

COUNSELING PROGRAM - LEVEL 1 EXAM –
Content and Course Objectives for COUN 501 & 510

COUN 501: INTRODUCTION TO THE COUNSELING PROFESSION

COURSE OBJECTIVES include, but are not limited to, the following.

Students will demonstrate understanding of:

1. counselor characteristics and behaviors that influence helping; (5b)
2. history and philosophy of the counseling profession, including significant factors and events; (1a)
3. 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; (1c)
4. requirements for entry into, progress through, and completion of the Texas A&M University–Commerce counselor preparation program.
5. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaborations and communications; (1b)
6. professional organizations, especially TCA and ACA and their branches and divisions, including membership benefits, activities, services to members, and current issues; (1f)
7. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (1g)
8. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; (1h)
9. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; (1i)
10. a general framework for understanding and practicing consultation; (5f)
11. ethical standards of professional organizations and licensing boards, and applications of ethical and legal considerations in professional counseling; (1j)

CONTENT AREAS include, but are not limited to, the following:

- I. Counselor characteristics and behaviors
- II. Importance of self-awareness in maintaining a therapeutic relationship and appropriate professional boundaries.
- III. History and philosophy of the counseling profession
- IV. Master's-level programs at A&M-Commerce
- V. Professional roles

A. Introduction to counselor roles common across settings

1. Counseling
2. Consulting
3. Supervising (clinical)
4. Evaluating programs

B. Educational settings

C. Non-educational settings

VI. Relationships with other human service providers

VII. Professional organizations for counselors 2 Texas A&M University – Commerce Department of Psychology, Counseling, and Special Education

VIII. Professional credentialing

A. Certification (School Counselor Certification and NCC)

B. Licensure

C. Registration

D. Accreditation

IX. Public and private policy processes and advocacy on behalf of the profession

X. Ethical standards and legal considerations in the counseling profession

XI. Overview of counselor functions, skills, and knowledge

A. Theories

B. Group work

C. Career development/education/counseling

D. Assessment, evaluation, and research

E. Diversity awareness and multicultural competencies

COUN 510: COUNSELING THEORIES AND TECHNIQUES

COURSE OBJECTIVES include, but are not limited to, the following:

Students will demonstrate understanding of:

1. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences will include an examination of the historical

development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; (5d)

2. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (5e)

3. an orientation to wellness and prevention as desired counseling goals (5a)

CONTENT AREAS include, but are not limited to, the following:

I. Counseling theories (including history, major constructs, techniques, and application of techniques to cases)

A. Affective theories

B. Behavioral theories

C. Cognitive theories

D. Family and other systems theories

E. Postmodern theories

F. Other models of counseling consistent with current research and practice in the field

II. Factors to consider when building a personal model of counseling

III. Ethical and legal issues related to the counseling process, particularly theory application
3 Texas A&M University –
Commerce Department of Psychology, Counseling, and Special Education