COUNSELING PROGRAM - LEVEL 1 EXAM –
Content and Course Objectives for COUN 501, 510, 522, and 528

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
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
COUN 522: COUNSELING DIVERSE POPULATIONS

COURSE OBJECTIVES include, but are not limited to, the following. Students will demonstrate understanding of:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; (2a)
2. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (2f);
3. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; (2b)
4. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (2d)
5. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; (2e)
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; (2c)
7. ethical and legal considerations related to social and cultural diversity.

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

I. Multicultural and pluralistic trends
   A. Characteristics
   B. Concerns between and within diverse groups nationally and internationally;

II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

III. Counselor characteristics that influence helping processes including:
   A. Age
   B. Gender
   C. Ethnicity

III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
   A. Age
   B. Gender
   C. Ethnic Differences

IV. Counselors’ roles in a diverse society
   A. Social justice
   B. Advocacy and conflict resolution
   C. Cultural self-awareness
   D. The nature of biases, prejudices
   E. Processes of intentional and unintentional oppression and discrimination
   F. Other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body

V. Theories of multicultural counseling

VI. Theories of identity development

VII. Multicultural competencies

VIII. Legal and ethical issues related to diversity.
COURSE OBJECTIVES include, but are not limited to, the following. Students will demonstrate an understanding of:

1. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; (6a)
2. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; (6b)
3. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (6c)
4. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (6d)
5. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; (6e)
6. professional preparation standards for group leaders;
7. ethical and legal considerations related to group work; and
8. students will become more conscious of their personal growth through participation as group members. (6e)

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

I. Group dynamics
   A. Group process components
   B. Developmental stage theories
   C. Group members’ roles and behaviors
   D. Therapeutic factors of group work
II. Group leadership styles and approaches
   A. Characteristics of various types of group leaders
   B. Leadership styles
III. Theories of group counseling
   A. Commonalities
   B. Distinguishing characteristics
   C. Pertinent research and literature
IV. Group counseling methods
   A. Group counselor orientations and behaviors
   B. Appropriate selection criteria and methods
   C. Methods of evaluation of effectiveness
V. Approaches used for other types of group work
   A. Task groups
   B. Psychoeducational groups
   C. Therapy groups
VII. Professional preparation standards for group leaders
VIII. Ethical and legal considerations related to group work