COUN 6310 Syllabus

Introduction to Guidance & Counseling

INSTRUCTOR NAME: DIANA DELINDA RUIZ, PhD, LSSP
TERM: FALL 2016
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MEETING TIMES AND LOCATION: WEDNESDAYS 4:40-7:10PM; EDUCATION COMPLEX 2.102 (EDINBURG CAMPUS)
OFFICE LOCATION: EDUCATION COMPLEX 1.640 (EDINBURG CAMPUS)
OFFICE HOURS: TUESDAYS 12:00-4:00, WEDNESDAYS 2:00-4:00, OR BY APPOINTMENT

Textbook and/or Resource Material


Additional Recommended Study Aids for the CPCE:


Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:
**Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the third Saturday in September and the first Saturday in February. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.**


Course Description and Prerequisites
Students will be introduced to the role of counselors in a variety of settings including their role in advocacy and social justice. They will become familiar with the history of counseling, preparation standards, professional organizations, ethical standards, and legal issues pertaining to counseling, and the dynamics of the counseling process.

**Prerequisites:** NA

**Rationale:** The student will be introduced to the historical and professional foundation of counseling. An awareness about the history and current practices in counseling, an understanding of personal and professional aspects of counseling, and an understanding of ethical guidelines necessary to becoming an effective counselor. This course will provide the student with a basic knowledge of counseling processes, theories, and techniques. In addition, the student will develop an awareness of guidance services and the role identity of the counselor. The student will understand the importance of personal qualifications and professional preparation standards for counselors. This course will also present an overview of the purposes and objectives of professional organizations.
THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY
College of Education
Educational Psychology and Leadership Studies
Counseling and Guidance Program

COUN 6310
Introduction to Guidance and Counseling
Semester: Fall, 2016

Course Syllabus

INSTRUCTOR: Diana Delinda Ruiz, PhD, LSSP
diana.ruiz@utrgv.edu
Office: Education Complex 1.640
Phone: 956-665-8091

OFFICE HOURS: Tuesday 12:00 to 4:00 pm
Wednesday 2:00 to 4:00 pm
By appointment

COURSE: COUN 6310.01

CLASS TIME: Wednesdays 4:40-7:10

CLASS ROOM: Education Complex 2.102

**Catalog Course Description:** Students will be introduced to the role of counselors in a variety of settings including their role in advocacy and social justice. They will become familiar with the history of counseling, preparation standards, professional organizations, ethical standards, and legal issues pertaining to counseling, and the dynamics of the counseling process.

**Prerequisite:** NA

**Required Texts:**
Blackboard may be used at the discretion of the instructor.
CEP Program Policies

- Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

Recommended Texts:

Note: Make sure you buy the Second Printing, which is the corrected version. Check the copyright page, opposite the Table of Contents. If it is a second printing, the second paragraph will read "Second printing: August 2009."

Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:
**The CPCE exam is scheduled during COUN 6365 Practicum. For students enrolled during fall semester, it is scheduled for the third Saturday in September. For students enrolled during the spring semester, it is scheduled for the first Saturday in February. Make plans accordingly**

To order call 1-800-926-6579 or visit www.erlbaum.com


Helwig’s Study Guide for the National Counselor’s Exam. It can be found at Amazon: http://www.amazon.com/Study-Guide-National-Counselor-Examination/dp/0964837749

Rationale:
The student will be introduced to the historical and professional foundation of counseling. An awareness about the history and current practices in counseling, an understanding of personal and professional aspects of counseling, and an understanding of ethical guidelines are necessary to becoming an effective counselor. This course will provide the student with a basic knowledge of counseling processes, theories, and techniques. In addition, the student will
develop an awareness of guidance services and the role identity of the counselor. The student will understand the importance of personal qualifications and professional preparation standards for counselors. This course will also present an overview of the purposes and objectives of professional organizations.

**Course Topics:**
Course topics include history of and trends in counseling; personal and professional aspects of counseling; ethical guidelines related to counseling, counseling relationships, counseling theories and techniques, consultation, evaluation, and research related to counseling with specific populations.

**Instructional Methods and Activities:**
Most didactic material in the course will be covered by traditional experiences which include lecture, class discussion, demonstration, and experiential activities. Student self-exploration, self-disclosure, and collaboration with peers will be integral for this course. Field experience and Blackboard may be utilized.

1. Discussions
2. Group work
3. Readings from textbook and professional journals
4. Counseling interview with professional counselor
5. Self-awareness/exploration activities
6. Writing assignments
7. Examinations
8. Presentation
9. Seminar

**STUDENT ACADEMIC OBJECTIVES**

**Common Core**
2.F.1.a: history and philosophy of the counseling profession and its specialty areas
2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
2.F.1.d: the role and process of the professional counselor advocating on behalf of the profession
2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2. F.1.f: professional counseling organizations, including membership benefits, activities, services to members, and current issues
2.F.1.g: professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
DEPARTMENT OF COUNSELING AND GUIDANCE

2. F.1.i: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2.F.1.j: technology’s impact on the counseling profession
2.F.1.k: strategies for personal and professional self-evaluation and implications for practice
2.F.1.l: self-care strategies appropriate to the counselor role
2.F.2.a: multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2.F.2.b: theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
2.F.2.d: the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
2.F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
2.F.5.c: theories, models, and strategies for understanding and practicing consultation
2.F.5.d: ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2.F.5.e: the impact of technology on the counseling process
2.F.5.f: counselor characteristics and behaviors that influence the counseling process
2.F.5.g: essential interviewing, counseling, and case conceptualization skills
2.F.5.n: processes for aiding students in developing a personal model of counseling

Clinical Mental Health Counseling
5.C.1.a: history and development of clinical mental health counseling
5.C.2.a: roles and settings of clinical mental health counselors
5.C.2.k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
5.C.2.l: legal and ethical considerations specific to clinical mental health counseling

School Counseling
5.G.1.a: history and development of school counseling
5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools
5.G.2.j: qualities and styles of effective leadership in schools
5.G.2.n: legal and ethical considerations specific to school counseling

Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I. Learner-Centered Knowledge

(6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs.
(8) legal and ethical standards, practices, and issues.

(9) the characteristics and educational needs of special populations.

**Standard II. Learner-Centered Skills**

(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students

(5) coordinate resources for students within the school and community

**Standard III. Learner-Centered Process**

(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change.

(4) implement effective referral procedures to facilitate the use of special programs and services.

**Standard IV. Learner-Centered Equity and Excellence for All Learners**

(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures.

(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

**Standard V. Learner-Centered Communications**

(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members.

(4) facilitate learners' access to community resources.
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

**Standard VI. Learner-Centered Professional Development**

(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.

(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

**TExES Competencies – Competencies covered throughout this program:**

*Competency 001 (Human Development)*
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

*Competency 002 (Student Diversity)*
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

*Competency 003 (Factors Affecting Students)*
The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

*Competency 004 (Program Management)*
The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

*Competency 005 (Developmental Guidance Program)*
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

*Competency 006 (Counseling)*
The school counselor understands how to provide effective counseling services to individuals and small groups.

*Competency 007 (Assessment)*
The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.
**Competency 008 (Collaboration with Families)**
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)**
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)**
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Alignment of Course Objectives to National and State Standards**
*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
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<tbody>
<tr>
<td>Students will demonstrate understanding of counselor roles during a crisis, disaster, or other trauma-causing event, including impact of violence on children, by appropriately responding to a case study, including formulation of appropriate responses to multiple victim/survivor scenarios.</td>
<td>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td>Learner Centered Knowledge&lt;br&gt;(6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs.</td>
<td>F8A</td>
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<tr>
<td>Students will differentiate between diagnosis and developmentally appropriate reactions during crises, disasters,</td>
<td>Counseling graduate students will demonstrate proficiency in the Counseling for Accreditation of</td>
<td>Learner Centered Skills&lt;br&gt;(3) counsel individuals and small groups using</td>
<td>2.F.3.G: EFFECTS OF CRISIS, DISASTERS, AND TRAUMA ON DIVERSE INDIVIDUALS ACROSS THE LIFESPAN&lt;br&gt;2.F.5.G: ESSENTIAL INTERVIEWING, COUNSELING,</td>
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<tr>
<td><strong>Course Objectives</strong></td>
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| and other trauma-causing events, and will demonstrate the ability to use psychological first aid, by appropriately responding to a case study which includes evaluation and appropriate responses to multiple victim/survivor scenarios. | Counseling and Related Educational Programs (CACREP) core counseling areas, including Theories, Career, Ethics, Group Counseling, Practice, and Research. | appropriate counseling theories and techniques in response to students' needs. | AND CASE CONCEPTUALIZATION SKILLS
2.F.5.L: CRISIS INTERVENTION, TRAUMA-INFORMED, AND COMMUNITY-BASED STRATEGIES, SUCH AS PSYCHOLOGICAL FIRST AID |
| Students will demonstrate understanding of the diagnostic process and treatment planning by providing accurate diagnosis; appropriate treatment objectives, planning, and intervention strategies; appropriate use of medical and adjunctive services; placement criteria and referral services within the continuum of care; and preferred clinician characteristics for multiple case studies designed to reflect a variety mental and emotional disorders as described in the DSM. Assessment will be based on responses to multiple case studies | Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings. | Learner-Centered Professional Development (3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards. | 2.F.3.C: THEORIES OF NORMAL AND ABNORMAL PERSONALITY DEVELOPMENT
2.F.5.H: DEVELOPMENTALLY RELEVANT COUNSELING TREATMENT OR INTERVENTION PLANS
2.F.7.E: USE OF ASSESSMENTS FOR DIAGNOSTIC AND INTERVENTION.PlANNING PURPOSES |
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| Students will differentially describe counselor characteristics and behaviors that influence helping processes across multiple case studies and the final project, which are designed to reflect a variety of DSM diagnostic categories. | Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings. | Learner Equity and Excellence for All Learners  
(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners. | 2.F.3.D: THEORIES AND ETIOLOGY OF ADDICTIONS AND ADDICTIVE BEHAVIORS  
2.F.3.E: BIOLOGICAL, NEUROLOGICAL, AND PHYSIOLOGICAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR  
2.F.3.F: SYSTEMIC AND ENVIRONMENTAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR |
| Students will demonstrate principles of biopsychosocial case conceptualization and treatment planning as assessed by evaluation of responses to multiple case studies and the final project. | COUNSELING GRADUATE STUDENTS WILL DEMONSTRATE KNOWLEDGE, TECHNIQUES, AND INTERVENTIONS FOR PREVENTION AND TREATMENT TO WORK WITH DIVERSE POPULATIONS IN VARIOUS SETTINGS. | Learner Equity and Excellence for All Learners  
(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs. | 2.F.5.H: DEVELOPMENTALLY RELEVANT COUNSELING TREATMENT OR INTERVENTION PLANS  
2.F.7.E: USE OF ASSESSMENTS FOR DIAGNOSTIC AND INTERVENTION PLANNING PURPOSES |
| Students will identify appropriate approaches to clinical evaluation, including diagnostic interviews, mental status examinations, symptom inventories, | Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and | Learner-Centered Professional Development  
(3) Counseling students strive toward the highest | 2.F.5.H: DEVELOPMENTALLY RELEVANT COUNSELING TREATMENT OR INTERVENTION PLANS  
2.F.5.K: SUICIDE PREVENTION MODELS AND STRATEGIES |

Introduction to Guidance and Counseling
## Course Objectives

and other assessments, across a variety of DSM categories and diagnoses. Assessment will be based on selection of appropriate evaluation strategies and measures on multiple quiz case studies and the final project.

### Program SLOs

Treatment to work with diverse populations in various settings.

### TEA Standards

Level of professionalism by adhering to and modeling professional, ethical, and legal standards.

(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

### CACREP Standards

2.F.7.C: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

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**Students will identify appropriate uses of a variety of psychotropic medications, including indications and contraindications, as well as demonstrate understanding of appropriate medical referral, as related to a variety of DSM categories and diagnoses. Assessment will be based on multiple quiz case studies and the final project.**

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<tr>
<th>Counseling graduate students will demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.</th>
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<td>Learner-Centered Professional Development</td>
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<td>(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.</td>
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**Students will learn about designs used in abnormal behavior research and clinical practice**

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<th>Counseling graduate students will demonstrate knowledge, techniques, and skills</th>
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<td>Learner Centred Skills</td>
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<td>(9) Counseling students will learn</td>
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**Introduction to Guidance and Counseling**

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| 2.F.3.D: Theories and etiology of addictions and addictive behaviors |
| 2.F.3.E: Biological, neurological, and physiological factors that affect human development, functioning, and behavior |
| 2.F.3.C: Theories of normal and abnormal personality development |
| 2.F.3.H: Developmentally relevant counseling |
DEPARTMENT OF COUNSELING AND GUIDANCE

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<td>mental health program evaluation.</td>
<td>interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td>how to use counseling-related research techniques and practices to address student needs.</td>
<td>TREATMENT OR INTERVENTION PLANS</td>
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<tr>
<td>Students will demonstrate understanding of co-occurring substance abuse disorders and their impact on psychological and medical disorders through responses to multiple case studies reflecting a wide range of DSM categories and diagnoses.</td>
<td>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td>Learner Centered Skills</td>
<td>2.F.8.B: IDENTIFICATION OF EVIDENCE-BASED COUNSELING PRACTICES</td>
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<td>(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.</td>
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<td>2.F.3.F: SYSTEMIC AND ENVIRONMENTAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR</td>
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PROGRAM REQUIREMENTS

- Students must attend one seminar from the Counseling & Guidance Faculty Seminar Series offerings for this semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA.

  A. **Students must turn in a one-page reflection paper based on their seminar experience.**

- Students must read one book from the UTB Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled.

  A. **Students must turn in a one-page reflection paper based on the book they read.**
DEPARTMENT OF COUNSELING AND GUIDANCE

- **Professional Liability Insurance.** Before students can begin to accumulate direct hours, each student is required to purchase professional liability insurance. I encourage you to do this as soon as possible and bring a copy of your evidence of coverage. **YOU WILL NOT BE ABLE TO SEE CLIENTS WITHOUT COVERAGE.** There are several companies that offer this. If you are a student member of the American Counseling Association (ACA) then your membership fees automatically covers you and includes all the benefits of being an ACA member (this runs about $70); if you are not a member or are not interested in becoming one you can obtain coverage through [http://www.hpso.com/](http://www.hpso.com/) for approximately $29.50 (per year). Should you choose to go through HSPO for coverage click student and either clinical or school counselor. Please email me with additional questions regarding this.

- Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. **Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program.**

**COURSE REQUIREMENTS**

1. **Personal Beliefs Statement:** This paper should outline your motivations for choosing a career in the counseling profession. The following questions should guide you in completing this requirement: what cultural beliefs, values, and experiences led you to consider a career in counseling; why do you view counseling as an important field today; what are your thoughts about how people change; what counseling settings and/or populations are you interested in serving; what skills do you believe you already possess that will help you in this field; what skills do you hope to gain from this program; and what are some of your career goals related to counseling? You must use the American Psychological Association (APA) 6th ed. This paper should be typed, doubled-spaced, and the body of the paper should be a minimum of 4-6 pages.

   **CACREP Standards:** K.5a, K.5c,

   **TEA Standards:** Learner Center Professional Development (1); Learner-Centered Equity and Excellence for ALL Learners (1); Learner Centered Communications (1)(5)

2. **Research paper & Presentation:** This paper should be about a topic related to counseling applications (Career Counseling over the Life Span, Marriage, Couple, and Family Counseling, Professional School Counseling, College Counseling and Student-Life Service, Abuse and Disability, Mental Health and Community Counseling). Formal rules of writing should be followed. The paper should include at least 8 references from peer-reviewed articles from scholarly journals; your textbook should not be used as a reference. You must use the American Psychological Association (APA) 6th ed.
Psychological Association (APA) 6th style. The **body of the paper** should be a minimum of 8-10 pages in length. You will work with no more than 4 students in a group on these projects.

The research paper should include the following: Title page, abstract (learning objectives), introduction to special topic and population, significance of topic, brief literature review about previous research, implications for counselors, implications for research, conclusion, and references.

**CACREP Standards:** K.1c, K.5f,  
**TEA Standards:** Learner Centered Knowledge (5)

3. **Counseling interview:** You will interview in person (face-to-face) a counselor (e.g., school, community, or career). The professional counselor must have their master’s degree in counseling. Also, you may not interview a family member or close friend for this assignment. This would be considered a dual relationship. Interview questions will be provided on blackboard.

You are to write a reaction paper to the interview and indicate issues that raised salience for you about the counseling profession. Such issues may include training, roles and responsibilities, counseling approaches and/or theories used, current issues within the field, or counseling ethics. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. Please do not offer a summary of the interview as I am looking for your reflection on the interview. This paper should be typed, double-spaced, and the body of the paper should be a minimum of three pages in length.

**CACREP Standards:** K.1b, K.1f, K.1g, SC A2, SC B1, CC B1  
**TEA Standards:** Learner Centered Communications (1); Learner-Centered Process (4)

4. **Advocacy Project (service learning):** As counselors and agents of social change, we impact the community and profession in a variety of ways. Our voices and knowledge create change for our profession and our clients. There are many ways to effect change, including contacting legislative bodies that create laws that effect our profession and clients, providing direct services to raise awareness of an issue, addressing concerns of clients, helping counselors correct injustices, advocating to improve conditions for an individual or groups, and/or researching human services for our clients and ourselves. Such opportunities involve education and advocacy. You must engage in at least one project below:

   1. **Advocacy Project 1: Counselor Advocacy through Legislative Influence:** You also have the option to write a letter or email related to legislative action. You will need to explore the American Counseling Association (ACA) and Texas Counseling Association (TCA) websites to become aware of the need for various legislative actions. Examples include legislative actions that provide reimbursement for counselors’ services, promote counselors’ rights to practice within the limits of their training (e.g., counselors’ rights to use assessment instruments), or advocate for services for students in schools. To create a thoughtful and well-informed
letter/email, you will need to engage in research on the subject and include information in your letter/email with correct referencing of resources (you must cite at least three professional references of research in the body of your letter). You may not use a standard letter that an organization has prepared (this is plagiarism and will result in failure of the assignment and possibly the course). This letter/email must be in your own words although you can use template letters to inform your letter. Finally, a copy of the letter or email is to be provided to the instructor with some evidence that your letter or email was sent. You must submit a one-page reflection paper on your experience and attach your email or letter.

2. Advocacy Project 2: Counselor Advocacy through Experiential Activity. You also have the option to participate in an organized mental health community event that focuses on helping an underrepresented population or raises awareness to an issue in our community. You will be responsible for contacting the person/agency and will be required to actively participate in the activity and/or aid in the facilitation of the activity (volunteer minimum of 3 hours). It is important to note that contacting the Center for Civic Engagement can also help you in finding such opportunities. You must submit a one-page reflection paper on your experience.

CACREP Standards: K.1b, K.1d, K.1f, K.1g, SC A2, SC B1, CC B1
TEA Standards: Learner Centered Knowledge (6); Learner-Centered Skills (5); Learner-Centered Process (5); Learner Centered Communications (4)(7)(8)

5. Examinations: Weekly examinations will be given throughout the semester. Exams will be based on assigned readings and class discussions. These exams will be averaged by unit to provide 1 combined exam grade per unit for a total of the 3 examination grades. Students will NOT be allowed to make-up quizzes. (Two quiz will be dropped for the semester.)

CACREP Standards: K.1a, K.1b, K.1d, K.1e, K.1h, K.2a, K.2c, K.5a, K.5g, SC A1, SC A2, SC A11, CC A1, CC B1, CC A4
TEA Standards: Learner Centered Knowledge (1)(5)(6)(8)

6. Professional Seminar: Each semester two seminars on issues in counseling and guidance will be presented by program faculty. Students are required to attend ONE of these seminars and bring a one-page reflection paper to class. This will be counted as a portion of the Seminar/Reading Reflection grade. Faculty seminar dates will be announced in class.

CACREP Standards: K.1a, K.1b
TEA Standards: Learner Center Professional Development (1)(2)(3)

7. Required reading: As part of the Counseling and Guidance Program reading list requirement, students will choose one of the books on the list to complete by the end of this semester. Students will be asked to complete a one page reflection of the book they chose to read.

CACREP Standards: K.1a, K.1b
TEA Standards: Learner Center Professional Development (1)(2)(3)
8. **Final Reflection Paper:** This paper should outline your motivations for choosing a career in the counseling profession. You must use the American Psychological Association (APA) 6th Ed. This paper should be typed, doubled-spaced, and the body of the paper should be a minimum of 4-5 pages. This paper should be insightful and genuine. The following questions should guide you in completing this requirement:

1) Reflections on what you learned (academically, professionally, and personally) during this course experience.
2) Reflections on what you realize you have yet to learn (academically, professionally, and personally) now that you have gone through this course experience.
3) How would you describe your professional behavior in (class, work, and community)?
4) Do you feel you were a dedicated and engaged graduate student?
5) Do you still want to pursue a degree in counseling and why?

**CACREP Standards:** K.1a, K.1b, K.1f, K.5b, K.5g  
**TEA Standards:** Learner Centered Professional Development (1)(3)

9. **Co-leadership activity:** You be assigned a small group. Your group will facilitate a discussion on one or two journal articles related to a specific chapter. The purpose of this discussion is to extend the conversation beyond textbook concepts and ideas. You must get approval for the articles by the instructor. Your group will provide the class with a brief (5 minute) PowerPoint presentation highlighting the important points and briefly summarizing the article. The length of this discussion is 15 minutes.

**CACREP Standards:** K.5b  
**TEA Standards:** Learner Centered Communications (1)(2)(5); Learner Center Professional Development (1)(2)(3)

**Means of Assessment**—Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the UTRGV Grading System Policies and Procedures. The final grade will be based on the following requirements:

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Activity/Assessment</th>
<th>CACREP</th>
<th>TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Beliefs Statement</td>
<td>K.5a, K.5c</td>
<td>Learner Center Professional Development (1); Learner-Centered Equity</td>
</tr>
<tr>
<td>Activity</td>
<td>K.1c, K.5f</td>
<td>K.1b, K.1f, K.1g, SC A2, SC B1, CC B1</td>
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<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Research Paper &amp; Presentation</td>
<td>Learner Centered Knowledge (5)</td>
<td>Learner Centered Communications (1); Learner-Centered Process (4)</td>
</tr>
<tr>
<td>Counseling Interview</td>
<td>Learner Centered Communications (1); Learner-Centered Process (1); Learner-Centered Communications (1); Learner-Centered Process (5); Learner Centered Communications (4)(7)(8)</td>
<td></td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>Learner Centered Knowledge (6); Learner-Centered Skills (5); Learner-Centered Process (5); Learner Centered Communications (4)(7)(8)</td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>Learner Centered Knowledge (1)(5)(6)(8)</td>
<td></td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>Learner Centered Professional Development (1)(3)</td>
<td></td>
</tr>
<tr>
<td>Experiential Activities, Seminar, Reading List, and</td>
<td>Learner Centered Communications (1)(2)(5); Learner Centered Communications (1)(2)(5); Learner Centered Professional Development (1)(3)</td>
<td></td>
</tr>
</tbody>
</table>
Grade Percentages:
Personal Beliefs statement: 10%
Research Paper & Presentation: 20%
Counseling Interview: 10%
Exams: 30%
Final Reflection Paper: 10%
Class Participation and Experiential Activities: 20% (Seminar Reflection, Reading List Book Reflection, Advocacy Project, and Co-Leadership Discussion)

UTRGV Grading Scale---
A = 100%-90%
B = 89% - 80%
C = 79% - 70%
D = 69% - 60%
F = 59% - 0%

OTHER COURSE AND PROGRAM POLICIES

Class Participation:
Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the Counseling & Guidance Faculty Seminar Series and reading list will be included in the participation grade as well as the advocacy project. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course. Late arrival means arriving to class after it has begun (e.g., classmates are taking a quiz or lecture has begun; i.e. more than 10-15 minutes late).

Make-up Policy:
Students are expected to participate and ATTEND EACH SCHEDULED CLASS. Absenteeism should be reported via e-mail or phone to the instructor and emergencies must be documented in writing. In the case of an emergency, students are expected to telephone/text (956-607-0568) the instructor immediately. Absenteeism (i.e., more than one absence) or frequent tardiness will result in a loss of class participation points and may result in a full grade drop or a failing grade in the course.
It is the student's responsibility to inquire about class notes, handouts, and/or exercises. Leaving anytime before the end of class without notifying the instructor will be considered an absence (excused/unexcused). Failure to contact the instructor regarding an absence is also considered an unexcused absence and may result in being dropped from the class. Late arrival means arriving to class after it has begun (e.g., classmates are taking a quiz or lecture has begun; i.e. more than 10-15 minutes late).

**No make-up exams, nor incomplete (“I” grades) will be given, except in cases that involve specific, emergency-documented circumstances.** “I” grades will not be given in lieu of a failing or poor grade.

All assignments are expected to be complete and submitted on time in accordance with the due dates. Late papers/projects will not receive full credit. All late assignments will be deducted points: 1 day late = -10 points, 2 days late = -20 points, 3 days late = will not be accepted. However, **SOME ASSIGNMENTS WILL NOT BE ACCEPTED LATE**, regardless of an excused/unexcused absence. An assignment is considered late if it is not turned in on the due date **DURING** class.

**Written Assignments:**

All written assignments must be done according to APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. **(Grade will reflect writing style.)**

**Student Responsibility:**

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

**Students’ Academic Responsibilities**

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments by reading assigned material before class and turn in required assignments on time. Students should give themselves plenty of time to study for exams beforehand; cramming the day of or the night before is not recommended.

**Student Professionalism**

Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as
being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but not limited to) a simple reprimand to DF grade, a failing final grade, being dropped from the course, or my recommendation to be dropped from the Counseling and Guidance Program.

Confidentiality
Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the Guidance and Counseling program with a grade of F in the course

Due to the nature of the course, absolutely no recording is allowed. All cell phones, IPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc. during class.

Please turn off cellular phones (NO TEXTING during class), beepers, and/or laptops. If emergencies arise, please discuss with the instructor.

UTRGV POLICIES AND PROCEDURES

Attendance Policy: Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Academic Policy: It is your responsibility to become aware of important university deadlines including the last day to withdraw from the course.

SCHOLASTIC INTEGRITY: As members of a community dedicated to Honesty, Integrity and Respect, students are
reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

All scholastic dishonesty incidents will be reported to the Dean of Students. Your grade, academic standing and personal reputation are at stake.

STUDENTS WITH DISABILITIES:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Nov 18 – Dec 8 for full fall semester courses

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively
strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**COURSE DROPS:**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**Syllabus Disclaimer:**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements may be addressed by students.

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**Required Reading List for Graduate Students in Counseling & Guidance Program**

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you
read one or two books each semester, as they will help you to better prepare for the
comprehensive program exams. These readings can also support your ability to successfully
prepare a portfolio and to complete licensure examinations. You will be required to read 10
books out of this list.
As you progress through your program of study, you may be required to read additional
textbooks and other resource materials specific to the various classes in which you are enrolled
such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name
a few.
Enjoy your readings,

Counseling & Guidance Faculty

Victor Gollancz, London.


Problem Resolution.*

## Introduction to Counseling Research Paper, Personal Belief Statement, & Reflection Papers Rubric

<table>
<thead>
<tr>
<th>Aspects of Project</th>
<th>4 (25 points)</th>
<th>3 (20 points)</th>
<th>2 (15 points)</th>
<th>1 (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Organization</strong></td>
<td>Responds to the prompt. Generally well-developed ideas or narrative. Logical flow of ideas or events. Strong opening that draws in reader and effective closing. Sense of completeness.</td>
<td>Responds to the prompt. Some main points underdeveloped. Ideas may not be in the most effective order. An opening, but not necessarily focused or attention getting; attempt at a closing. Sense of completeness.</td>
<td>Responds partially to the prompt but is off target in some way. Focus on topic not consistently sustained. Some lack of distinction between main ideas and details. Order of ideas not effective. No opening sentence; no attention to closing. Piece seems incomplete.</td>
<td>Evidence of attempts to respond to prompt. Focus on topic not sustained. No opening or closing. Piece is not complete.</td>
</tr>
<tr>
<td><strong>Elaboration and Support Style</strong></td>
<td>Each main idea supported by details; narrative brought to life by details. All details related to topic. Choice of details was effective. Ideas/events related by effective transition</td>
<td>Each main idea supported by details, but details in some paragraphs may be sketchy; narrative details sufficient to flesh out events. All details related to topic. Some</td>
<td>Uneven development; narrative details sketchy. Details may appear to be listed rather</td>
<td>Half or more of main ideas not supported by details. Half or more details may be irrelevant. No transitions.</td>
</tr>
<tr>
<td>Evidence of Integration of Introduction to Guidance &amp; Counseling Concepts</td>
<td>Very insightful; provides strong evidence of integration of school counseling concepts thorough elaboration (e.g., effective solution, future recommendations/solutions, pertinent legal and ethical issues).</td>
<td>Provides some insight and some evidence of integration of school counseling concepts. Some elaboration (e.g., effective solution, future recommendations/solutions, pertinent legal and ethical issues).</td>
<td>Listed quotes from school counseling book, but does not support meaningful insight and incorporation of these concepts. Does not elaborate on how these concepts apply to their experiences.</td>
<td>Contains no evidence of insight or integration of school counseling concepts. No elaboration was provided.</td>
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<tr>
<td>words and phrases. Precise, interesting, and vivid word choice. All of the reader’s questions were answered within the text.</td>
<td>details not used effectively. Transitions used. Word choice adequate to convey meaning; some precise, vivid words. A few of the reader’s questions were not answered within the text.</td>
<td>than integrated into coherent flow. Some details are irrelevant. Few or no transitions. Overall style choppy. Word choice adequate to convey meaning but few precise or vivid words. Several of the reader’s questions were not answered within the text.</td>
<td>Sentence style choppy. Vocabulary limited. There was insufficient information to formulate a complete/accurate picture.</td>
<td></td>
</tr>
</tbody>
</table>
# Co-Leadership Discussion, Advocacy Project Presentation, Counseling Interview Presentation

## Rubric

<table>
<thead>
<tr>
<th>Aspects of Project</th>
<th>4 (25 points)</th>
<th>3 (20 points)</th>
<th>2 (15 points)</th>
<th>1 (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Material clearly related to topic; content was represented in logical sequence; flowed together well; strong opening and closing</td>
<td>Material mostly related to topic; content was presented in mostly logical sequence; flowed together fairly well; fairly strong opening and closing</td>
<td>Material somewhat related to topic; content was presented in inadequate sequence; flowed together poorly; weak opening or closing</td>
<td>Material unrelated to topic; little to no thought given to sequence of content; repetitive; transitions choppy; lacked opening or closing</td>
</tr>
<tr>
<td><strong>Presentation of Project &amp; Effort</strong></td>
<td>Excellent project appearance. Excellent presentation of material. Evidence of a lot of thought and effort on this project (e.g., excellent handouts with abstract, references, and resources).</td>
<td>Good project appearance. Good presentation of material. Evidence of a good amount of thought and effort on this project (e.g., good handouts with abstract, references, and resources).</td>
<td>Project appearance is average. Average presentation of material. Some thought and some effort was placed on this project (e.g., average handouts with abstract, references, and resources).</td>
<td>Project appearance is poor/inappropriate. Poor presentation of material. Very little thought or no thought given to the presentation of the material; little to no effort was placed on this project.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Poised, clear articulation; proper volume; steady rate of speaking; good eye contact; enthusiastic; confident</td>
<td>Clear articulation but not polished; volume and rate of speaking fluctuated; some eye contact; some enthusiasm and confidence</td>
<td>Some mumbling; volume uneven; little eye contact or enthusiasm</td>
<td>Speaking inaudible or too loud; very little to no eye contact; rate too slow; speaker seemed uninterested</td>
</tr>
<tr>
<td><strong>Evidence of Integration of TEA Comprehensive Developmental Model &amp; ASCA National Model</strong></td>
<td>Excellent--provides strong evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model. Extensive</td>
<td>Good--provides some evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model. Some elaboration was provided.</td>
<td>Average—provides little evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model.</td>
<td>Poor——provides very little evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model. No elaboration was provided.</td>
</tr>
<tr>
<td>elaboration was provided.</td>
<td>Little elaboration was provided.</td>
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