SYLLABUS

COUN 6310-02 Introduction to Guidance and Counseling

Department of Counseling

INSTRUCTOR INFORMATION

Instructor Name: Dr. Clarissa Salinas, PhD, LPC, RPT

Office Location & Hours: Education Complex 1.642 (Edinburg Campus) by appointment
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, virtual session, or a meeting.

Telephone Number: 956-665-3470

UTRGV email address: clarissa.salinas@utrgv.edu

Term: Fall 2019

Meeting Times and Location: Wednesdays 5:00-7:30PM, Music, Science, & Learning Center 1.112

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 7 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.

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXT

ISBN: 9780134460604

UTRGV Bookstore Retail Price, New: $156.75, Used: $117.75

RECOMMENDED TEXTS & OTHER READINGS

Retail Price: $28.45

COURSE DESCRIPTION AND PREREQUISITES

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

**LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE**

**PROGRAM STUDENT LEARNING OUTCOMES**

2.F.1.a: history and philosophy of the counseling profession and its specialty areas
2.F.1.b: the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
2.F.1.d: the role and process of the professional counselor advocating on behalf of the profession
2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2.F.1.f: professional counseling organizations, including membership benefits, activities, services to members, and current issues
2.F.1.g: professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
2.F.1.i: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2.F.1.k: strategies for personal and professional self-evaluation and implications for practice 2.F.1.l: self-care strategies appropriate to the counselor role
2.F.2.a: multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2.F.2.b: theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
2.F.2.d: the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
2.F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
2.F.5.c.: theories, models, and strategies for understanding and practicing consultation
2.F.5.d: ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2.F.5.e: the impact of technology on the counseling process
2.F.5.f: counselor characteristics and behaviors that influence the counseling process 2.F.5.g: essential interviewing, counseling, and case conceptualization skills
2.F.5.n: processes for aiding students in developing a personal model of counseling

**CLINICAL MENTAL HEALTH COUNSELING**

5.C.1.a: history and development of clinical mental health counseling 5.C.2.a: roles and settings of clinical mental
health counselors
5.C.2. k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
5.C.2.1: legal and ethical considerations specific to clinical mental health counseling

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

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

STATE OR NATIONAL STANDARDS

STANDARD I. LEARNER-CENTERED KNOWLEDGE

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

STANDARD II. LEARNER-CENTERED SKILLS

(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
(5) coordinate resources for students within the school and community

STANDARD III. LEARNER-CENTERED PROCESS

(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change.
(4) implement effective referral procedures to facilitate the use of special programs and services.

STANDARD IV. LEARNER-CENTERED EQUITY AND EXCELLENCE FOR ALL LEARNERS

This syllabus subject to change to better meet course objectives per discretion of instructor.
(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.

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

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

Standard V. Learner-Centered Communications

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

(4) facilitate learners’ access to community resources.

(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

STANDARD VI. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT

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

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

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate understanding of counselor roles during a crisis, disaster, or other trauma-causing event, including impact of violence on children, by appropriately responding to a case study, including formulation of appropriate responses to multiple victim/survivor scenarios.</td>
<td>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td>Learner Centered Knowledge</td>
<td>F8A</td>
</tr>
<tr>
<td>Students will differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events, and will demonstrate the ability to use psychological first aid, by appropriately responding to a case study which includes evaluation and appropriate responses to multiple victim/survivor scenarios.</td>
<td>Counseling graduate students will demonstrate proficiency in the Counseling for Accreditation of Counseling and Related Educational Programs (CACREP) core counseling areas, including Theories, Career, Ethics, Group Counseling, Practice, and Research.</td>
<td>Learner Centered Skills</td>
<td>2.F.3.G: EFFECTS OF CRISIS, DISASTERS, AND TRAUMA ON DIVERSE INDIVIDUALS ACROSS THE LIFESPAN</td>
</tr>
<tr>
<td>Students will demonstrate understanding of the diagnostic process and treatment planning by providing accurate diagnosis; appropriate treatment objectives, planning, and intervention strategies; appropriate use of medical and adjunctive care.</td>
<td>Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td>Learner-Centered Professional Development</td>
<td>2.F.3.C: THEORIES OF NORMAL AND ABNORMAL PERSONALITY DEVELOPMENT</td>
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</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
This syllabus subject to change to better meet course objectives per discretion of instructor.
Students will identify appropriate approaches to clinical evaluation, including diagnostic interviews, mental status examinations, symptom inventories, and other assessments, across a variety of DSM categories and diagnoses. Assessment will be based on selection of appropriate evaluation strategies and measures on multiple quiz case studies and the final project.

Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.

Learner-Centered Professional Development

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

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

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

Counseling graduate students will demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.

Learner-Centered Professional Development

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

2.F.5.H: DEVELOPMENTALLY RELEVANT COUNSELING TREATMENT OR INTERVENTION PLANS

2.F.5.K: SUICIDE PREVENTION MODELS AND STRATEGIES

2.F.7.C: PROCEDURES FOR ASSESSING RISK OF AGGRESSION OR DANGER TO OTHERS, SELF-INFLICTED HARM, OR SUICIDE

2.F.3.D: THEORIES AND ETIOLOGY OF ADDICTIONS AND ADDICTIVE BEHAVIORS

2.F.3.E: BIOLOGICAL, NEUROLOGICAL, AND PHYSIOLOGICAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR

This syllabus subject to change to better meet course objectives per discretion of instructor.
Students will learn about designs used in abnormal behavior research and clinical mental health program evaluation.

Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.

Learner Centered Skills

(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.

2.F.3.C: THEORIES OF NORMAL AND ABNORMAL PERSONALITY DEVELOPMENT
2.F.5.H: DEVELOPMENTALLY RELEVANT COUNSELING TREATMENT OR INTERVENTION PLANS
2.F.8.B: IDENTIFICATION OF EVIDENCE-BASED COUNSELING PRACTICES

Students will demonstrate understanding of co-occurring substance abuse disorders and their impact on psychological and medical disorders through responses to multiple case studies reflecting a wide range of DSM categories and diagnoses.

Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.

Learner Centered Skills

(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.

2.F.3.D: THEORIES AND ETIOLOGY OF ADDICTIONS AND ADDICTIVE BEHAVIORS
2.F.3.E: BIOLOGICAL, NEUROLOGICAL, AND PHYSIOLOGICAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR
2.F.3.F: SYSTEMIC AND ENVIRONMENTAL FACTORS THAT AFFECT HUMAN DEVELOPMENT, FUNCTIONING, AND BEHAVIOR

### TECHNICAL REQUIREMENTS

**Computer Hardware**
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](https://blackboardlearn.com) from Blackboards resource page.

**Student Technical Skills**
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

**Software**
Mozilla’s [Firefox](https://firefox.com) (latest version; Macintosh or Windows)
Google [Chrome](https://chrome.com) (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)
Project Software – Optional

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
Visit the Blackboard Student Help Site

UTRGV’s Blackboard Support:

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Casa Bella</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 613</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</table>

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk - Brownsville: (956) 882-6792, Edinburg: (956) 665-5327
Online: Submit a help request via Create Case

COURSE DESCRIPTION AND PREREQUISITES

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

INSTRUCTIONAL METHODS AND ACTIVITIES:

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

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

This syllabus subject to change to better meet course objectives per discretion of instructor.
ASSIGNMENTS

Program Requirements:

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

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

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

  A. Students must turn in a one-page reflection paper based on the book they read.

Course Requirements:

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

  CACREP Standards: K.5a, K.5c, TEA Standards: Learner Center Professional Development (1); Learner-Centered Equity and Excellence for ALL Learners (1); Learner Centered Communications (1)(5)

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

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

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

CACREP Standards: K.1b, K.1d, K.1f, K.1g, SC A2, SC B1, CC B1

TEA Standards: Learner Centered Knowledge (6); Learner-Centered Skills (5); Learner-Centered Process (5); Learner Centered Communications (4)(7)(8)

3. Special Topics Presentation: You will be assigned a small group. Your group will prepare a presentation, lasting up to an hour, on a counseling topic related to a specific chapter. Some such topics include Career Counseling over the Life Span, Marriage, Couple, and Family Counseling, Professional School Counseling, College Counseling and Student-Life Service, Abuse and Disability, Mental Health and Community Counseling. Presentations should cover key concepts from the textbook, as well as concepts and ideas from recent research findings. See rubric on Blackboard for more details.

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

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

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

CACREP Standards: K.1b, K.1f, K.1g, SC A2, SC B1, CC B1

TEA Standards: Learner Centered Communications (1); Learner-Centered Process (4)

5. Quizzes and Examinations: Weekly quizzes and a final evaluation will be given. Quizzes will be based on the chapter readings and the final exam will be comprehensive based on assigned readings and class discussions.

This syllabus subject to change to better meet course objectives per discretion of instructor.
**CACREP Standards:** K.1a, K.1b, K.1d, K.1e, K.1h, K.2a, K.2c, K.5a, K.5g, SC A1, SC A2, SC A11, CC A1, CC B1, CC A4

**TEA Standards:** Learner Centered Knowledge (1)(5)(6)(8)

**GRADING POLICIES**

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

**LETTER GRADE**

A = 90-100%
B = 80-89%
C = 70-79%
D = Below 69%

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Worth</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Personal Beliefs Statement</td>
<td>15 points</td>
<td>9/11</td>
</tr>
<tr>
<td>Special Topics Presentation</td>
<td>10 points</td>
<td>10/23, 10/30</td>
</tr>
<tr>
<td>Counseling Interview &amp; Reflection</td>
<td>10 points</td>
<td>11/20</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>20 points</td>
<td>12/4</td>
</tr>
<tr>
<td>Chapter Quizzes and Peer evaluation</td>
<td>15 points</td>
<td>Due weekly on BB</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 points</td>
<td>12/11</td>
</tr>
<tr>
<td>Seminar, Reading List (Program Requirement)</td>
<td>10 points</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
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**CALENDAR OF ACTIVITIES**

The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates for Fall 2019 include:

- August 26: First day of classes
- August 29: Last day to add a course or register for Fall 2019
- September 2: Labor Day Holiday – NO classes
- November 13: Last day to drop a course; will count toward the 6-drop rule
- November 28-29: Thanksgiving Holiday – NO classes

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Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

PREGNANCY, PREGNANCY-RELATED, AND PARENTING ACCOMMODATIONS

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

STUDENT ACCESSIBILITY SERVICES

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Date Range</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>October 2nd – 8th</td>
</tr>
<tr>
<td>Module 2</td>
<td>November 27th – December 3rd</td>
</tr>
<tr>
<td>Full Fall Semester</td>
<td>November 14th – December 4th</td>
</tr>
</tbody>
</table>

ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Three late arrivals or departures to class (more than 10 minutes late) will constitute one absence. Students absent from more than two sessions or classes will be receive a letter deduction from their final grade.

UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.
SCHOLASTIC DISHONESTY

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

DEFINITIONS

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit.”

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

SEXUAL MISCONDUCT AND MANDATORY REPORTING

Required on all syllabi. Do not modify.

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (pie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their

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undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES**

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400</td>
<td>ESWKH 101</td>
</tr>
<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td>(956) 665-7120</td>
<td>(956) 665-7120</td>
</tr>
<tr>
<td>Career Center</td>
<td>BCRTZ 129</td>
<td>ESSBL 2.101</td>
</tr>
<tr>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td>(956) 882-5627</td>
<td>(956) 665-2243</td>
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<td>Counseling Center</td>
<td>BSTUN 2.100</td>
<td>EUCTR 109</td>
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<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
<td>(956) 882-3897</td>
<td>(956) 665-2574</td>
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<tr>
<td>Learning Center</td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
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<tr>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td>(956) 882-8208</td>
<td>(956) 665-2585</td>
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<td>Writing Center</td>
<td>BUBLB 3.206</td>
<td>ESTAC 3.119</td>
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<tr>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
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<td>(956) 665-2538</td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
Course Calendar

Please note that this schedule is tentative. Assigned reading must be complete prior to class. Class lectures, discussions, and activities will build upon assigned readings, so completing reading assignments prior to class are essential for successful participation in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Readings and Assignments Due Prior to Class Meeting</th>
</tr>
</thead>
</table>
| 08/28  | Introductions and Course Overview  
Master’s Handbook  
Discuss APA Style Writing  
Personal and Professional Aspects of Counseling | Read Master’s Handbook  
Chapter 1                                                                                 |
| 09/4   | Building Counseling Relationships  
Working in and Closing a Counseling Relationship | Chapter 5  
Chapter 6  
Quiz for chs. 1, 5, 6                                                                     |
| 09/11  | Counseling in a Multicultural Society  
Counseling with Diverse Populations  
Watch The Color of Fear | Chapter 3  
Chapter 4  
Quiz for chs. 3&4  
Personal Beliefs Statement Due on BB                                                      |
| 09/18  | Ethical and Legal Aspects of Counseling  
How are counselors trained and regulated? | Chapter 2  
CACREP Standards  
TX LPC Regulations  
ACA Code of Ethics  
Quiz for ch. 2                                                                           |
| 09/25  | Theories of Counseling | Chapters 7 & 8  
Quiz for chs. 7&8                                                                         |
| 10/2   | Groups in Counseling | Chapter 9  
Quiz for ch. 9                                                                             |
| 10/9   | Consultation and Supervision | Chapter 10  
Quiz for ch. 10                                                                            |
| 10/16  | Evaluation and Research  
Testing, Assessment, and Diagnosis in Counseling | Chapter 11  
Chapter 12  
Quiz for chs. 11&12                                                                        |
| 10/23  | Counseling Specialties  
Presentations: | Chapters 13-17                                                                            |
| 10/30  | Counseling Specialties cont.  
Presentations: | Chapters 13-17                                                                            |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/6</td>
<td>Clinical Mental Health and Private Practice Counseling</td>
<td>Chapter 18</td>
</tr>
<tr>
<td></td>
<td>What happens in a counseling session?</td>
<td>Quiz for ch. 18</td>
</tr>
<tr>
<td>11/13</td>
<td>Interview Assignment</td>
<td></td>
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<tr>
<td>11/20</td>
<td>APA Presentation-Pending Zoom scheduling with Writing Center</td>
<td>Interview Paper Due on BB</td>
</tr>
<tr>
<td></td>
<td>Advocacy Project or Seminar</td>
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<tr>
<td>11/27</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>12/4</td>
<td>Review for Final Exam</td>
<td>Advocacy Paper Due on BB</td>
</tr>
<tr>
<td>12/11</td>
<td><strong>Final Exam on BB</strong> <em>(available beginning December 6\textsuperscript{th}, due 12/11)</em></td>
<td>Seminar Reflection Due on BB <em>(can submit anytime during the semester)</em></td>
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<tr>
<td></td>
<td></td>
<td>Book Reflection Due on BB <em>(can submit anytime during the semester)</em></td>
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</table>
Interview Assignment Rubric

<table>
<thead>
<tr>
<th>Point Worth</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Used APA format correctly</td>
</tr>
<tr>
<td>3</td>
<td>From the interview, student shared what they learned about the counseling profession.</td>
</tr>
<tr>
<td>3</td>
<td>Student shared original insights and surprises they learned about professional counseling from their interview.</td>
</tr>
<tr>
<td>3</td>
<td>Student shared both thoughts and feelings about their future career as a professional counselor after conducting the interview.</td>
</tr>
<tr>
<td>10</td>
<td>Total Points Possible</td>
</tr>
</tbody>
</table>

Interview Questions

1) What is your current position?
2) How long have you been a Licensed Professional Counselor?
3) What are your practice specializations?
4) What are your main responsibilities?
5) What is your typical work day like?
6) Why did you decide to become a counselor?
7) What theories and techniques do you use?
8) What do you like most about your work?
9) What do you like least about your work?
10) Is there anything you wish you had paid more attention to in your graduate program?
11) Do you think training programs adequately prepare students for careers in professional counseling?
12) What advice do you have for a graduate student beginning their counselor training?
13) How do you deal with ethical dilemmas that you encounter in your practice?
14) In what ways, if any, do you collaborate or consult with other professionals?
15) What do you believe are the current or “hot” areas of opportunity for LPCs?
16) How do you advocate for professional counseling?
17) Are there any legislative or governmental policy issues that you have encountered that are relevant to your practice as an LPC?
18) What self-care strategies do you implement to maintain personal and professional balance
Required Reading List for Graduate Students in Department of Counseling and Guidance

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

Enjoy your readings,
Counseling & Guidance Faculty


