and APA, or spacing and APA are correct.	Font, spacing, or APA format is correct.	Font, spacing, and APAP format are incorrect.
Grammar	There is 1 or less grammatical error.	There are 2 grammatical errors.	There are 3 grammatical errors.	There are 4 or more grammatical errors.

Appendix D: Annotated Bibliography (SLO 5)

Date:		Warrior Number:			
Criterion	**Exemplary**	**Proficient**	**Below Standards**	**Does not meet**	
Quality of Sources	All sources demonstrate careful consideration of validity and sources do not repeat same information	Several sources are credible but others are not current or have questionable validity	Sources meet guidelines for types selected but there is no consideration of validity	Sources do not meet guidelines for types of sources used	
Accuracy	Includes the complete and accurate bibliographic citation for each source and is organized according to citation method used	Makes 3-5 errors on citations.	Makes 6-10 errors on citations.	Makes more than 10 errors on citations.	
Annotations Content	**Summaries** are accurate, **evaluation** addresses validity of source and **usefulness** for assignment is included for every source	One component of the annotation is missing or very limited in several citations	One component of the annotation is missing in many citations	Little or no information specific to the source is included	
Annotations Structure	Well-written, unique to the source, avoids vague statements. Appropriate length.	Well written but contain some generic statements OR not appropriate length.	Poorly written, many generic statements, too short	Annotations are missing or are not coherent.	
Overall Quality	Bibliography could be used to generate a comprehensive research paper	Bibliography provides sources to create a paper on the topic	Sources miss key topics required by presentation assignment	Sources used would not create an informative	

	with excellent sources.	but is missing some key information		paper	
				TOTAL POINTS	