Recommended Text:
Washington, DC: Author.

Required Readings:

1. American Counseling Association:
   **(Guide to Ethical Decision Making)**

2. Council for Accreditation of Counseling and Related Educational Programs (CACREP)

3. National Board for Certified Counselors

4. Texas State Board of Examiners of Professional Counselors
   http://www.dshs.state.tx.us/counselor/lpc_rules.shtm
   http://www.dshs.state.tx.us/counselor/lpc_enforce.shtm

5. Access to Learning Resources:
   PVAMU Library
   Phone: (936) 261-1500
   Web: http://www.tamu.edu/pvamu/library/
   University Bookstore: phone: (936) 261-1990;
   Web: https://www.bkstr.com/Home/10001-10734-1?demokey=d

Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s).
Student’s have the choice of using alternative methods to access textbook information (internet websites,
books on reserve at the library, etc). Students are required and held accountable to complete all
assignments as noted in the syllabus.

Course Goals, Overview, and/or Description:

At the end of this course, the student will be able to
1. Examine and define the key terms and concepts associated with the ethical practice of
counseling.
2. Be able to identify codes, standards, and guidelines for ethics established by
CACREP, ACA, NBCC, and TSBPC.
3. Differentiate between ethical and legal issues in counseling.
4. Be able to identify the professional practice of counseling and ethical issues that are
defined by professional counselors.
5. Be able to analyze a variety of case studies to develop ethical solutions to common
counseling problems.
6. Be familiar with ethical decision making models.
Course Objectives/ Accrediting Body (NCATE) Standards Met:
At the end of this course, the student should be able to:

1. To prepare professionals as problems solvers, critical thinkers, and decision-makers who are able to communicate these skills to others.
2. To prepare professionals as facilitators of growth and development who exhibit a positive self-esteem, self-concept and are able to transmit these effective components to others.
3. To prepare professionals as reflective and continual learners who initiate, distribute knowledge and skills, and utilize effective teaching counseling practices.
4. To prepare professionals who understand and appreciate human diversity and demonstrate TExES Domains/Standards/Competencies.

SBEC STANDARDS & TExES Competencies for School Counselors that Relate to CNSL 5183 – Special Topics - Ethics

Standard I. Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.
The professional school counselor knows and understands:

1.8 Legal and ethical standards, practices, and issues.

Standard VI. Learner Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession and to model professional ethics and personal integrity.
The professional school counselor:

6.1 Uses reflection, self-assessment, and interactions with colleagues to promote personal professional development.
6.3 Strives toward the highest level of professionalism by adhering to and modeling professional, ethical and legal standards.
6.5 Engages in continuous professional development to improve the school guidance and counseling program.

TExES Competencies for School Counselors that Relate to CNSL 5183

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

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

<table>
<thead>
<tr>
<th>DOMAIN I—UNDERSTANDING STUDENTS</th>
<th>Competency 001 Human Development</th>
<th>Competency 001 Human Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Competency 002 Student Diversity</td>
<td>Competency 002 Student Diversity</td>
</tr>
<tr>
<td></td>
<td>Competency 003 Factors Affecting Students</td>
<td>Competency 003 Factors Affecting Students</td>
</tr>
<tr>
<td>DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM</td>
<td>Competency 005 Developmental Guidance Program</td>
<td>Competency 005 Developmental Guidance Program</td>
</tr>
<tr>
<td></td>
<td>Competency 006 Counseling</td>
<td>Competency 006 Counseling</td>
</tr>
</tbody>
</table>
Program Objectives for the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

Section II: Program Objectives and Curriculum

Subsection K:

PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

b. professional roles, functions, and relationships with other human service providers;
d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
e. credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

Certification Students ONLY

All student pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification (936) 261-3606) and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website Certify Teacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

WWW.CERTIFYTEACHER.COM
TExES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco and in the lab at the NWC. The lab will be open until 9:00 pm Monday through Thursday and on Saturday for a few hours. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase their success on the TExES.

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

E-FOLD-P (CONCEPTUAL FRAMEWORK)

Educator as Facilitator of Learning for Diverse Populations

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.
TRUEOUTCOMES

TrueOutcomes (TO) was a tool used by the university for student assessment purposes. Currently, PVAMU is transitioning from TO to another assessment tool for student utilization. The artifacts for Spring 2013 is noted below:

The assignment to be used as an artifact will be an:

1. Pre Test
2. Post Test
3. iRead Assignment
4. Informed consent
5. Article Critique - Ethics

Learning Strategies

This course will be conducted as a post-graduate face to face and eCourse seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas.

Technology Philosophy

The Department of Educational Leadership and Counseling is committed to pedagogy that models state-of-the-art teaching through infusing technologies and maximizing learner-centered opportunities for all students. This class is Web enhanced; all assignments and exams must be posted in Ecourse.

Instructional Objectives

An overall objective of the course is to provide a personal as well as an academic experience with issues related to Ethics. More specifically, the course will enable the student to:

- Become exposed to the meaning of ethics in the therapeutic process.
- Review the historical development of the ethical and legal considerations.
Identify criteria and characteristics of ethical behavior.
Examine historical and current issues ethics.

**Student Responsibilities**

- Be Prepared! Complete all assigned reading *prior* to each class session.
- Attend class, arrive on time, and stay until class is dismissed.
- Participate in class discussions, in and out of class activities, & exams.

**COURSE REQUIREMENTS AND GRADING**

- Powerpoint Presentation 15 Points
- Personal Ethical Mantra 5 Points
- Informed Consent 10 Points
- Informed Consent Interview 5 Points
- Quizzes – 5 @ 5 points each (lowest grade dropped) 20 Points (maximum)
- Ethics Article Critique 10 Points
- Mid Term & Final Examination (15 points each) 30 Points
- iRead Assignment 5 Points

**TOTAL** 100 Points

The final grade resulting from the sum of the above components will be converted into letter grades according to the following scale (see grading system, PVAM’s graduate catalog):

A = 95-100  B = 85-94  C = 75-84  D – 74-65  F = 64 and below

**PLEASE NOTE:** Any assignments submitted to eCourse after due dates will incur an automatic 5 point late penalty.

**NO late assignment will be accepted after 4/08/2013.**

***Extra Credit – In individual/group activities over the course of the semester – You must attend class to participate and earn extra credit***

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer term

**Please Note:** Continual matriculation at PVAMU requires,

1. That no more than two C’s shall be earned in a graduate degree program.
2. Any grade earned below a C means automatic dismissal from the graduate program and requires the student to go through an academic appeal process.

**Cell Phone Policy:** Your participation is necessary to create a safe, productive, and *respectful* learning environment. Therefore, I ask that you place all electronic devices on vibrate during class time.
However, if you are in the midst of an emergency situation and must be available, please notify me before the start of class, **TURN OFF** the ringer (use vibrate), sit near the door, leave the room with the minimum possible disturbance before answering the emergency call, and return to class promptly.

**Descriptions of Course Requirements**

1. **POWER POINT (20 points):**
   Class groups will present a powerpoint presentation between 45 – 60 minutes on assigned chapters in the required text. The group presentation will consist of a powerpoint presentation to include 2 external sources in support of the chapter content.

2. **ETHICS ARTICLE CRITIQUE (10 points)**
   Summarize and critique one professional journal article on a current issue on ethics. The professional journal will be provided by faculty. The critique will consist of 3 **full** pages (not including the cover sheet or reference page utilizing the American Psychological (APA) style editorial writing format.

3. **QUIZZES (20 points)**
   There will be 5 quizzes provided to students as indicated on the course outline calendar. Quizzes **cannot be made up**, a minimum of 10 questions will be provided, and students **are required** to provide scantrons and pencils. **The lowest quiz grade earned will be dropped**.

4. **INFORMED CONSENT (10 POINTS)**
   Informed Consent is a collaborative aspect of a professional counseling relationship between the counselor and client. The counselor is required based on a number of ethical codes to provide in writing informed consent to clients advising them of their rights during the therapeutic process. The consent form contains specific information and requirements that protects the counselor and client. The student is to investigate and develop an informed consent form based on your research. (APA) style editorial writing format and citation of references must be per APA. **DO NOT** cut and paste an IC from the internet.

5. **INFORMED CONSENT INTERVIEW (5 POINTS)**
   Informed consent serves as the cornerstone of the counseling relationship. The way you present the informed consent will serve as the initial contact and set the counseling tone with the client. This assignment requires the student to conduct an informed consent interview in class to demonstrate your counseling skills, techniques, and attending skills in providing your client with the informed consent process.

6. **MID TERM & FINAL EXAM (15 points each).** Exams will consist of multiple choice and essay questions. Exams shall be taken as scheduled. No makeup examinations will be allowed **except** under documented emergencies. (See Student Handbook).

7. **I READ ASSIGNMENT** - The assignment and instructions will be posted in ecourse.

8. **ETHICAL MANTRA** – the creation of an ethical mantra will assist in the development of candidate’s professional values in order “**TO DO HARM**” when working with counseling clients. The candidate will develop an ethical statement that is based on supporting clients worth, dignity, potential and uniqueness in a minimum of 200 words and post the assignment in ecourse.
**Extra Credit**  5 points - PV’s annual counseling conference will be held from 8am-12pm on Saturday, March 2, 2013 on campus (certificate of attendance submission to instructor is required). The cost of the conference is $35.00 ($45.00 onsite). If due to any number of other obligations the student is unable to attend the conference a research paper which will require a minimum of 5 pages (not including cover sheet or references, written based on APA format) will be required in lieu of conference attendance. The research paper will be written to document who the conference speaker is, his experience, and other relevant information about the speaker. The research paper is due no later than 03/12/2013 via eCourse.

➢ Please Note: All written assignments shall follow APA style writing and documentation as reflected in the example provided on Ecourse by instructor.

(Example: coversheet, references, in text citation, etc.).

Important In an effort to maximize your grade review the appropriate grading rubric is provided on Ecourse by instructor prior to submission of all assignments.

TExES Practice Materials and Exams

The Whitlows R. Green College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. The lab will be open until 9:00 pm Monday through Thursday and on Saturday for a few hours. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase their success on the TExES.
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter Readings &amp; Assignment Due Dates</th>
</tr>
</thead>
</table>
| Week 1 1/14/2013 | Introductions, Review Syllabus, & Pre Test  
Ethical Question – Extra Credit                                                                                   |
| Week 2 1/21/2013 | DR. MARTIN LUTHER JING, JR – Holiday – No Class                                                                 |
|             | Chapter 1: Introduction                                                                                          |
|             | Chapter 2: Professional Identity of Counselors                                                                 |
|             | Final application deadline for May 2013 Graduation – 1/30/2013                                                   |
| Week 3 1/28/2013 | Chapter 3: Professional Practice in a Multicultural Society                                                    |
|             | Chapter 4: Client Rights and Counselor Responsibilities                                                          |
|             | Quiz #1                                                                                                           |
| Week 4 2/4/2013 | Chapter 5: Confidentiality and Privileged Communication                                                          |
|             | Chapter 6: Records, Subpoenas, and Technology                                                                     |
|             | Informed Consent Assignment Due                                                                                    |
|             | Quiz #2                                                                                                           |
| Week 5 2/11/2013 | Chapter 7: Competence & Malpractice                                                                               |
|             | Chapter 8: Boundary Issues                                                                                         |
|             | Quiz #3                                                                                                           |
|             | Informed Consent Interviews                                                                                        |
| Week 6 2/18/2013 | Chapter 9: Counseling Children and Vulnerable Adults                                                             |
|             | Chapter 10: Counseling Families and Groups                                                                       |
|             | Quiz #4                                                                                                           |
|             | Ethics Article Critique Due                                                                                        |
|             | Informed Consent Interviews                                                                                        |
|             | 3/2/2013                                                                                                          |
|             | PV COUNSELING CONFERENCE **Extra Credit Assigned for Conference Attendance (certificate of attendance required) / Research Paper(minimum 7 pages required)** |
| Week 8 3/4/2012 | MID TERM EXAM                                                                                                     |
| Week 9 3/11-15/13 | SPRING BREAK                                                                                                     |
| Week 10 3/18/2013 | Chapter 11: Evaluation, Testing, and Diagnosis                                                                   |
|             | Chapter 12: Professional Relationships, Private Practice, and Health Care Plans                                    |
|             | Quiz #5                                                                                                           |
|             | Informed Consent Interviews                                                                                        |
| Week 11 3/25/2013 | Ethical Mantra Due                                                                                               |
| Week 12 4/01/2013 | Chapter 13: Issues in Counselor Education                                                                       |
|             | Chapter 14: Supervision and Consultation                                                                         |
|             | Informed Consent Interviews                                                                                        |
| Week 13 4/8/2013 | Chapter 15: Research and Publications                                                                             |
|             | iRead Assignment Due                                                                                              |
|             | Informed Consent Interviews                                                                                       |
|             | **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AFTER 4/8**                                                               |
|             | Final application deadline for Summer and December 2013 Graduation - 4/12/2013                                   |
| Week 14 4/15/2013 | Informed Consent Interviews                                                                                      |
| Week 15 4/22/2013 | Chapter 16: Resolving Legal and Ethical Issues                                                                    |
| Week 16 4/29/2013 | Final Exam                                                                                                        |
|             | Post Test                                                                                                         |
| 5/11/2013 | COMMENCEMENT                                                                                                     |
Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

NOTICE OF EQUAL OPPORTUNITY
Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution: Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address: P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446

Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: rwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University

Email: kfnorman@pvamu.edu

Nonacademic misconduct:
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct:  
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Exam Policy:  
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Disability Statement:  
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.
**Academic Misconduct:**
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**
1. Cheating: 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. Academic misconduct: 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 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.

---

**University Academic Calendar and Important Dates**

**Academic Calendar – Spring 2013**

**January 14, Monday**
Instruction Begins

**January 18, Friday**
Late Registration and Drop/Add Begins

**January 19, Saturday**
Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Undergraduate Students —

Student Web Registration Access Closed

**January 21, Monday**
Dr. Martin Luther King Jr. Day (University Closed)

**January 24, Thursday**
General Student Assembly—All Students Attend

**January 30, Wednesday**
12th Class Day (Census Date)

**February 14, Monday**
Last Day to Withdraw from Course(s) without Academic Record

**February 15, Tuesday**
Late Deadline to apply for Spring 2013 graduation

**February 21, Monday**
Withdrawal from courses with Academic record ("W") Begins

**March 11 - 16, Monday – Saturday**
Spring Break

**March 29 - 30, Friday - Saturday**
Good Friday/Easter (Student Holiday)

**April 1, Monday**
Withdrawal from Course(s) with Academic record ("W") Ends

**April 9, Tuesday**
Priority Registration Begins for Summer/Fall 2013

**April 12, Friday**
Graduation Application Deadline for SUMMER 2013 AND FALL 2013

**April 30, Tuesday**
Last Class Day for Spring Semester

**Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester**

**May 1 - 7, Wednesday-Tuesday**
Final Examination Period

**May 11, Saturday**
Commencement
New University Policies and Regulations
*Effective fall 2011

New Policy: Withdrawal from the University (Undergraduates Only):
When an Undergraduate student withdraws from all classes...

- A registration hold will be placed on the student’s record.
- Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

New Policy: +/- Transfer Grades Regulation (Undergraduate and Graduate):
- The + and/or – WILL NOT be considered in the evaluation. The grade transferred will report as grade earned, for example C- will transfer as a C.
- This regulation IS NOT retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

Grade Replacement Regulation (Undergraduate Students Only):
- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12th class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

Administrative Drop (All Students):
- Students who do not attend “at least one day” of class by February 14, 2012, will be administratively dropped from that course. PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.
- If a student is subsequently dropped from ALL of their courses; they will automatically be WITHDRAWN from the university.
- Students will be notified of their Administrative Drop via email.

QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR’S OFFICE AT (936) 261-1049.
Group Presentation Criteria

The group presentation is a class assignment attended to increase the core knowledge and competence in the subject matter of the assigned chapter. Students are expected to adhere to professionalism in dress and presentation of assigned material. Grading will be according to the below noted standards. Students will come prepared to present and limit the reading of power point information during the presentation.

CATEGORIES:

1. Presenters were well prepared
   (Reading of PowerPoint slides were minimal)  
   __________ /5

2. Presentation through & accurate  
   __________ /3

3. Presenters cites two external sources  
   __________ /2

4. Presentation include a minimal of 15 slides 
   with no more than 5 lines per slide.  
   __________ /3

5. Presenters responded well to questions asked  
   __________ /2

Total Points  
___________ /20
Informed Consent Basic Counseling Observational Skills Rating Sheet

Student Counselor: ___________________________ Date of Session: ________________

Performance Areas:

**Opens** the interview in a friendly, non-threatening and nonjudgmental way. Clarifies counseling and client/counselor relationship via informed consent

**Attending:** Communicates attention verbally and non-verbally

**Empathy:** Demonstrates an understanding of what the client is experiencing and communicates that understanding to the client

**Reflection of feeling:** Responds to and helps clients explore the emotional content of the client’s remarks

**Positive regard and warmth:** Communicates feelings of worth and caring for the client as a person. Establishes good rapport, evidences warmth and acceptance

**Verbal style:** Counselor is not overly talkative and is clear and concise when responding

**Silences:** Are appropriately and effectively handled

**Respect:** Counselor does not try to impose inappropriate personal value judgments or advice on the client

**Questions:** Appropriate use of open and closed-ended questions, counselor allows client to answer

What do you think about the “therapist” overall interaction with the “client” regarding the informed consent process:

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Code: T=Target A=Acceptable U=Unacceptable Not Applicable=N/A
COURSE TITLE: CNSL 5023 THEORIES AND PRACTICE OF COUNSELING

Summer 2010

Department of Educational Leadership and Counseling
College of Education

Instructor Name: Dr. Renelda Roberson
Office Location: Room #112
Office Phone: (936) 261-3534
Fax: (936) 261-3617
Email Address: rroberson@pvamu.edu (preferred method of contact)

Snail Mail (U.S. Postal Service) Address: Prairie View A&M University
P.O. Box 519
Mail Stop MS 2400
Prairie View, TX 77446

Office Hours: Monday & Wednesday @ Northwest Campus 9:30am – 5:00pm.
Virtual Office Hours: E-course website is generally checked at least once a day, 7 days a week.

Course Location: Virtual
Class Meeting Days & Times: As per syllabus
Course Abbreviation and Number: CNSL 5023 Z01

Catalog Description: This course is a study of the major counseling theories and issues related to therapeutic practice with an emphasis on practical applications.

Prerequisites: Admission to Master's Program
Co-requisites: None


ISBN – 10: 0-14-240627-9


Access to Learning Resources:
PVAMU Library:
phone: (936) 261-1500;
web: http://www.tamu.edu/pvamu/library/

University Bookstore:
phone: (936) 261-1990;
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:
Gain knowledge and competence in understanding theories and techniques over the course of the semester.

Course Objectives/ Accrediting Body (NCATE) Standards Met:
At the end of this course, the student will be able to:

1. Demonstrate the ability to write a personal theoretical orientation to counseling based on counseling characteristics and behavior that influence the helping process.
2. Demonstrate knowledge of theories and competencies in utilizing the basic theories of counseling.
3. Demonstrate an ability to utilize essential interviewing and counseling skills.
4. Understand and adhere to the basic ethical/legal requirements and trends in and affecting counseling.

**TExES Competencies for School Counselors that Relate to CNSL 5023 – Theory and Practice of Counseling:**

- **001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.
- **002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
- **003 (Factors Affecting Students):** The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
- **006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.
- **010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

| DOMAIN I—UNDERSTANDING STUDENTS | Competency 001  
Human Development  
Competency 002  
Student Diversity  
Competency 003  
Factors Affecting Students | Competency 001  
Human Development  
Competency 002  
Student Diversity  
Competency 003  
Factors Affecting Students |
|---|---|---|
| DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM | Competency 005  
Developmental Guidance Program  
Competency 006  
Counseling | Competency 005  
Developmental Guidance Program  
Competency 006  
Counseling |
| DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM | Competency 008  
Collaboration with Families  
Competency 009  
Collaboration with Others in the School and Community  
Competency 010  
Professionalism | Competency 008 Collaboration with Families  
Competency 009 Collaboration with Others in the School and Community  
Competency 010 Professionalism |
E-FOLD-P (CONCEPTUAL FRAMEWORK)

Educator as Facilitator of Learning for Diverse Populations

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

[Diagram of the Six Question Model]

Outcome

What Is Desired?

Continuous Improvement Circle (CIC)

How Will It Be Assessed?

How Will It Be Made?

How Did You Do?

What Were The Results?

Use of Results

Cycle

Dana Thomas-Smith Closing the Loop Six Question Model Landscape
Learning Strategies

This course will be conducted as a post-graduate on-line seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas.

Course Outline – Schedule of Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Review of Syllabus, Faculty Expectations, Pre-test</td>
<td>Attitude &amp; Values, &amp; Discussions (10 pts each)</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Introduction and Overview</td>
<td>Trueoutcomes Artifact</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2: The Counselor: Person and Professional</td>
<td>Internet Search &amp; Discussions (10 pts each)</td>
</tr>
<tr>
<td></td>
<td>Chapter 3: Ethical Issues in Counseling Practice</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 4: Psychoanalytic Therapy</td>
<td>Powerpoint &amp; Discussions (10 pts each)</td>
</tr>
<tr>
<td></td>
<td>Chapter 5: Adlerian Therapy</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 6: Existential Therapy</td>
<td>Existential &amp; Discussions (10 pts each)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 7: Person-Centered Therapy</td>
<td>Theoretical Orientation Paper &amp; Discussions (10 pts)</td>
</tr>
<tr>
<td></td>
<td>Chapter 8: Gestalt Therapy</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 9: Behavior Therapy</td>
<td>Cognitive Behavior Observation (25 points) &amp;</td>
</tr>
<tr>
<td></td>
<td>Chapter 10: Cognitive Behavior Therapy</td>
<td>Discussions (10 pts each)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 11: Realty Therapy</td>
<td>The “WDEP” System (25 pts)</td>
</tr>
<tr>
<td></td>
<td>Chapter 12: Feminist Therapy</td>
<td>Trueoutcomes Artifact</td>
</tr>
<tr>
<td></td>
<td><strong>Mid-term Exam (Chapter 1-8)</strong></td>
<td><strong>Mid Term (50 points)</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 13: Postmodern Approached</td>
<td>Family Systems Therapy &amp; Discussions(10 pts each)</td>
</tr>
<tr>
<td></td>
<td>Chapter 14: Family Systems Therapy</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 15: An Integrative Perspective</td>
<td>Therapeutic Model Approach, &amp; Discussions</td>
</tr>
<tr>
<td></td>
<td>Chapter 16: Case Illustration: An Integrative Approach in Working with Stan</td>
<td>Trueoutcomes Artifact</td>
</tr>
<tr>
<td></td>
<td><strong>iRead – We Beat the Streets</strong></td>
<td>(10 pts each)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Final Exam (Chapters 9-16)</td>
<td><strong>Final Exam (50 points)</strong></td>
</tr>
</tbody>
</table>
Week 1

Getting to Know You
Post your personal introduction before 06/02/2010. Reply to two of your classmates introduction before
06/05/10.

Faculty Expectations
Review, read and print the faculty expectations document for your future reference. Reply to the
course instructor indicating your understanding of the document.

Pre-test
Complete the online pretest in eCourses. This assignment is a required class activity that earns extra
credit.

Action Assignment 1.1
Answer the 4 counseling questions based on your current attitudes and values. A minimum of
one paragraph is required for each question. Utilize APA style writing (coversheet &
reference page if utilized) and upload as an attachment to the assignment section (do not
type response in the submission box).

1. The purpose of counseling and psychotherapy is to ___________?
2. What is your view of clients who seek counseling?
3. The most important function of a therapist is ___________?
4. To help a client, a therapist should ___________?

Note: Don’t forget to use APA in-text citations and a reference list in your reply to all the
discussion questions.

Discussion 1.1
Locate a peer-reviewed journal article utilizing any of the databases found in the PVAMU Library. Describe the
type of research (e.g., experimental, case study, etc.) conducted by the authors of the journal article you located
on theories. Summarize the research article and describe how the findings of the article would help to increase
your competence in the field of counseling in which you currently work or in which you hope to work in the near
future. Remember to reference the article in APA (6th edition) style.

Part I-Using APA standards, identify the author, date, title, journal, volume and pages.

Part II-In your own words, give a brief summary of the article.

Part III-Describe the strengths and weaknesses of the article.

Part IV-If you were going to write a follow-up article, what would that article include?

Discussion 1.2
There are numerous theories (e.g. Psychoanalytic, Behavioral, Humanistic, Cognitive, Reality, Feminist, Family
Systems Therapy, etc). Choose two major theories, indicating the major theorists, and compare and contrast the
similarities/differences and merits/limitations to each perspective. Include in your discussion how each theory
explains or hypothesizes about how personality is developed. Which theory is most aligned with your current
view of human behavior?

Note: For each unit discussion question, post a substantive response to two other learners.

Week 2

Action Assignment 2.1
Search the Internet for two sites related to becoming an effective multicultural counselor. Post and
describe three key observations and related issues identified on the two Web sites that you found
related to multicultural counseling.

Reference the Web sites in APA, 6th edition, style. Attach in the Assignment Area of eCourses
What specific kinds of clients might you have difficulty working with because of a clash of values? Note: For each unit discussion question, post a substantive response to two other learners.

**Discussion Question 2.2**

Discuss some ways in which you can prepare clients for issues pertaining to confidentiality. How can you teach them about the purposes and the legal restrictions on it? In addition what requirements are needed for counseling minors? Note: For each unit discussion question, post a substantive response to two other learners.

**Note:** For each unit discussion question, post a substantive response to two other learners. Don't forget to use APA in-text citations and a reference list in your reply to all the discussion questions.

<table>
<thead>
<tr>
<th>Week 3</th>
<th><strong>Action Assignment 3.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Assignment 3.1</strong></td>
<td>Make a power point presentation comparing Psychoanalytic and Adlerian therapy which is supported by two external readings and accompanied by five questions for discussion. Include a list of references on the last page of the slide. A minimum of 15 slides are to be completed. Reference n APA form and upload in the assignment area.</td>
</tr>
<tr>
<td><strong>Discussion Questions 3.1</strong></td>
<td>Can you apply any aspects of the psychoanalytic theory to your own personal growth? Does this approach help you deepen your self understanding? If so, in what ways?</td>
</tr>
<tr>
<td><strong>Discussion Question 3.2</strong></td>
<td>What are some of the ways you would attempt to establish a relationship with Stan based on trust and mutual respect? Can you imagine any difficulties you might have in developing this relationship?</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>Don't forget to use APA in-text citations and a reference list in your reply to all the discussion questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th><strong>Action Assignment 4.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Assignment 4.1</strong></td>
<td>Search the Internet for sites addressing recent issues related to existential therapy. Describe three current issues (from your search of Web sites). (Be sure to reference in APA style, 6th edition.). Conduct an analysis of the current issues associated with how existential therapy may impact counseling clients. Upload as an attachment in the Assignment Area of eCourses.</td>
</tr>
<tr>
<td><strong>Discussion Questions 4.1</strong></td>
<td>What does personal freedom mean to you? Do you believe you are what or who you are now largely as a result of your choices, or do you believe you are the product of your circumstances?</td>
</tr>
<tr>
<td><strong>Discussion Question 4.2</strong></td>
<td>Do you agree that each person is basically alone? What are the implications for counseling practice? In what ways might you have attempted to avoid your experience of aloneness.</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>For each unit discussion question, post a substantive response to two other learners. Don't forget to use APA in-text citations and a reference list in your reply to all the discussion questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th><strong>Action Assignment 5.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Assignment 5.1</strong></td>
<td>Write a paper describing your own personal theoretical orientation to counseling (electicism is not an option). This assignment is to be accomplished by reviewing the theories in the textbook and determining if your personal philosophy matches any of the existing theories covered over the course of the semester. Research, integrate, and write about the theory and conclude your paper with how the theory closely align with your developing counseling style.</td>
</tr>
<tr>
<td>Your paper is to be 5-7 pages, typed, double spaced in APA format.(Be sure to reference in APA style, 5th edition.). Post your response in the assignment area.</td>
<td></td>
</tr>
</tbody>
</table>
Comment on the postings of two other learners. Based upon the information in their posting, how might you explain the development of their trait, talent, or behavior from another theoretical perspective? How might the development (as they described it) of this feature be viewed as a strength in their personal and work relationships?

Discussion Question 5.1
What would you do if you did not feel accepting of a certain person (client)? Do you see any conflict between genuineness and acceptance?

Discussion Question 5.2
Gestalt therapists are often confrontational in their work. Although this confrontation can be done in a gentle way with care, respect, and sensitivity for clients, there are also some dangers. In your view what risks are inherent in using confrontation?

Note: For each unit discussion question, post a substantive response to two other learners. Don’t forget to use APA in-text citations and a reference list in your reply to all the discussion questions.

Mid-Term Exam

The Respondus Lockdown browser is required to take the midterm and final exam. Please follow the instructions and directions below to download the software program,

Installation of Lockdown Browser for Windows
Install the Respondus LockDown Browser software using the link below. You will need to answer "Yes" to accept programs from Macrovision (InstallShield) and Respondus (the browser).
http://www.respondus.com/lockdown/information.pl?ID=975813429

Warning: For Windows, you must use Internet Explorer 5.5 or higher to install the Respondus LockDown Browser. Other browsers such as Firefox will not work.

Installation of Lockdown Browser for Macintosh
For Macintosh, follow these steps below to install the Macintosh version of Respondus LockDown Browser:

1. Start the Macintosh computer (requires OSX 10.3.9 or higher, with 512 MB of RAM).

2. Install the Macintosh version of Respondus LockDown Browser using the link below. You may need to answer "Yes" to running the Java application before the next page appears.
http://www.respondus.com/lockdown/information.pl?ID=975813429

3. Following the installation, start Respondus LockDown Browser by clicking "Applications" and selecting "LockDown Browser".

Following the installation, start Respondus LockDown Browser using either the shortcut that appears on the Windows desktop or by clicking the "Start" button in Windows, selecting "Programs," selecting "Respondus" and then choosing "LockDown Browser."

Week 6 Action Assignment 6.1

This activity requires that student’s select an adult subject age of 18 and above and perform a structured interview and observation. The theory to be tested will be cognitive behavior thinking which emphasizes Socratic dialogue by helping clients discover their misconceptions for themselves. The therapist assists the client by making the connection between their thinking and the ways they feel and act.

Review Chapter 10 prior to the interview and prepare interview questions with a selected subject. Began by asking the subject about their background and ask for their views on how they think & behave (such as, how did they learn their decision making approach, was there a particular person that they learned their decision making style, and how do they view their decision making approach, beliefs, etc). The student is not to offer advice or your personal views to the participant but solicit
Summarize your final 5-6 page paper in APA style utilizing in-text citations and a properly formatted reference list. Students should include a section that relates to student learning. What did you learn as a result of completing this activity? The confidentiality of the subject is to me maintained and no last names used in the summary.

**Discussion Question 6.1**
One way to help clients become more specific in clarifying broad goals is to do it for yourself. Make a list of specific behaviors you would like to change in your own life. Select one specific behavior from the list and list concrete goals in terms of specific behavioral changes you want to be different. Share your findings by posting your conclusions of how this may or may not be helpful for clients.

**Discussion Question 6.2**
REBT practitioners are highly active and directive, and often give their own views without hesitation. Does that style fit you personally? Could you adopt it and feel comfortable? Why or why not?

**Note:** For each unit discussion question, post a substantive response to two other learners. Don’t forget to use APA in-text citations and a reference list in your reply to all the discussion questions.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Action Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 11 addresses reality therapy. The WDEP System is included in reality therapy. In addition, a set of questions are provided that help clients to pinpoint what it is that they may want out of their lives. The action assignment beginning with the first question asked, will be a self reflection assignment. You are to ask and answer the questions based on your own life circumstances and what it is that you want out of your life.</td>
</tr>
<tr>
<td></td>
<td>Summarize your findings in a 3-5 page paper. Be sure to reference in APA (6th edition) style. Upload in the Assignment area of eCourses. TrueOutcomes Artifact</td>
</tr>
<tr>
<td></td>
<td>Discussion Question 7.1</td>
</tr>
<tr>
<td></td>
<td>Choice theory rests on the assumption that everything we do, think, and feel is generated by what happens inside of us. What are the implications of this perspective for counseling practice? How would this view influence the interventions you may make?</td>
</tr>
<tr>
<td></td>
<td>Discussion Question 7.2</td>
</tr>
<tr>
<td></td>
<td>Feminist therapists do not restrict their practice to women; they also work with men, couples, families, and children. What are some ways feminist therapy concepts can be applied to counseling men?</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> For each unit discussion question, post a substantive response to two other learners. Don’t forget to use APA in-text citations and a reference list in your reply to all the discussion questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Action Assignment 8.1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This assignment identifies a balance of being separate and of belonging to a family.</td>
</tr>
<tr>
<td></td>
<td>The concept of boundaries as used in family therapy refers to emotional barriers that protect and enhance the integrity of members of a system. It also refers to a delineation between members that is governed by implicit or explicit rules pertaining to who can participate and in what manner. Apply the notion of boundaries to your development. In growing up in your family, what boundaries existed between you and your parents? Between your parents and the siblings? Among the siblings? Between your parents? What did you learn about boundaries? Do you have any problems with boundaries today?</td>
</tr>
<tr>
<td></td>
<td>Include your 3-5 page summary in APA style and form and upload to the assignment section.</td>
</tr>
<tr>
<td></td>
<td>Discussion Question 8.1</td>
</tr>
<tr>
<td></td>
<td>Solution-focused brief therapy eschews the past in favor of both the present and the future. What implications does this time perspective have for the practice of therapy? What are your thoughts about getting clients to work toward present and future solutions?</td>
</tr>
</tbody>
</table>
Discussion Question 8.2
What are some of the main differences between family systems approaches and individual counseling approaches?

Note: Don’t forget to use APA in-text citations and a reference list in your reply to all the discussion questions.

Week 9 Action Assignment 9.1
Utilizing the therapeutic model you selected earlier in the semester assume that you are a practitioner following that approach, how would you approach your work with the clients at the initial session. How would you function? What would you focus on with respect to goals and therapeutic procedures?

Discussion Question 9.1
If you had to select one theory that comes closest to your thinking, which theory would this be? What is your theory of choice? Explain?

Discussion Question 9.2
Throughout the course of this semester major theories have been covered to familiarize the student with what drives the profession. It is imperative that you know that without a clear understanding of theories, competence cannot be achieved. How has your knowledge increased and did any particular theory surprise you or change how you view human behavior?

iRead Book Assignment

1. Read the novel "We Beat the Streets."
2. Select two theories from the course and relate them to this book.
3. Use the theory of solution-focuses therapy and apply it to one of the characters. TrueOutcomes Artifact!

Note: For each unit discussion question, post a substantive response to two other learners. Don’t forget to use APA in-text citations and a reference list in your reply to all the discussion questions.

Week 10 Post-test
Complete the online post test in eCourses. This assignment is a required class activity that earns extra credit.

Final Exam – Chapters 9-16 – 100 questions.

Make sure to use the Respondus Lockdown browser to sit for the final exam.

Course Evaluation Methods – Education Planning and Management

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Artifacts*
1. Journal Critique
2. PowerPoint
3. Cognitive Behavior Interview
4. Attitude & Values
5. Theoretical Orientation Paper
6. iRead Book Assignment
7. Resume (for 1st semester students only)

Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>27 assignments: 25 @10 pts &amp; 2 @ 25 pts</td>
<td>300</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
Total points earned | 400
Extra Credit will be posted periodically |

Grade Determination:
A = 460 – 410pts
B = 409 – 359 pts
C = 358 – 308 pts
D = 258 – 208pts
F = 207 pts or below

Course Procedures

Submission of Assignments:
Assignments must be submitted via E-Courses in a timely fashion. Missed assignments cannot be made up! All designated assignments must be uploaded to TRUEOUTCOMES!

True Outcomes:
"TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. All of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both E-Courses and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor. TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net."

Electronic Communication Standards
You can send email anytime that is convenient to you, but email messages are checked continuously during the work-week (Monday through Friday). Email messages will be responded to during the work-week by the close of business (5:00 pm) on the day following receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

All research papers are to follow APA guidelines, using the Publication Manual of the American Psychological Association, Sixth Edition.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Journals
Addiction
Annual Review of Sociology
Child: Care, Health & Development
Developmental Psychology
Family Relations
Human Biology
Human Development
Human Life Review
Human Heredity
Journal of Adolescent Research
Journal of Counseling and Development
Pediatrics

Disability Statement:
register with the Services for
Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct:
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: 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. Academic misconduct: 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 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.

Nonacademic misconduct:
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct:
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Class Attendance Policy:
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer term.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for
Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources. Prepare your responses in a manner reflective of post-graduate candidates. Grading of web discussions will take into consideration grammar, English usage, and clarity of thought.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, there will be participations in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board and through threaded discussions.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

NOTICE OF EQUAL OPPORTUNITY
Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution: Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address: P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446  
Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University  
Email: kfnorman@pvamu.edu

WEB PAGES:

Professional Organizations:

American Counseling Association (ACA) http://www.counseling.org/
American Psychological Association (APA) http://www.apa.org/
Association for Multicultural Counseling and development (AMCD) http://www.bgsu.edu/colleges/edhd/programs/AMCD/
National Alliance on Mental Illness (NAMI) http://www.texaspsych.org/
Psychologist Acting with Conscience Together (PsyACT) http://www.psychact.org/
Psychologist for Social Responsibility (PsySR) http://www.psyr.org/

Texas Counseling Association (TCA) http://www.txca.org/tca/Default.asp
Texas Psychological Association (TPA) http://texaspsych.org/

IMPORTANT DATES:

June 2, Wednesday First Summer Term Begins (10 week session)
June 3, Thursday LAST DAY for Late Registration, Add Courses, Change Major/Certification or any Matriculation Change (10 week session) – Web Registration Closed
August 9-10 Monday-Tuesday Final Exams
August 11, Wednesday Final Grades Due for Graduating Candidates
August 13, Friday Summer Term Ends (10 week session)
August 14, Saturday Commencement
Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

Please read, sign and date this form. Thank you, in advance, for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

______________________________________________
Please print your name legibly.

______________________________________________
Signature

______________________________________________
Date
### PVAMU Course Syllabi – Whitlowe R. Green College of Education

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CNSL 5053  Professional Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLINE – FALL 2011</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department of</th>
<th>Educational Leadership and Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td></td>
</tr>
</tbody>
</table>

| Instructor Name: |                                      |
| Office Location: |                                      |
| Office Phone: |                                      |
| Fax: |                                      |
| Email Address: |                                      |

<table>
<thead>
<tr>
<th>U.S. Postal Service Address:</th>
<th>Prairie View A&amp;M University</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.O. Box</td>
<td>P.O. Box 519</td>
</tr>
<tr>
<td>Mail Stop</td>
<td>MS 2400</td>
</tr>
<tr>
<td>Prairie View, TX</td>
<td>77446</td>
</tr>
</tbody>
</table>

| Office Hours: | Monday – Friday |
| Virtual Office Hours: | E-mail is generally checked at least once a day, 5 days a week. |

| Course Location: | Online |

| Class Meeting Days & Times: | virtual |

| Course Abbreviation and Number: | CNSL 5053 |

| Catalog Description: | This course is a study of obligations and problems in the professional practice of guidance, counseling, human development services, and research. Professional ethics, legal considerations, relationship with other professionals and with the public will be studied. Current trends and issues will be emphasized. |

| Prerequisites: | Admission to Master’s Counseling Program |

| Co-requisites: | None |

<table>
<thead>
<tr>
<th>Required Text:</th>
<th>Required Texts:</th>
</tr>
</thead>
</table>


iRead Book: TBD

**Recommended Text:**


**Required Readings:**

1. American Counseling Association:
   

2. Council for Accreditation of Counseling and Related Educational Programs (CACREP)
   

3. National Board for Certified Counselors
Required Readings:

4. Texas State Board of Examiners of Professional Counselors
   http://www.dshs.state.tx.us/counselor/lpc_rules.shtml
   http://www.dshs.state.tx.us/counselor/lpc_enforce.shtml

5. Access to Learning Resources:
   PVAMU Library
   Phone: (936) 261-1500
   Web: http://www.tamu.edu/pvamu/library/
   University Bookstore: phone: (936) 261-1990;
   Web: https://www.bkstr.com/Home/10001-10734-1?demokey=d

Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s).
Student’s have the choice of using alternative methods to access textbook information (internet websites,
books on reserve at the library, etc). Students are required and held accountable to complete all
assignments as noted in the syllabus.

Course Goals, Overview, and/or Description:

At the end of this course, the student will be able to

1. Examine and define the key terms and concepts associated with the ethical practice of
counseling.
2. Be able to identify codes, standards, and guidelines for ethics established by
   CACREP, ACA, NBCC, and TSBPC.
3. Differentiate between ethical and legal issues in counseling.
4. Be able to identify the professional practice of counseling and ethical issues that are
   defined by professional counselors.
5. Be able to analyze a variety of case studies to develop ethical solutions to common
   counseling problems.
6. Be familiar with ethical decision making models.

Course Objectives/ Accrediting Body (NCATE) Standards Met:

At the end of this course, the student should be able to:

1. To prepare professionals as problems solvers, critical thinkers, and decision-makers who are able to
   communicate these skills to others.
2. To prepare professionals as facilitators of growth and development who exhibit a positive self-
   esteem, self-concept and are able to transmit these effective components to others.
3. To prepare professionals as reflective and continual learners who initiate, distribute knowledge and
   skills, and utilize effective teaching counseling practices.
4. To prepare professionals who understand and appreciate human diversity and demonstrate TExES
   Domains/Standards/Competencies.

SBEC STANDARDS & TExES Competencies for School Counselors that Relate to CNSL 5053

Standard I. Learner-Centered Knowledge: The professional school counselor must have a broad
knowledge base.
The professional school counselor knows and understands:
   1.8 Legal and ethical standards, practices, and issues.

Standard VI. Learner Centered Professional Development: The professional school counselor pursues
continuous professional development, demonstrating a commitment to learn, to improve the profes-
and to model professional ethics and personal integrity.
The professional school counselor:
   6.1 Uses reflection, self-assessment, and interactions with colleagues to promote personal
   professional development.
6.3 Strives toward the highest level of professionalism by adhering to and modeling professional, ethical and legal standards.
6.5 Engages in continuous professional development to improve the school guidance and counseling program.

**TEExS Competencies for School Counselors that Relate to CNSL 5053**

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

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

<table>
<thead>
<tr>
<th>DOMAIN I—UNDERSTANDING STUDENTS</th>
<th>COMPETENCY 001 Human Development</th>
<th>COMPETENCY 001 Human Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPETENCY 002 Student Diversity</td>
<td>COMPETENCY 002 Student Diversity</td>
</tr>
<tr>
<td></td>
<td>COMPETENCY 003 Factors Affecting Students</td>
<td>COMPETENCY 003 Factors Affecting Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM</th>
<th>COMPETENCY 005 Developmental Guidance Program</th>
<th>COMPETENCY 005 Developmental Guidance Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPETENCY 006 Counseling</td>
<td>COMPETENCY 006 Counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM</th>
<th>COMPETENCY 008 Collaboration with Families</th>
<th>COMPETENCY 008 Collaboration with Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPETENCY 009 Collaboration with Others in the School and Community</td>
<td>COMPETENCY 009 Collaboration with Others in the School and Community</td>
</tr>
<tr>
<td></td>
<td>COMPETENCY 010 Professionalism</td>
<td>COMPETENCY 010 Professionalism</td>
</tr>
</tbody>
</table>

---

**Program Objectives for the Council for Accreditation of Counseling and Related Educational Programs (CACREP):**

**Section II: Program Objectives and Curriculum**

**Subsection K:**

**PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession;

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
d. self-care strategies appropriate to the counselor role;

e. counseling supervision models, practices, and processes;

f. professional organizations, including membership benefits, activities, services to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

h. the role and process of the professional counselor advocating on behalf of the profession;

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

---

**E-FOLD-P (CONCEPTUAL FRAMEWORK)**

**Educator as Facilitator of Learning for Diverse Populations**

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.
This course will be conducted as a post-graduate face to face and eCourse seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas.

**Technology Philosophy**

The Department of Educational Leadership and Counseling is committed to pedagogy that models state-of-the-art teaching through infusing technologies and maximizing learner-centered opportunities for all students. This class is Web enhanced; all assignments and exams must be posted in Ecource.

**Instructional Objectives**

An overall objective of the course is to provide a personal as well as an academic experience with issues related to Group Dynamics. More specifically, the course will enable the student to:

- Become exposed to the meaning of group dynamics in the therapeutic process.
- Review the historical development of the ethical and legal considerations in group dynamics.
- Identify criteria and characteristics of group facilitation.
- Examine issues and processes, in group dynamics.

**Student Responsibilities**

- **Be Prepared!** Participate in all course requirements by the assigned due dates.
Course Evaluation Methods – Education Planning and Management

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Artifacts:**
- Pre/Post Test, iRead Assignment, Child Observation, Play Therapy Article

### Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>33 assignments: 31 @10 pts &amp; 2 @ 25 pts</td>
<td>360</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total points earned</strong></td>
<td></td>
<td><strong>460</strong></td>
</tr>
<tr>
<td><strong>Extra Credit will be posted periodically</strong></td>
<td>Will vary</td>
<td></td>
</tr>
<tr>
<td>460 - 405</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>404 - 365</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>364 - 328</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>327 - 296</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>295 - 0</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

---

**American Psychological Association (APA):**
All assignments are required to be in APA style/format. Papers will be penalized for failure to follow APA style. An APA style guide can be located at the following link:
http://www.tamu.edu/pvamu/library/HowDoI/Citation.html

**Graduate Catalogue/Grading Web Location:**
PVAMU Graduate School Grading Policy can be found in the Graduate School Handbook and can be found online at: http://www.pvamu.edu/pages/231.asp
University Academic Calendar and Important Dates
Submission & Course Requirement Descriptions:

1. CHAPTER PRESENTATIONS:
Each student will develop a presentations on a specified chapter in the required textbook.
✓ Power point presentation
✓ 2 external references over chapter concepts (journal articles, books, etc)
✓ Five questions with answers over chapter presentation

2. CREATIVE ANALYSIS OF SELF
Self-analysis is an important and essential aspect of being a counselor. In an effort to begin this process, you are required to create and upload a collage, which depicts how you view yourself currently. What unique strengths/talents do you possess? What are areas that you want to improve upon? What are your goals? Who influenced you? Name one thing you will remember or quote that will help guide you in the future. In short, this is a creative effort, which in some way depicts what you, as a person will bring to the counseling profession. Grades will be based on creativity, presentation style, and overall professionalism.

3. PROFESSIONAL ETHICAL ARTICLE CRITIQUE:
Summarize and critique one professional journal article on ETHICS in counseling. The professional journal article will be provided by the instructor and posted on e-Course. This summary should be a minimum of three full pages (Not including coversheet or reference page), doubled-spaced, grammatically correct using APA style manual guidelines. Please include the headings below as you develop your critique.
   Part I-Using APA standards, identify the author, date, title, journal, volume and pages.
   Part II-In your own words, give a brief summary of the article.
   Part III- Describe the strengths and weaknesses of the article.
   Part IV-If you were going to write a follow-up article, what would that article include?
   Part V- Discuss your learning experiences as a result of reading this article. What will you do differently in the future?

4. PROFESSIONAL COUNSELING TYPES:
Students will write a paper identifying different counseling types and will include in the paper the criteria located on Appendix A. This summary should be a minimum of five pages (Not including coversheet or reference page), doubled-spaced, grammatically correct using APA style manual guidelines.

5. I-READ: QUALITY ENHANCEMENT PLAN SUMMARY:
Students will READ and then summarize the iRead assignment (specific assignment will be provided by instructor). This summary should be a minimum of three pages (Not including coversheet or reference page), doubled-spaced, grammatically correct using APA style manual guidelines.

6. INTERVIEW PAPER:
Students will be required to interview two practicing counselors in different settings and then write a paper comparing and contrasting various aspects of the roles, functions, nonverbal behavior, etc. of the counselors’ interviewed. See Appendix B for specific instructions. This summary should be a minimum of five pages (Not including coversheet or reference page), doubled-spaced, grammatically correct using APA style manual guidelines.

7. MID-TERM AND FINAL EXAMS: TBD