



DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, EDCG5310, 3 CREDITS, ONLINE FORMAT
COURSE SYLLABUS: SPRING 2021

INSTRUCTOR INFORMATION

Instructor: Ya-Wen Melissa Liang, Assistant Professor, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist

Office Location: Rhode Hall 136, **Office Phone:** 3615934265, **Email:** ya-wen.liang@tamuk.edu

My office phone is not answered after office hours ends or during other times other than office hours. If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office. Sending an email is the best way to get a hold of me.

Office Hours: The odd weeks of the semester: Friday noon - 5 PM (See Appendix E for dates.)

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

Response Time: Generally, I will respond to emails within 24-48 hours during the work hours (Monday-Friday, 8 am to 5 pm) of receiving them. Emails sent during the weekends (including holidays) may not be answered until Monday. Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, blackboard collaborate session, or meeting. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

COURSE INFORMATION

TEXTBOOK(S) REQUIRED:

Erford, B. T. (2018). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (3rd Ed.). Boston, MA: Person. ISBN-13: 978-0134387796, rent \$29.99, used \$115, new \$137

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Washington, DC: Author. ISBN-13: 978-1433832178, new \$32.50 (Amazon.com)

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>

TECHNOLOGY REQUIREMENT(S):

- This class is taught through an online format. Students need access to Blackboard, which is an online teaching format. You are responsible for your access to (a) a reliable computer, (b) stable internet service to review videos and to post blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 15 weeks.
- All TAMUK students can download free Microsoft Office 365. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing office 365, call iTech at 361-593-HELP.
- When you submit your paper through the Blackboard Assignment, please make sure they are in Microsoft Word document format only. Please do not use Apple Pages to submit your documents.
- You will need a computer equipped with a webcam and speakers for online communication via Blackboard.
- Make sure you are using your TAMUK email for course correspondence with the Instructor. Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for course correspondence.
- Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call iTech at (361) 593-4357 (24 hours a day & 7 days a week).
- Computer lab locations: Jernigan Library-First floor by the ITech Help Desk (361) 593-2916 & Rhode Hall-Room 244

COURSE DESCRIPTION

This is a core course meeting state licensing requirements. This graduate course provides foundational and ethical issues of the counseling profession. Students will identify ethical issues and values they presently possess, and those needed to become an effective counselor.

STUDENT LEARNER OUTCOMES

Learning Objectives	SLO	Activities/Assignments	Measurement	CACREP Standards
1. Increase knowledge of the relevant history, theories, roles, and ethics in the	1	<ul style="list-style-type: none"> • Overview of the ACA Code of Ethics • Review each of the major counseling theory videos • Overview of the philosophy of counselor profession 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A with a grading rubric.) • Blackboard group discussions (See appendix B with a grading rubric.) 	II.F.1.a.

The syllabus and schedule are subject to change.

Learning Objectives	SLO	Activities/Assignments	Measurement	CACREP Standards
counseling profession and its specialty areas		<ul style="list-style-type: none"> Share historical and future considerations of professional counselors Share understanding of counseling microskills Demonstrate the ability to apply one of the ACA Code of Ethics on a case scenario to address the therapeutic relationship in counseling Write a licensed helping professional interview paper Assigned reading and blackboard materials Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> Interview paper (See appendix C with a grading rubric.) 	
2. Comprehend multicultural counseling competencies and the ability to handle major ethical issues faced by counselors	2	<ul style="list-style-type: none"> Use ACA Code of Ethics to discuss ethics concerns, cultural encapsulation, cultural pluralism, and multicultural competencies in case scenarios Assigned reading and blackboard materials Blackboard scenario reactions/group discussions Write a licensed helping professional interview paper Final Learning Experience Paper 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with a grading rubric.) Blackboard group discussions (See appendix B with a grading rubric.) Interview paper (See appendix C with a grading rubric.) Learning experience paper (See appendix D with a grading rubric.) 	II.F.2.c.
3. Comprehend the role and process of professional advocacy, wellness, and self-care strategies on behalf of the profession	1	<ul style="list-style-type: none"> Use ACA Code of Ethics to discuss professional boundaries, terminations, personal values, counselor roles, and counseling process on case scenarios Share how to advocate for the counseling profession, how to prevent counselor burnout, and how to establish counselor accountability Assigned reading and blackboard materials Blackboard scenario reactions/group discussions Write a licensed helping professional interview paper Final Learning Experience Paper 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with a grading rubric.) Blackboard group discussions (See appendix B with a grading rubric.) Interview paper (See appendix C with a grading rubric.) Learning experience paper (See appendix D with a grading rubric.) 	II.F.1.d.
4. Demonstrate an understanding of the ethical standards of professional counseling organizations, including membership benefits, activities, services, current issues, and professional growth conferences 5. Demonstrate the ability to comprehend technology's impact on the counseling profession	1	<ul style="list-style-type: none"> Visit ACA, TCA, TACES, Chi Sigma Iota, and the board websites and review ethical standards Write a licensed helping professional interview paper and share ethical issues in practice Write the final learning experience paper Share how technology and distance counseling impact the counseling profession Assigned reading and blackboard materials Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with a grading rubric.) Blackboard group discussions (See appendix B with a grading rubric.) Interview paper (See appendix C with a grading rubric.) Learning experience paper (See appendix D with a grading rubric.) 	II.F.1.f. II.f.1.i2.F II.f.1.j
6. Demonstrate the ability to advocate and address institutional and social barriers that impede access, equity, and success for clients	1	<ul style="list-style-type: none"> Share understanding and interventions to address equality and clients dealing with social barriers, environmental hindrance, crisis, and disaster impacts via case scenarios. Assigned reading and blackboard materials Blackboard scenario reactions/group discussions Write a licensed helping professional interview paper 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with a grading rubric.) Blackboard group discussions (See appendix B with a grading rubric.) Interview paper (See appendix C with a grading rubric.) Learning experience paper (See appendix D with a grading rubric.) 	II.F.1.e
7. Demonstrate comprehension of ethical standards and credentials of professional counseling, state licensure requirements, legal considerations, specialty certifications, and policy effects on practice issues.	1	<ul style="list-style-type: none"> Visit the Texas licensing board website and reflect findings on professional credentials and the counselor-client ratio Review and reflect cases of Texas court verdicts Use ACA Code of Ethics to address students in training and counselor responsibilities via case scenarios Licensed helping professional interview paper Final Learning Experience Paper 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with a grading rubric.) Blackboard group discussions (See appendix B with a grading rubric.) Interview paper (See appendix C with a grading rubric.) Learning experience paper (See appendix D with a grading rubric.) 	II.F.1.g. II.F. 1.i.

* Program Student Learning Outcomes (SLO) Core Areas:

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity

MARKETABLE SKILLS

This course includes coverage of advocacy for counseling, professional associations, ethical issues, and the counseling process with diverse applications and settings.

COURSE ASSIGNMENTS & ASSESSMENT

All assignments must be submitted to the blackboard "complete". The initial post of the DB reaction is due each Sunday. See Appendix E for specific dates. Two peer responses are due by Tuesday, two days after your initial reaction is due. Your syllabus exam is due on January 24.

I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

- Online Syllabus Quiz (100 points, 10% of your grade)**

The purpose of the Syllabus Exam is to help you become familiar with course requirements.

The syllabus and schedule are subject to change.

2. **Online Discussion Board (400 points, 40% of your grade)**

The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability to advocate for the counseling profession and handle ethical issues in professional counseling.

For ten weeks, students will respond to the specific topic(s) on the blackboard. I will post the Blackboard materials three weeks before the assignment due day. Because your DB posts are used to measure the 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 with a grade of "zero" for that DB. Your DB posts should include (1) your original reflections and ideas addressing the topic as well as integration of information from the assigned readings and blackboard materials, (2) insightful responses to peer reactions, (3) attempts to create a flowing discussion with your peers, and (4) respect of your classmates with courtesy and thoughtfulness when responding. Abbreviations are not helpful, please spell out all words. Each of your initial DB posts of reactions should be at least 10 complete sentences. Each sentence should include at least 15 words. You must respond to at least two peers in a way that indicates your investment in the discussion. Each response should be at least three complete sentences. Each sentence should be at least 15 words. You will be graded on content, presentation, and professionalism. See points-based rubrics of DB posts in Appendices A and B. See Appendix E for specific due dates.

3. **Mid-term Paper: Licensed Helping Professional Interview (300 points, 30% of your grade)**

The purpose of interviewing a licensed helping professional is to help you become familiar with the professional counseling career, responsibilities, and practice issues. The due date to submit this 6-7 double-spaced paper in Microsoft Word format under the Term Paper Submission on the blackboard is March 28. It would take 15 to 20 hours to contact a licensed health professional, conduct an interview, organize results, and write the mid-term paper. Starting the interview as soon as you can is a wise decision. See Appendix C for the rubric and guidelines. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

4. **Final Paper: Learning Experience Paper (200 points, 20% of your grade)**

The purpose of this paper is to enhance your ability to address the counseling profession, issues in counseling, counselor identity, and professional growth. The due date to submit this 5-6 double-spaced paper in Microsoft Word format to Term Paper Submission on the blackboard is May 02. It might take 12 to 15 hours to write this Paper. Starting the paper as soon as you can is a wise decision. See Appendix D for the rubric and guidelines. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

GRADING

Final grades in this course will be based on the following manner:

A = 90% - 100%; 900 – 1000 points

B = 80% - 89%; 800 – 899 points; *Students need a GPA of 3.0 to stay in the graduate program.

C = 70% - 79%; 700 – 799 points

F = 69% or Below; 699 points and below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance

This is an online class. Attendance is calculated through participation in assignments, including Blackboard Discussions.

Late/Missing Work

All submissions are due on the date specified (See Appendix E). Extra time may be "purchased" at the rate of 10% off after the assignment is due and bought at an additional 10% weekly up to three weeks. (eg: If the submission is late for 1-7 days, the student receives 90% of the points. If the submission is late for 8-14 days, the student receives 80% of the points. If the submission is late for 15-21 days, the student receives 70% of the points. If the submission is late for 22 days or after May 03, the student receives 0 point.) To pass this course, all late submissions (including DB reactions and peer responses) must be turned in "complete" to the blackboard by May 02, 2021. In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a Request for Extension explaining the extenuating circumstance. Examples of requests include a doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

Other Course Policies

Incompletes must be completed in the semester following the one in which they are received. Under the University policy, if this is not done, the grade reverts to *Failure. "Incomplete" in this class is discouraged. Assignments may be difficult to make-up. The student who is passing (above 70% of the semester points) but has not completed a term paper, examination, or other required work may email the instructor to request an *incomplete*. 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).

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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.

UNIVERSITY POLICIES

SIX DROP POLICY

The following provision does not apply to students with Texas public college or university credits before Fall 2007. The Texas Senate Bill 1231 specifies the number of courses 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 [Academic Procedure: Drop Policy](#).

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 accommodations 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.

CLASSROOM CONDUCT EXPECTATIONS

Students are referred to the *Student Code of Conduct* section of the [Student Handbook](#). Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for the response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member’s efforts, the issue will be referred to the Dean of Students. In the case of a serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor’s request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

ACADEMIC MISCONDUCT

Students 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. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the 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 professor on assignments or examinations.
2. The 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: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else’s work, 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. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in a 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.

Other forms of academic misconduct included but are not limited to:

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

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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 a student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

HARASSMENT/DISCRIMINATION

Texas A&M University-Kingsville does not tolerate discrimination based on race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct 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 or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or 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 Officer will be notified of the complaint so it can be investigated.

REQUIREMENTS DURING THE COVID-19 PANDEMIC

Students must report test results to the Dean of Students (Kirsten.Comparry@tamuk.edu), and employees must report positive results to the Chief Human Resources Officer (Henry.Burgos@tamuk.edu).

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>.

For information on the Face Covering Policy, see: <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

FACE COVERING POLICY

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

CLASSROOM POLICY REGARDING FACE COVERINGS

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Comparry, Kirsten.Comparry@tamuk.edu) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, the documentation provided should include the name of the student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see

<https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

FACE SHIELDS

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as an appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

CONTACT TRACING

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smartphones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

RECORDING LIVE LECTURES

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class in the Blackboard course site.

FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.

APPENDIX A - DB REACTION RUBRIC

The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability to advocate for the counseling profession and handle ethical issues in professional counseling.

Superior (90% and above of the assigned points, 27 points and above, a minimum of 10 sentences, a minimum of 15 words per sentence)

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear and easy to understand and logically organized.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and synthesize key comments and ideas when applicable.

Proficient (80-89% of the assigned points, 24-26 points, a minimum of 10 sentences, a minimum of 15 words per sentence)

- Discussion contributions are not posted by the due date 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.

Minimal (70-79% of the assigned points, 21-23 points, a minimum of 10 sentences, a minimum of 15 words per sentence)

- Discussion contributions are posted 8-14 days after the due day or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written or fail to address a part of the DB questions.
- Discussion contributions do little to enhance the quality of interaction or fail to address key concepts of the DB questions.
- 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.

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 15-21 days after the due day or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine or less than nine sentences.

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- One or more than one sentences of the discussion contributions contain less than 15 words.
- Discussion contributions are inadequately written and terms are used incorrectly.
- Discussion contributions do not contribute to quality interactions and barely respond to questions.
- 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.

If the submission is late for 22 days or after May 3rd, 2021, the submission receives 0 point.

APPENDIX B - DB RESPONSE RUBRIC

The purpose of DB responses is to enhance your professionalism through group discussions and incorporate peers' experiences into your practice.

Superior (90% and above of the assigned points, 9 points and above, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- 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 applications of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to peers.
- If an opposing viewpoint is raised, it is articulated politely and respectfully.
- Responses contribute to the quality of peer interactions, provide constructive and respectful feedback to peers.

Proficient (80-89% of the assigned points, 8 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- Responses are not posted by the due date 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
- Responses do not reflect on peers' posts.

Minimal (70-79% of the assigned points, 7 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- Responses are posted 8-14 days after the due day or are not submitted according to the specifications of assignments.
- Responses are not adequately written.
- Responses do not incorporate key comments and ideas presented by peers.
- Responses degrade peer sharing, disrespect peer interactions, or offensively raise opposing viewpoints.

Inadequate (60-69% of the assigned points, 6 Points, No credit will be awarded if some or all of the following conditions apply:

- Responses are posted 15-21 after the due day or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- A sentence contains less than 15 words.
- Do not respond to a minimum of two peers.
- Responses are inadequately written; responses do not reflect peer posts; or terms are used incorrectly.
- Responses negatively affect the quality of peer interactions or professionalism.
- Responses do not provide evidence that the learner/trainee has read course learning materials or considered peers' postings.

If the response is late for 22 days or after May 3rd, 2021, the submission receives 0 point.

APPENDIX C - RUBRIC AND GUIDELINES OF THE MID-TERM PAPER: LICENSED PROFESSIONAL INTERVIEW

The purpose of interviewing a licensed helping professional is to help you become familiar with the professional counseling career, responsibilities, and practice issues.

This paper counts for 300 points (30% of your grade). The due date to submit this 6-7 double-spaced paper in Microsoft Word format under the Term Paper Submission on the blackboard is March 28. It would take 15 to 20 hours to contact a licensed health professional, conduct an interview, organize results, and write the mid-term paper. Starting the interview as soon as you can is a wise decision. See Appendix C for the rubric and guidelines. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

Licensed Helping Professional Interview Guidelines

Examples of a licensed helping professional include a licensed professional counselor, a certified school counselor, a licensed social worker, a licensed psychologist, a licensed psychiatrist...etc. If you cannot schedule an appointment with a fully licensed helping professional, you can interview a licensed LPC Associate. Summarize various aspects of the

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licensed helping professional's roles, beliefs, and therapeutic orientations. Download the "format of mid-term paper" under "Mid-term Paper Guidelines and Rubrics" on the blackboard to compose your paper.

1. Select and interview a licensed helping professional other than this course instructor (Dr. Liang) because Dr. Liang will review and grade your mid-term paper.
2. Call ahead to schedule an appointment. Ask for 45-60 minutes 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 and review information. Should the licensed professional offers to show you around the facility, this would be beneficial for information gathering. Due to the COVID-19 pandemic, you can conduct an online or phone interview.
3. Write down the licensed number of the professional. If you interview a certified school counselor, write down the certificate number.
4. Organize your interview results into the eight (8) headings (each heading is followed by its paragraph; a paragraph is consisted of at least 3 complete sentences) of the term paper.
5. Questions for the interview should address relevant information for the paper that you will write.

Format for Reporting Interviews

Use a narrative style to report what you have learned from the interview. The title page does not count for the 5-6 content pages. No reference page is required for this interview paper. *(You are encouraged to schedule an (online) appointment with the University Writing Center (361-593-2744 or tamukuwc@gmail.com) to review your term paper to enhance APA writing and grammar.* The paper must contain the following eight (8) headings in APA style. Do not put the eight (8) sections/paragraphs altogether in one long paragraph.

Descriptive Information of the Licensed Helping Professional

(This section includes the a) date and Length of the Interview and b) name, job title, licensed number, and contact information of the licensed professional.)

Work Assignments and Case Load of the Licensed Helping Professional

My Reactions and Perspectives of the Licensed Helping Professional

What Attracts Me in the Work Setting

Drawbacks in the Work Setting

My Surprise from the Interview

My Take Away from the Interview

Impacts of Interviews upon My Choice to Enter the Counseling Profession

Rubrics	Superior: A (90-100% of the assigned points)	Proficient: 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"> • Submission meets the guidelines and specifications of the assignment and is posted by the due date • Submission is well written and well follow APA format with few errors • Provide sophisticated depictions of the required topics 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission is adequately written but lack in-depth depictions of the requirements or partially follow APA format 	<ul style="list-style-type: none"> • Submission is posted 8-14 days after the due day or does not meet the guidelines or specifications of the assignments • Submission does not contain or address all the required headings • Submission is inadequately written • The APA format is not well used 	<ul style="list-style-type: none"> • Submission is posted 15-21 after the due day • Submission does not meet all the required guidelines • Submission barely addresses the required headings or barely demonstrates competency • Submission does not meet the basic APA format, such as double spaced, 1" margins..etc
Descriptive Information of the Licensed Helping Professionals the date and length of the interview the name, job title, licensed number, and contact information of the licensed helping professional and other descriptive information (eg: educational backgrounds, training received, organization engaged, salary range, theoretical orientation, frequent counseling techniques...etc.)	36-40 points Superior	32-35 points Proficient	28-31 points Minimal	24-27 points Inadequate
Work Assignments and Case Load	36-40 points Superior	32-35 points Proficient	28-31 points Minimal	24-27 points Inadequate
My Reactions and Perspectives of the Licensed Helping Professional	36-40 points Superior	32-35 points Proficient	28-31 points Minimal	24-27 points Inadequate

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Rubrics	Superior: A (90-100% of the assigned points)	Proficient: B (80-89% of the assigned points)	Minimal: C (70-79% of the assigned points)	Inadequate: D (below 69% of the assigned points)
What Attracts Me in the Work Setting	36-40 points Superior	32-35 points Proficient	28-31 points Minimal	24-27 points Inadequate
Drawbacks in the Work Setting	36-40 points Superior	32-35 points Proficient	28-31 points Minimal	24-27 points Inadequate
My Surprise from the Interview	36-40 points Superior	32-35 points Proficient	28-31 points Minimal	24-27 points Inadequate
Impacts of Interviews upon My Choice to Enter the Counseling Profession	54-60 points Superior	48-53 points Proficient	42-47 points Minimal	36-41 points Inadequate

APPENDIX D - RUBRIC AND GUIDELINES OF THE FINAL LEARNING EXPERIENCE PAPER

The purpose of this paper is to enhance your ability to address the counseling profession, issues in counseling, counselor identity, and professional growth.

This paper counts for 200 points (20% of your grade). The due date to submit this 5-6 double-spaced paper in Microsoft Word format to Term Paper Submission on the blackboard is May 02. It might take 12 to 15 hours to write this Paper. Starting the paper as soon as you can is a wise decision. The title page does not count for the 5-6 content pages. No reference page is required for this paper. See Appendix D for the rubric and guidelines. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

Guidelines: Download "Format of 5310 Final Paper" under "Final paper guidelines and rubrics" via blackboard to write your paper. Submit your Final Paper under "Term Paper Submission" via blackboard. The content should contain each of the following sections. Do not put sections all together in one long paragraph.

What I Have Learned from Taking This Course

ACA Code of Ethics (30 points)

APA Writing (30 points)

Issues in Counseling

Application of Technology and Ethics (30 points)

Crisis Intervention and Ethics (30 points)

Professional Counselor Identity (80 points)

Guidelines:

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

Examples of Application of Technology and Ethics included, but not limited to

- Security of distance counseling
- Protect client confidentiality

Examples of Crisis Intervention and Ethics included, but not limited to

- Counsel a minor with trauma issues
- Counsel a homeless student due to hurricane

APA Writing: Deliberate what you have learned about the APA manual 7th.

Professional Counselor Identity: Deliberate what you have learned about Professional Counselor Identity.

Rubric	Superior: A (90-100% of the assigned points)	Proficient: 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"> • Submission meets the guidelines and specifications of the assignment and is posted by the due date • Submission is well written and well follow APA format with few errors • Provide sophisticated depictions of the required topics 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission is adequately written but lack in-depth depictions of the requirements or partially follow APA format 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission does not contain or address all the required headings • Submission is inadequately written • The APA is not well used 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet all the required guidelines • Submission barely addresses the required headings or barely demonstrates competency • Submission does not meet the basic APA format, such

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				as double spaced, 1" margins..etc
ACA Code of Ethics	27-30 points Superior	24-26 points Proficient	21-23 points Minimal	18-20 points Inadequate
APA Writing	27-30 points Superior	24-26 points Proficient	21-23 points Minimal	18-20 points Inadequate
Application of Technology & Ethics	27-30 points Superior	24-26 points Proficient	21-23 points Minimal	18-20 points Inadequate
Crisis Intervention and Ethics	27-30 points Superior	24-26 points Proficient	21-23 points Minimal	18-20 points Inadequate
Professional Counselor Identity	72-80 points Superior	64-71 points Proficient	56-63 points Minimal	48-55 points Inadequate

APPENDIX E: TENTATIVE COURSE SCHEDULE: (SUBJECT TO REVISION)

Week	Office hours	Topics and Assigned Readings	Assignment Due Date	Assignments DB refers to Discussion Board
Week 1: 1/19-1/24	Fri. 1/22, 12-5 pm	Introduction & review syllabus	1/24	Syllabus Quiz (100 points)
Week 2: 1/25-1/31	Mon. 1/25, 8am-1pm	Get to know your classmates and orientation to counseling	1/31 2/02	DB 1 Reaction: 30 points DB 1 Responses to 2 peers: 10 points
Week 3: 2/01-2/07	Fri. 2/05, 12-5 pm	Chapters 1-2	2/07 2/09	DB 2 Reaction: 30 points DB 2 Responses to 2 peers: 10 points
Week 4: 2/08-2/14	Mon. 2/08, 8am-1pm	Chapter 3	2/14 2/16	DB 3 Reaction: 30 points DB 3 Responses to 2 peers: 10 points
Week 5: 2/15-2/21	Fri. 2/19, 12-5 pm	Chapter 4-5	2/21 2/23	DB 4 Reaction: 30 points DB 4 Responses to 2 peers: 10 points
Week 6: 2/22-2/28	Mon. 2/22, 8am-1pm	APA Writing	2/28 2/30	DB 5 Reaction: 30 points DB 5 Responses to 2 peers: 10 points
Week 7: 3/01-3/07	Fri. 3/05, 12-5pm	Chapter 6	3/07 3/09	DB 6 Reaction: 30 points DB 6 Responses to 2 peers: 10 points
Week 8: 3/08-3/14	Mon. 3/08, 8am-1pm	Chapter 7	3/14 3/16	DB 7 Reaction: 30 points DB 7 Responses to 2 peers: 10 points
Week 9: 3/15-3/21	Fri. 3/19, 12-5 pm	Interview a licensed helping professional		Use the time wisely to write the mid-term paper
Week 10: 3/22-3/28	Mon. 3/22, 8am-1pm	Mid-term Paper: Licensed helping professional interview	3/28	Licensed Helping Professionals Interview (300 points)
3/25 5:00 pm		Last day to drop or withdraw a course		
Week 11: 3/29-4/04	Fri. 4/02, 12-5 pm	Chapters 8, 9, 10	4/04 4/06	DB 8 Reaction: 30 points DB 8 Responses to 2 peers: 10 points
Week 12: 4/05-4/11	Mon. 4/05, 8am-1 pm	Chapters 11, 12, 13	4/11 4/13	DB 9 Reaction: 30 points DB 9 Responses to 2 peers: 10 points
Week 13: 4/12-4/18	Fri. 4/16, 12-5 pm	Chapters 14, 15, 16	4/18 4/20	DB 10 Reaction: 30 points DB 10 Responses to 2 peers: 10 points
Week 14: 4/19-4/25	Mon. 4/19, 8am-1 pm	Welcome your questions for the final paper		Use the time wisely to write the final paper
Week 15: 4/26-5/02		Final Paper: Learning Experience	5/02 5/02	Final Learning Experience Paper (200 points) Submit all late assignments

To pass this course, the student needs to submit all late assignments, including DB reactions and responses by 5/02/2021. I am here to support your success. Should you have any problems or concerns regarding assignments or the course, please contact me immediately. My email address is ya-wen.liang@tamuk.edu. According to the University policy, the instructor will only communicate with the student through the student's TAMUK email for course correspondence. Be aware that an email sent from a personal email (Hotmail, Yahoo, or Gmail account) would most likely be screened as spam by the system. If you do not receive a reply after 48 hours (Monday-Friday), use your TAMUK email to send me another email. To protect online students' health and safety, I am available to meet virtually via Blackboard Collaborate from my office during office hours. If you prefer to meet with me in person, it is appreciated that you send me an email in advance so that we can better arrange to meet one student at a time at a conference room or a classroom to keep 6-feet social distance. Please wear a mask to meet in-person. Thank you! Dr. Liang Ya-Wen Melissa Liang, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist, Assistant Professor

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