



**EDCG 5310 600 – 201910 (CRN 11402): Professional Orientation and Ethical Practice  
(Subject to Revision)**

**College of Education and Human Performance  
Department of Educational Leadership and Counseling**

**Instructor:** **Course:** Online Format (3 credit hours)

**Location:** Blackboard

**Office:** <https://blackboard.tamuk.edu/>

**Email:**

**Phone:**

**Office hours:**

I am also available to meet students online through “Blackboard Collaborate” beyond my office hours by appointments. Feel free to send me an email request to meet at “Collaborate”.

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Hi, everyone! For many of you, this will be your first graduate course. I am so happy that you have chosen to pursue your educational and career goals with us! I am here to support your success in the graduate program. You will enjoy the fun learning experience. If this is your first time taking an online course, take a deep breath. I will guide you step-by-step. **You are welcome to send me emails whenever you have questions or need help.** You can expect a response to your TAMUK student e-mail Monday through Friday, usually within 24 hours. I may not reply emails on Saturdays, Sundays, and Spring break. **It is very important that you check your TAMUK student email and course message on a weekly basis because I will be communicating with you through your TAMUK email and blackboard announcements/course messages. Remember to use your TAMUK student email to communicate with me because emails sent from your personal email accounts would most likely be screened to spam emails by the system.** If you do not receive a reply after 24 hours, use your TAMUK email to send me another email. I am here to support your success.

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

**Three Required Textbooks:** You need the correct edition of the required textbooks to prepare for the course and complete assignments.

- 1) Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Professional Foundations (3rd Edition) by Bradley T. Erford (ISBN-13: 978-0-13-438779-6; ISBN-10: 0-13-438779-1)

[https://www.amazon.com/Orientation-Counseling-Profession-Professional-Foundations/dp/0134387422/ref=sr\\_1\\_1?ie=UTF8&qid=1514325901&sr=8-1&keywords=Orientation+to+the+Counseling+Profession%3A+Advocacy%2C+Ethics%2C+and+Essential+Pr ofessional+Foundations](https://www.amazon.com/Orientation-Counseling-Profession-Professional-Foundations/dp/0134387422/ref=sr_1_1?ie=UTF8&qid=1514325901&sr=8-1&keywords=Orientation+to+the+Counseling+Profession%3A+Advocacy%2C+Ethics%2C+and+Essential+Pr ofessional+Foundations)

- 2) American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author. (This is your APA manual.) [https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1514328581&sr=1-1&keywords=APA+MANUAL](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?s=books&ie=UTF8&qid=1514328581&sr=1-1&keywords=APA+MANUAL)
- 3) American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author. Free for downloading at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>



**Recommended Textbook: (It's optional, not a required textbook.)**

Kost, C. P. (2015). Student quick reference success guide to writing in the APA 6th edition style. lulu.com. (ISBN 978-1-329-13206-1) It is \$9.99 on Amazon.com.

**Course Requirements:**

- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>) Students are to treat faculty and students with respect.

**Technology requirements**

- This class will be taught through an Online Course Delivery. You will need access to BlackBoard, which is the Online Teaching Format for TAMUK. You are responsible for your access to (a) a reliable computer, (b) internet service, and (c) Microsoft Word software, PowerPoint, and Adobe Reader for 16 weeks.
- *You must activate your TAMUK student email. Use your TAMUK email to communicate with your course instructor.* Your instructor will not be contacting you through your personal/private email addresses.
- If you encounter problems in accessing your TAMUK email account or blackboard, visit the "help desk" located in the Jernigan Library or contact *iTech Support at 361-593-HELP (24 hours a day and 7 days a week).*

**Course Description:**

EDCG 5310 is a core course which meets state licensing degree requirements. This graduate course is designed to introduce foundational and emerging issues of the counseling profession. Attention will be given to understanding the purpose of counseling and the process of becoming an effective helper. It includes coverage of advocacy and multicultural counseling, licensure, professional associations, ethical/legal issues, crisis intervention, supervision, research, and the counseling process with diverse applications, settings, and specialties. This course will provide opportunities for students to identify ethical issues, beliefs, and values they presently possess, and those needed to become an effective counselor. The settings, practices, ethics and other issues confronting the counseling profession will be explored.

**The Course Syllabus:**

The course syllabus is the roadmap for the course. It contains detailed information about the course, the instructor's expectations for you as a student, and how instruction and evaluation will

occur. The syllabus will appear as a link directly in the BlackBoard course menu. (If you can't download the syllabus, send an email to Dr. Liang.) **You should read the entire course syllabus before beginning any work in the course.** It may also be helpful to save or print a copy of the syllabus to reference when you are off line. Before emailing your instructor about course work, assignments, quizzes, due dates, etc., always check the syllabus.

### Course Content:

This 5000-level course:

1. Provides content knowledge beyond the undergraduate level
2. Makes maximum use of modern technology and other available resources,
3. Emphasizes the analysis and synthesis of information and expands the student's knowledge base and prepares the student for the job market at a more advanced level than those with baccalaureate degree.
4. Provides knowledge of scholarly writing techniques and research methodologies appropriate to the discipline, and
5. Prepares the student for pursuing more advanced degrees.

### Student Learning Outcomes:

<p><b>Expected Student Learning Outcomes</b></p> <p><b>for this Course</b></p> <p><i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course. <b>Content covered includes:</b></i></p>	<p><b>SLO</b></p>	<p><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p><b>SLO Assessment Point</b></p> <p><i>By Rubric Score</i></p> <p><b>95% of students will correctly answer and score at or above 80%+ accuracy.</b></p>
<p>2.F.1.a. &amp; 5.C.1.a. history and philosophy of the counseling profession and its specialty areas, including the history and development of clinical mental health counseling.</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in class discussion.</p>	<p>Online Discussion Board</p>
<p>2.F.1.b. &amp; 5.C.2.a. the multiple professional roles and functions of counselors across specialty areas, specifically clinical mental health counselors, and their relationships with other human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in class discussion.</p> <p>Complete <i>Licensed Helping Professional Interview Paper</i> assignment.</p>	<p>Online Discussion Board</p> <p>Complete <i>Licensed Helping Professional Interview Paper</i> and address assigned topic items.</p>
<p>2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession</p>	<p><b>SLO</b></p>	<p>Read assigned chapters and participate in class discussion board.</p> <p>Complete <i>Licensed Helping Professional Interview Paper</i> assignment.</p>	<p>Specific item(s) on Online Discussion Board</p> <p>and <i>Licensed Helping Professional Interview Paper</i> assignment.</p>

2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	SLO	Read assigned articles and participate in class discussion.	Online Discussion Board
2.F.1.f. & 5.C.2.k. professional counseling organizations, including membership benefits, activities, services to members, current issues, and credentials relevant to the practice of clinical mental health counseling	SLO	Read assigned chapters and participate in class discussion.  Complete <i>Final Learning Experience Paper</i> assignment.	Online Discussion Board  Specific item(s) on <i>Professional Associations in Counseling</i> web search assignment.
2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	SLO	Read assigned chapters and participate in class discussion. Complete <i>Final Learning Experience Paper</i> assignment.	Online Discussion Board
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession	SLO	Read assigned chapters and web resources  Participate in class discussion  Complete <i>Licensed Helping Professional Interview Paper</i> assignment.	Online Discussion Board  Complete <i>Licensed Helping Professional Interview Paper</i> and address assigned topic items
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	SLO	Read assigned chapters and participate in class discussion.  Complete <i>Licensed Helping Professional Interview Paper</i> assignment.	Online Discussion Board  Complete <i>Licensed Helping Professional Interview Paper</i> and address assigned topic items
2.F.1.l. self-care strategies appropriate to the counselor role	SLO	Read assigned chapters and participate in class discussion and activities.  Complete <i>Licensed Helping Professional Interview Paper</i> assignment.	Online Discussion Board  Complete <i>Licensed Helping Professional Interview Paper</i> and address assigned topic items
2.F.2.c. multicultural counseling competencies (Introduce)		Read assigned chapters and other resources and participate in class discussion and activities.	Online Discussion Board

		Complete <i>Final learning Experience Paper</i> assignment.	
2.F.8.b. identification of evidence-based counseling practices	<b>SLO</b>	Read assigned chapters and participate in class discussion and activities.  Complete <i>Final learning Experience Paper</i> assignment.	Online Discussion Board  Completion of specific items on the <i>Final learning Experience Paper</i>
5.C.2.g. impact of biological and neurological mechanisms on mental health		Read assigned chapters and participate in class discussion and activities.	Online Discussion Board
5.C.2.i. legislation and government policy relevant to clinical mental health counseling		Read assigned chapters and other resources and participate in class discussion and activities.  Complete <i>Final learning Experience Paper</i> assignment.	Specific test item(s) on <i>Final learning Experience Paper</i> assignment.

### Matrix

Course Objectives	Activities/Assignments	Measurement	Standards Alignment 2016 CACREP Standards
1. Demonstrate an understanding of the major ethical issues faced by mental health and school counselors	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Assigned Readings</li> <li>• Scenario Reactions</li> <li>• Interview a Licensed Helping Professional</li> <li>• Review cases of Texas court verdicts</li> <li>• Use ACA Code of Ethics to discuss ethics and legal concerns on case scenarios</li> <li>• Mid-term Interview Paper</li> <li>• Final Learning Experience Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions</li> <li>• Mid-term Interview Paper</li> <li>• Final Learning Experience Paper</li> </ul>	2.F.1.e. 2.F.2.g. 2.F.5.h.
2. Articulate several approaches to handling challenging ethics, technology questions, and crisis interventions	<ul style="list-style-type: none"> <li>• Use ACA Code of Ethics to discuss ethics on case scenarios</li> <li>• Use case scenario and checklist to assess</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions</li> <li>• Mid-term Interview Paper</li> </ul>	2.F.1.e. 2.F.1.j. 2.F.2.g. 2.F.3.b. 2.F.5.a.-e. 2.F.5.j.

	<p>self-harm and facilitate intervention</p> <ul style="list-style-type: none"> <li>• Use case scenario and ACA Code of Ethics to facilitate crisis intervention</li> <li>• Group Discussions</li> <li>• Assigned Readings</li> <li>• Scenario Reactions</li> <li>• Term Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Final Learning Experience Paper</li> </ul>	2.F.5.l.-n.
3.Understand the ACA, TCA, ASCA, and LPC Codes of Ethics; legal and ethical standards, practices and issues	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Assigned Readings</li> <li>• Scenario Reactions</li> <li>• Review cases of Texas court verdicts</li> <li>• Use ACA Code of Ethics to discuss ethics and legal concerns on case scenarios</li> <li>• Interview a Licensed Helping Professional</li> <li>• Final Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions</li> <li>• Final Learning Experience Paper</li> </ul>	5.C.1.a 2.F.1.b. 2.F.1.d. 2.F.1.f. 2.F.1.i.
4.Demonstrate effective communication through blackboard reactions, written peer discussions, and term-papers	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Scenario Reactions</li> <li>• Interview a Licensed Helping Professional</li> <li>• Mid-Term Interview Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Interview Paper</li> <li>• Comprehensive Case Scenario Reactions</li> <li>• Blackboard Group Discussions</li> </ul>	2.F.5.i.
5.Use reflection, self-assessment, and interactions with colleagues to promote professional development	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Assigned Readings</li> <li>• Scenario Reactions</li> <li>• Interview a Licensed Helping Professional</li> <li>• Mid-Term Interview Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions</li> <li>• Interview Paper</li> </ul>	2.E. 2.F.1.c. 2.F.1.k. 2.F.2.d. 2.F.5.i.
6. Introduce students to the field of counseling to provide an understanding of all the professional responsibilities and organizational activities of counselors.	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Assigned Readings</li> <li>• Scenario Reactions</li> <li>• Visit ACA, TCA, Chi Sigma Websites</li> <li>• Interview a Licensed Helping Professional</li> <li>• Mid-term Interview Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions Interview Paper</li> </ul>	5.C.1.a 5.C.2.b 2.F.1.b. 2.F.1.c. 2.F.1.f.

7. Introduce students to the role and process of professional advocacy, counseling supervision, and wellness/prevention and self-care strategies.	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Assigned Readings</li> <li>• Scenario Reactions</li> <li>• Review ACA, TCA, Chi Sigma Websites</li> <li>• Interview a Licensed Helping Professional</li> <li>• Mid-term Interview Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions</li> <li>• Interview Paper</li> </ul>	2.E. 2.F.1.d. 2.F.1.k.-m. 2.F.2.d.-h. 2.F.5.f.
8. Increase knowledge of the history, theory, role, ethics and legal concerns and trends of the profession.	<ul style="list-style-type: none"> <li>• Reviews ACA and ASCA code of ethics</li> <li>• Read Assigned Readings</li> <li>• Visit ACA, TCA, Chi Sigma Websites</li> <li>• Review cases of Texas court verdicts</li> <li>• Use ACA Code of Ethics to discuss ethics and legal concerns on case scenarios</li> <li>• Interview a licensed helping professional</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions</li> <li>• Interview Paper</li> </ul>	5.C.2.k. 5.C.2.g. 5.C.2.i 2.F.1.a. 2.F.1.g. 2.F.1.h.
9. Understand the competencies and requirements for state licensure, school counseling certification (TExES), and specialty certification for their practice environments.	<ul style="list-style-type: none"> <li>• Visit the homepage of Texas licensing board and research professional credentials</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard Group Discussions</li> <li>• Professionalism/Ethics Comprehensive Case Scenario Reactions</li> </ul>	2.F.1.c. 2.F.1.g.
10. Visit and interview a licensed helping professional	<ul style="list-style-type: none"> <li>• Visit and interview a licensed helping professional</li> <li>• Write an interview paper</li> </ul>	Interview Paper	2.F.1.b.-c. 2.F.5.g. 2.F.5.k. 2.F.4.e.
11. APA writing	<ul style="list-style-type: none"> <li>• Assigned Readings</li> <li>• Group Discussions on APA writing</li> </ul>	<ul style="list-style-type: none"> <li>• APA Writing Reactions</li> <li>• Blackboard Group Discussions</li> </ul>	2.F.8.b.

### Technical Requirements

For you to successfully navigate and be successful in this graduate course, here are some tips to help your success:

- Be familiar with the internet for browsing and emailing.
- Know how to use search engines. The following video clip provides an example of using google scholar search engine: [www.youtube.com/watch?v=5h9E6B9Emgk](http://www.youtube.com/watch?v=5h9E6B9Emgk) (1:49 mins)
- Know how to do basic word processing, including cutting, pasting, and spell-check. The following video clip provides an example of basic word processing: <https://www.youtube.com/watch?v=6iuERoIhEzU> (6:36 minutes)
- Have good reading comprehension and written communication skills. The following video clip provides strategies to master reading comprehension skills: [https://www.youtube.com/watch?v=w\\_N2-366hL4](https://www.youtube.com/watch?v=w_N2-366hL4) (3:18 minutes)
- Organize your time well. The following video clip provides an example, “How to get organized for college”: (5:53 minutes) <https://www.youtube.com/watch?v=g1ibzxwhyCM>

## **UNIVERSITY POLICIES:**

### **Student Observances for Religious Holy Days**

In accordance with Texas Education Code §51.911(b): Attendance, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. For more information about excused absences due to religious holy days, please visit the website at <http://policies.tamus.edu/31-04-01.pdf>

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive. If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection). After contacting DRC, please submit your *accommodation letter* to your instructor within the first three weeks of the course so that your instructor can better accommodate your needs.

### **Academic Honesty**

Students are expected to read, understand, and abide by the University’s policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

### **Academic Misconduct:**

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with you Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:



1. Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

**Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be required to submit to this service at the discretion of the instructor.**

#### **Other Forms of Academic Misconduct:**

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

#### **Non-academic Misconduct:**

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,
2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

#### **Harassment and Discrimination:**

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, a supervisory employee, the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

#### **Six-Drop Policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [http://www.tamuk.edu/registrar/drop\\_policy.html](http://www.tamuk.edu/registrar/drop_policy.html). Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook ([http://www.tamuk.edu/dean/dean\\_files/studenthandbook.pdf](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf)). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at <http://www.tamuk.edu/cte/docs/sample-tamuk-syllabus.pdf>

#### **COURSE POLICIES:**

##### **Attendance Policy:**

This is an online class. Attendance is calculated through participation in assignments.

##### **Late Assignment Policy:**

- All submissions are due on the date specified. Extra time may be “purchased” at the rate of 10% off the perfect score per week after the assignment is due and bought at an additional 10% weekly up to four weeks. **In order to pass this course, all late submissions must be turned in “complete” to the blackboard by 11:59 P.M. on December 5, 2018.**
- In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a copy of the Request for Extension explaining the extenuating circumstance. Examples of acceptable requests include: A doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

### Assignments and Submissions:

All assignments must be submitted to the blackboard “complete”.

- Your initial post of reaction is due by midnight (11:59 PM) on each Sunday following each of the weeks we post. **See Appendix E of the syllabus for the due dates.**
- Your responses to two peers’ posts are due by midnight (11:59 PM) on Tuesday, two days after your initial reaction is due.
- **Your syllabus exam is due on August 26, 2018.**
- **The mid-term paper (due on October 21, 2018) and final paper (due on December 3, 2018) have to be submitted in Microsoft Word format.**

Grades for the course will be based upon the following:

1. **Online Syllabus Quiz: 100 points, the 10% of your grade**
2. **Online Discussion Board: 400 points, the 40% of your grade**

For ten weeks, students will respond to a specific topic which I will post on Blackboard. The purpose of the Discussion Board (DB) is to reinforce and articulate your knowledge of various theories, their components, and how you will incorporate them into your professional identity and practice. **Because your DB posts are one way for me to measure attendance for this online course, you may not opt out of doing a DB. Each DB that you do not participate in is considered an absence. Three “0” grade entries under the DB count as three absences and equate to a letter grade drop.**

Your DB posts should include (1) your own reactions/reflections and ideas (I do not give grades for work that is unbecoming of a graduate student), (2) insightful responses to peer reactions/responses, (3) attempts to create a flowing discussion with your colleagues/peers in the class, (4) respect of your colleagues/peers with courtesy and thoughtfulness when responding, and (5) thorough despondences addressing the topic – as well as integration of information from readings. Abbreviations are not helpful, please spell out all words. **See points-based rubrics of DB posts in Appendix A and Appendix B.**

Each of your initial DB posts of **reactions should be at least 10 complete sentences. You must respond to at least two colleagues/peers** in a way that indicates your investment in the discussion. **Each response should be at least three complete sentences** and must be thoughtful, respectful, and in-depth enough to allow for reflection and continued conversation.

All posts should be free of spelling and grammatical errors. You will be graded on content, presentation, and professionalism. Responses to colleagues/peers are due within 48 hours of the deadline for the initial post. **See Appendix E for specific due dates.**

### 3. **Mid-term Paper: Licensed Helping Professionals Interview**

The mid-term paper counts as 300 points (30% of the total grade).

It might take you 12 to 20 hours to contact a licensed health professional, conduct an interview, and write the 6-7 pages of mid-term paper. Start the interviews as soon as you can would be a wise decision. See Appendix C for the rubric and guidelines of the mid-term paper. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) one week before the due date. When I receive your paper before October 14, I will review and edit your paper within in 5 days.

### 4. **The Final paper counts as 200 points (20% of the total grade).**

*You would need to invest 10 to 15 hours writing this Final Learning Experience Paper. This will count as 200 points (20% of your final grade). See Appendix D for the rubric and guidelines of the final paper. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 7 days before the due date. When I receive your paper prior to November 26, 2018, I will review and edit your paper within in 5 days.*

### **Grading – Perfect score: 1000 points Total**

- Syllabus Exam: 100 points
- Blackboard Discussions: 400 points
- Mid-term Paper: 300 points
- Final Paper: 200 points

A = 900 – 1000 points

B = 800 – 899 points (A student needs a GPA of 3.0 to stay in the graduate program.)

C = 700 – 799 points

F = 699 points and below

### **Miscellaneous**

Incompletes must be completed in the semester following the one in which they are received. In accordance with the University policy, if this is not done, the grade reverts to Failure. Incompletes in this class are discouraged. Assignments may be difficult to “make-up.”

“I” Assignment: Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82).

NOTE: An “I” cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be “Passing” which is a total of 70 (C) or above.

## Appendix A

### DB Reaction Rubric

**Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

**Sufficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

**Minimal (70-79% of the assigned points): 21-23 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

**Inadequate (60-69% of the assigned points): 18-20 points**

**No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

## **Appendix B**

### **DB Response Rubric**

#### **Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

#### **Sufficient (8 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

#### **Minimal (7 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

#### **Inadequate (6 Points)**

##### **No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

**Appendix C**  
**Rubric and Guidelines of Mid-term Licensed Helping Professionals Interview Paper**

<b>Rubric</b>	<b>Superior: A</b> (90-100% of the assigned points)	<b>Sufficient: B</b> (80-89% of the assigned points)	<b>Minimal: C</b> (70-79% of the assigned points)	<b>Inadequate: D</b> (below 69% of the assigned points)
	<ul style="list-style-type: none"> <li>Submission meets the guidelines and specifications of the assignment and is posted by the due date</li> <li>Submission is well written and well follow APA format with few errors</li> <li>Provide sophisticated depictions of the required topics</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the guidelines or specifications of the assignments</li> <li>Submission is adequately written but lack in-depth depictions of the requirements or partially follow APA format</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the guidelines or specifications of the assignments</li> <li>Submission is poorly written and/or APA format is not well used</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date</li> <li>Submission does not contain all the required three (a-c) guidelines or a narrative style format of <i>Licensed Helping Professionals Interview Paper Guideline</i></li> <li>Submission does not meet the required 13 heading of the narrative writing</li> <li>Submission does not meet the basic APA format, such as double spaced, Times New Roman, 12 pt. type, or 1" margins</li> <li>Submission is poorly written</li> </ul>
The date and time of the interview	<b>18-20 points</b> <b>Superior</b>	<b>16-18 points</b> <b>Sufficient</b>	<b>14-15 points</b> <b>Minimal</b>	<b>12-13 points</b> <b>Inadequate</b>
The name, job title, licensed number, and contact information	<b>72-80 points</b> <b>Superior</b>	<b>64-71 points</b> <b>Sufficient</b>	<b>56-63 points</b> <b>Minimal</b>	<b>48-55 points</b> <b>Inadequate</b>
A narrative style format (See guideline C with 13 headings.)	<b>180-200 points</b> <b>Superior</b>	<b>160-179 points</b> <b>Sufficient</b>	<b>140-159 points</b> <b>Minimal</b>	<b>120-139 points</b> <b>Inadequate</b>

**You are required to conduct a face-to-face interview with a licensed helping professional.**

Examples of a licensed helping professional include a licensed professional counselor, a certified school counselor, a licensed social worker, a licensed clinical psychologist, and a licensed psychiatrist. (All faculty in our CMHC program are Licensed Professional Counselors. Therefore, you can interview a course instructor in our program.) Summarize various aspects of the licensed helping professional's roles, beliefs, and therapeutic orientations.

This paper will count as 300 points (30% of your final grade) and should meet the following three (a-c) guidelines:

- a) The date and time of the interview (20 points)
- b) The name, job title, licensed number, and contact information of the licensed helping professional whom you interviewed. (80 points)

- c) A narrative style format for reporting these interviews. See the following “[Licensed Helping Professionals Interview Paper Guideline](#)”. (200 points)

It is recommended that you use audio recording during the interview so that you will not miss the important sharing of the licensed helping professional. Demonstrate your graduate student quality work of using APA 6<sup>th</sup> edition format (Times New Roman-12). The title page will not count for the 6-7 content pages.

### **Licensed Helping Professionals Interview Paper Guideline**

The guidelines are as follows:

1. Select and interview a licensed helping professional other than this course instructor. In other words, do not interview your course instructor, Dr. Liang, because she will be grading this paper of your interview.

2. *Call ahead to schedule an appointment. Ask for 45 minutes to an hour of the professional’s time. It is recommended that you audio record the interview with the licensed helping professional’s permission so that you can better collect information during the interview.* Should the licensed professional offer to show you around the facility, this would be beneficial for information gathering.

3. Questions for the interview should address relevant information for the paper that you will write. Questions that you may consider, but not limited, to ask include:

- What is your job title?
- What is your training/education and experience?
- In what ways did your training prepare you well for the job?
- In what areas was your training lacking?
- To whom do you report?
- What is the attitude of your superior/s (e.g., principal to counselor) about counseling?
- To what professional organizations do you belong?
- How are they useful/helpful to you?
- What is the typical salary range for a position such as yours?
- What is your client/case load? How are clients assigned to you?
- What types of clients do you typically work with?
- What kinds of problems or concerns do the clients most frequently bring to you?
- What referral sources do you use?
- What types of clients/problems do you typically refer?
- Who are your professional peers?
- Do you work with other “counselors” or do you work alone?
- What is your theoretical orientation?
- How did you select your particular orientation?
- What counseling techniques do you typically use?
- What techniques do you avoid using? Why?
- How would you describe your counseling style?

### **Format for Reporting Interviews**

Use a narrative style to report what you have learned. *It will be a 6-7 double-spaced pages paper.* The title page does not count for the 6-7 content pages. No reference page is required for this



paper. (You are recommended to make appointments with the University Writing Center two weeks prior to the submission due date to enhance the APA writing style and grammar for your term papers via 361-593-2744 or tamukuwc@gmail.com.) The content must contain the following 13 headings in APA style. Do not put the sections all together in one long paragraph.

### **Descriptive Information of the Licensed Helping Professionals**

**Date and Length of the Interview**

**Name, Licensed Number, and Contact Information of the Professional**

**Description of the Professional's Position(s) and Work Assignment(s)**

### **My Reactions or Perspectives of the Licensed Helping Professional**

**What Appeals to Me about the Work of the Professional**

**What I See as Drawbacks or Problems Inherent in the Working Setting**

**What I Learned that Surprised Me**

**A Summary of What I Have Gained from the Interview Experience**

### **Impacts of Interviews upon My Choice to Enter the Counseling Profession**

**What More or Less Convinced This Is the Career Path for Me**

**The Specific Part of the Interview Resonated Most with Me**

**My Thoughts and Feelings Prior, During, and After the Interview**

## Appendix D

### Rubric and Guidelines of the Final Learning Experience Paper

Rubric	Superior: A (90-100% of the assigned points)	Sufficient: B (80-89% of the assigned points)	Minimal: C (70-79% of the assigned points)	Inadequate: D (below 69% of the assigned points)
	<ul style="list-style-type: none"> <li>• Submission meets the guidelines and specifications of the assignment and is posted by the due date</li> <li>• Submission is well written and well follow APA format with few errors</li> <li>• Provide sophisticated depictions of the required topics</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the guidelines or specifications of the assignments</li> <li>• Submission is adequately written but lack in-depth depictions of the requirements or partially follow APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the guidelines or specifications of the assignments</li> <li>• Submission is poorly written and/or APA format is not well used</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date</li> <li>• Submission does not contain all the required three (a-c) guidelines</li> <li>• Submission does not meet the required nine headings and sections/paragraphs</li> <li>• Submission does not meet the basic APA format, such as double spaced, Times New Roman, 12 pt. type, or 1" margins</li> <li>• Submission is poorly written</li> </ul>
What I Have Learned from Taking This Course (Address the required three heading.)	<b>72-80 points Superior</b>	<b>64-71 points Sufficient</b>	<b>56-63 points Minimal</b>	<b>48-55 points Inadequate</b>
Issues in Counseling (Address the required three headings.)	<b>90-100 points Superior</b>	<b>80-89 points Sufficient</b>	<b>70-79 points Minimal</b>	<b>60-69 points Inadequate</b>
My Feedback to the Instructor	<b>18-20 points Superior</b>	<b>16-17 points Sufficient</b>	<b>14-15 points Minimal</b>	<b>12-13 points Inadequate</b>

**Guidelines:** The content must contain the following nine sections (See page 18). Use the following nine headings (See page 18) for each section. Do not put each section all together in one long

paragraph. You are required to include the three first-level headings and six second-level headings to address following (a-c) guidelines:

- a. **What I Have Learned from Taking This Course – 80 points:** Demonstrate your growth in comprehending the (a) counseling approach(es), (b) professional counselor identity, and (c) APA writing after taking this course.
- b. **Issues in Counseling – 100 points:** Demonstrate your ability to apply a minimum of one approach on a specific (a) ethical concern, (b) technology issue, and (c) crisis intervention. Cite a minimum of one 2014 ACA Code of Ethics and provide a minimum of one specific example of each (a) ethical concern, (b) technology issue, and (c) crisis intervention. Specify how the issues would impact you as a novice/future counselor.
  - Examples of ACA Code of Ethics include, but not limited to
    - 2014 ACA Code of Ethics A.5.a. Sexual and/or Romantic Relationships Prohibited
    - C.5. Nondiscrimination
    - H.2.c. Acknowledgment of Limitations
    - H.2.d. Security
    - B.2.a. Serious and Foreseeable Harm and Legal Requirements
  - The use of specific examples include, but not limited to
    - A client asks to go on a date
    - A counselor refuses to counsel the LGBT population due to a religious belief
    - A counselor refuses to accept a clients' friend request on Facebook
    - Security on using long distance counseling
    - Counsel a client with hurricane trauma issues or with suicidal issues
- c. **My Feedback to the Instructor – 20 points:** Offer your feedback towards your course instructor.

Following is the required headings and sections/paragraphs for your final learning experience paper:

### What I Have Learned from Taking This Course

Counseling Approaches  
Professional Counselor Identity  
APA Writing

### Issues in Counseling

Ethical Concern  
Technology issue  
Crisis Intervention

### My Feedback to the Instructor

Submit your "Final Learning Experience Paper" under the icon of "Mid-term and Final Papers" on the blackboard. The title page does not count for the 5-6 content pages. No reference page is required for this paper.

### Appendix E: Course Schedule: (Subject to revision)

<i>Week</i>	<i>Office hours</i>	<i>Topics and Assigned readings (Posted by Monday)</i>	<i>Assignment Due Dates</i>	<i>DB - Discussion Board</i> <i>All DB initial posts and papers are due on Sundays by 11:59 pm.</i>
#1: 8/20-8/26 (odd week)	8/24 Fri 12-5	Introduction & <b>review syllabus thoroughly</b>	<b>8/26/2018</b>	<b>Syllabus Quiz (100 points)</b>
#2: 8/27-9/02 (even week)	8/27 Mon 8-1	Get to know your classmates and fun orientation to counseling	9/02/2018	DB 1 Reaction: 30 points
			9/04/2018	DB 1 Responses to 2 peers: 10 points
#3: 9/03-9/09	9/07 Fri 12-5	Chapters 1-2	9/9/2018	DB 2 Reaction: 30 points
			9/11/2018	DB 2 Responses to 2 peers: 10 points
#4: 9/10-9/16	9/10 Mon 8-1	Chapter 3	9/16/2018	DB 3 Reaction: 30 points
			9/18/2018	DB 3 Responses to 2 peers: 10 points
#5: 9/17-9/23	9/21 Fri 12-5	Chapters 4-5	9/23/2018	DB 4 Reaction: 30 points
			9/25/2018	DB 4 Responses to 2 peers: 10 points
#6: 9/24-9/30	9/24 Mon 8-1	APA Writing	9/30/2018	DB 5 Reaction: 30 points
			10/02/2018	DB 5 Responses to 2 peers: 10 points
#7: 10/01-10/07	10/05 Fri 12-5	Chapter 6	10/07/2018	DB 6 Reaction: 30 points
			10/09/2018	DB 6 Responses to 2 peers: 10 points
#8: 10/08-10/14	10/08 Mon 8-1	Use the time to conduct a face-to-face interview (It would take you 12-20 hours to write Mid-term Paper: Licensed Helping Professionals Interview.)	10/14/2018	DB 7 Reaction: 30 points
			10/16/2018	DB 7 Responses to 2 peers: 10 points
#9: 10/15-10/21	10/19 Fri 12-5	<b>Mid-Term Paper: Licensed Helping Professionals Interview</b>	<b>10/21/2018</b>	<b>The perfect score is 300 points.</b>
#10: 10/22-10/28	10/22 Mon 8-1	Chapter 7	10/28/2018	DB 8 Reaction: 30 points
			10/30/2018	DB 8 Responses to 2 peers: 10 points
#11: 10/29-11/04	11/02 Fri 12-5	Chapters 8, 9, 10	11/04/2018	DB 9 Reaction: 30 points
			11/06/2018	DB 9 Responses to 2 peers: 10 points
10/29/2018 by 5:00 P.M.		Last day to drop a course or withdraw from the university. Course dropped will receive a grade of Q. Last day for faculty to drop for non-attendance.		
#12: 11/05-11/11	11/05 Mon 8-1	Chapters 11, 12, 13	11/11/2018	DB 10 Reaction: 30 points
			11/13/2018	DB 10 Responses to 2 peers: 10 points
#13: 11/12-11/18	11/12 Mon 8-1	Chapters 14, 15, 16		
#14: 11/19-11/25		Thanksgiving Holiday		
#15: 11/26-12/02	11/30 Fri 12-5	Use your time wisely to write the Final Learning Experience Paper (It would take you 10-15 hours to write the final paper.)		
#16: 12/03-12/09	12/03 Mon 8-1	<b>Final Learning Experience Paper</b>	<b>12/03/2018</b>	<b>The perfect score is 200 points.</b>
		<b>In order to pass this course, the student needs to submit all late assignments, including DB posts by 12/05/2018.</b>		

I am here to support your success. Feel free to contact me via [ya-wen.liang@tamuk.edu](mailto:ya-wen.liang@tamuk.edu) whenever you have any questions about this course or assignments. I am further available to meet with you online through "Blackboard Collaborate" by your email request beyond following office hours:

**Office hours:** The odd weeks of the semester: Friday noon - 5 PM

The even weeks of the semester: Monday 8 AM - 1 PM

Due to my presentation at the 62nd Annual Texas Counseling Association Professional Growth Conference, my week #13 office hours will be swapped to November 12<sup>th</sup> from 8 a.m. to 1 p.m.

Ya-Wen Liang, Ph.D., LPC, NCC, Humanistic Sandtray Therapist