



DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

Counseling Techniques, EDCG 5312, (3 Semester Hours), Online Format

TUESDAYS 6:00-8:50, RHODE HALL

COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Karen L Furgerson, Ph.D., LPC-S
Office Location: Rhode Hall 132
Office Hours: Tuesdays and Wednesdays 1:00-6:00
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Preferred Form of Communication: prefer email when possible

COURSE INFORMATION

Textbook(s) Required:

Cormier, S. and Nurius, P.S., Osborn, C. (2020). interviewing and change strategies for helpers (8thed.)
Pacific Grove: Brooks/Cole. (ISBN-13: 978-1305271456)

Publisher Price: (new) \$225.00 (Used) \$25.00-75.00

Technology Requirement(s):

- This class is taught through a hybrid format with a significant portion delivered online, including major assignments and exams. Students need access to Blackboard, which is an online teaching format. You are responsible for your access to (a) a reliable computer, (b) stable internet service to watch videos and respond to blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 16 weeks. All TAMUK students can download Microsoft Office 365 for free. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing your TAMUK email/blackboard, you may visit "Help Desk" located in the Jernigan Library or call iTech Support at 361-593-HELP (24 hours a day and 7 days a week).

COURSE DESCRIPTION

This course reviews the study of theory and philosophy of individual counseling with techniques and practices in the field. This is a "hands on" course where the student is taught through practice and observation, the dynamics of providing individual counseling services. Both classroom and laboratory experiences are offered in this course.

Rigor Statement: This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.

The syllabus and schedule are subject to change.

- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

STUDENT LEARNER OUTCOMES

ALIGNMENT OF PROGRAM LEARNING OBJECTIVES TO NATIONAL AND STATE STANDARDS

*The table below should include alignment to standards relevant to the program.
2016 CACREP Standards

Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:	Course Objectives	Learning activities that facilitate development of knowledge, skills, and/or practices of this content:	SLO Assessment Point <i>By Rubric or Exam Score</i>
2.F.1.a.. Students will be able to identify and understand the history and philosophy of the counseling profession and its specialty areas	1,3	<p>Participate in class presentation, "What is Counseling?"</p> <p>In the Blog forum discuss the factors that make Counseling a profession as opposed to an occupation (i.e. licensure, ethical standards,)</p> <p>Discus the specialty areas such as school counseling, addiction counseling, marriage and family, career and academic counseling.</p> <p>Share PowerPoint for Chapter: 2: Critical Commitments: Diversity Issues and Ethical Practice</p> <p>In the discussion board forum discuss 3 ways that a helper may misuse his or her power.</p> <p>Complete assigned readings and blackboard materials and respond to the question posed in the blackboard discussion.</p> <p>Post two peer responses to enhance group discussions.</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Self-Monitoring project (See appendix C with a grading rubric.).</p>
2.F.5.f.	1,3	Share PowerPoint for Chapter:	Blackboard scenario reactions associated

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<p>Students will be able to identify counselor characteristics and behaviors that influence the counseling process.</p>		<p>1: Building Your Foundation as a Helper</p> <p>Share the four primary stages of helping and the clinician’s tasks within each stage.</p> <p>Define self-care and discuss three activities that you may undertake to promote your own self-care as a helper in the discussion board forum.</p> <p>Review assigned readings and blackboard materials and respond to the question posed in the blackboard discussion.</p> <p>Post two peer responses to enhance group discussions.</p>	<p>with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score</p> <p>Final Exam Score</p> <p>Self-Monitoring project (See appendix C with a grading rubric.).</p>
<p>2.F.5.n.</p> <p>Students will gain knowledge of the processes for aiding students in developing a personal model of counseling</p>	<p>1,3</p>	<p>Share PowerPoint for Chapter: 1: Building Your Foundation as a Helper</p> <p>Discuss the Core Skills and Attributes associated with development as a counselor: Self Awareness/Self Reflection, Mindfulness, Self-Care/Self-Compassion.</p> <p>Review assigned readings and blackboard materials and respond to the question posed in the blackboard discussion.</p> <p>Post two peer responses to enhance group discussions.</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score</p> <p>Final Exam Score</p> <p>Self-Monitoring project (See appendix C with a grading rubric.).</p>
<p>2.F.1.b.</p> <p>Students will gain knowledge and awareness about the multiple professional roles, functions across specialty areas, and relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.,</p>	<p>1,3</p>	<p>Participate in class presentation, “What is Counseling?”</p> <p>Share PowerPoint for Chapter: 1: Building Your Foundation as a Helper</p> <p>Discuss the four primary stages of helping the clinician’s tasks within each stage.</p> <p>Participate in the chapter 1 discussion board forum</p>	<p>Blackboard scenario reactions associated with presentation and chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapters (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score</p> <p>Final Exam Score</p> <p>Self-Monitoring project (See appendix C with a grading rubric.)</p>

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		<p>2: Critical Commitments: Diversity Issues and Ethical Practice</p> <p>Explore the 4 critical commitments to competent clinical practice: Lifelong Learning, Collaboration, Value-based Practice, Beneficence</p> <p>Review assigned readings and blackboard materials and respond to the question posed in the blackboard discussion.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>2.F.5.b. Students will gain knowledge and awareness of a systems approach to conceptualizing clients.</p>	<p>1,3</p>	<p>Participate in class presentations, "Egan Helping Model",</p> <p>Consider the fluid nature of the stages of the therapeutic relationship as described by Egan</p> <p>In the blog forum, Discuss how the stages of the counseling process are fluid. What are the positives or negatives of a client regressing to an earlier stage?</p> <p>"Listening"</p> <p>In the blog forum, Give an example of a time you feel that someone to whom you were speaking was not listening to you. What made you think they were not listening and how did that make you feel</p> <p>Compose a clarification, paraphrase, reflection of feelings and summarization response for the client presented in the scenario (blog)</p> <p>"Therapeutic Environment"</p> <p>Consider how you can positive and safe therapeutic environment for your clients</p>	<p>Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Self-Monitoring project (See appendix C with a grading rubric.).</p>

	<p>In the blog forum, Post two pictures of offices: 1-an office that does NOT foster a therapeutic environment and tell why it does not. 2- an office which is designed to create a therapeutic environment and why you think it does.</p> <p>Share PowerPoint for Chapter:</p> <p>2: Critical Commitments: Diversity Issues and Ethical Practice</p> <p>Explore three ways that a helper may misuse his or her power in the discussion board forum.</p> <p>Consider three ways in which you may enhance your cultural self-awareness as a helper.</p> <p>4: Listening</p> <p>Compose a clarification, paraphrase, reflection of feelings and summarization response for the client presented in the scenario (blog)</p> <p>5: Influencing Responses Develop 2 open ended and questions and 2 immediacy responses for the client in the scenario.</p> <p>6: Assessing and Conceptualizing Client Problems, Concerns, And Contexts Identify and discuss what factors you would consider when choosing an evidence-based assessment in the discussion board forum</p> <p>7: Conducting an Interview Assessment with Clients Become familiar with the methods of assessment presented by the author and</p>	
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		<p>understand where and when each should be used. In the discussion board forum, Discuss the limitations of the interview leads (questions) that were identified in the chapter</p> <p>8: Constructing, Contextualizing, and Evaluating Treatment Goals Discuss factors that will affect your treatment selection in the discussion board forum.</p> <p>9: Clinical Decision Making and Treatment Planning In the discussion board forum, Discuss factors that will affect your treatment selection.</p> <p>Review assigned readings and blackboard materials and respond to the question posed in the blackboard discussion.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>2.F.5.d Students will gain knowledge of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p>	<p>1,3</p>	<p>Participate in ethics activity and respond to the following questions regarding the presented scenario:</p> <p>What ethical standards are in conflict in this situation?</p> <p>What other information do you need from the client to make your ethical decision?</p> <p>How would you proceed?</p> <p>Please discuss how you would resolve this dilemma and upload your answer.</p> <p>Share PowerPoint for Chapter: 2: Critical Commitments: Diversity Issues and Ethical Practice Explore how diversity issues may arise and lead to ethical dilemmas. Discuss three ways that a helper may misuse his or her power in the discussion board forum.</p>	<p>Blackboard scenario reactions associated with presentation and chapters (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapters (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Self-Monitoring project (See appendix C with a grading rubric.)</p>

The syllabus and schedule are subject to change.

		<p>9: Clinical Decision Making and Treatment Planning</p> <p>Discuss factors that will affect your treatment selection in the discussion board forum</p> <p>Review assigned readings and blackboard materials and respond to the question posed in the blackboard discussion.</p> <p>Post two peer responses to enhance group discussions.</p>	
<p>2.F.1.k.</p> <p>Students will develop strategies for personal and professional self-evaluation and implications for practice.</p>	<p>1,3</p>	<p>Share PowerPoint for Chapter: 15: Self-Management Strategies:</p> <p>Identify three guidelines that you would follow to determine if a self-management program would be an appropriate strategy for a client.</p> <p>Define self-care and discuss three activities that you may undertake to promote your own self-care as a helper in the discussion board forum.</p> <p>Review assigned readings and blackboard materials and respond to the question posed in the blackboard discussion.</p> <p>Post two peer responses to enhance group discussions.</p>	<p>Blackboard scenario reactions associated with chapter (See appendix A with a grading rubric.)</p> <p>Blackboard group discussions associated with chapter (See appendix B with a grading rubric.)</p> <p>Midterm Exam Score Final Exam Score</p> <p>Self-Monitoring project (See appendix C with a grading rubric.)</p>

COURSE OBJECTIVES AND MARKETABLE SKILLS

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
<p>1.Students will be able to identify and understand the history and philosophy of the counseling profession and its specialty areas</p>	<ul style="list-style-type: none"> • Present PowerPoint for Lesson, “What is Counseling?” ○ Identify and discuss the factors that make Counseling a profession as opposed to an occupation (i.e. licensure, ethical standards,)in the blog forum ○ Discus the specialty areas such as school counseling, addiction 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentation and 	<p>2.F.1.a.</p> <p>Students will be able to identify and understand the history and philosophy of the counseling profession and its specialty areas</p>

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	<p>counseling, marriage and family, career and academic counseling.</p> <ul style="list-style-type: none"> • Present PowerPoints for Required Readings: 2: Critical Commitments: Diversity Issues and Ethical Practice ○ Identify and discuss three ways in which you may enhance your cultural self-awareness as a helper ○ Identify and discuss the four areas that should be disclosed to prospective clients to inform their consent about participating in treatment ○ In the discussion board forum discuss 3 ways that a helper may misuse his or her power. • Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. • Post two peer responses to enhance group discussions. 	<p>chapter (See appendix B with a grading rubric.)</p> <ul style="list-style-type: none"> • Midterm Exam Score • Final Exam Score • Self-Monitoring project (See appendix C with a grading rubric.). 	
<p>2. Students will be able to identify counselor characteristics and behaviors that influence the counseling process and apply the information for self-evaluation and development of a counselor identity</p>	<p>Present PowerPoints for Required Readings:</p> <p>1: Building Your Foundation as a Helper</p> <ul style="list-style-type: none"> ○ Identify and discuss the four primary stages of helping and and the clinician’s tasks within each stage. ○ Define self-care and discuss three activities that you may undertake to promote your own self-care as 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentation and chapter (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentation and chapter (See appendix B with a grading rubric.) • Midterm Exam Score 	<p>2.F.5.f. Students will be able to identify counselor characteristics and behaviors that influence the counseling process. 2.F.5.n.:</p>

	<p>a helper in the discussion board forum.</p> <ul style="list-style-type: none"> • Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. • Post two peer responses to enhance group discussions. 	<ul style="list-style-type: none"> • Final Exam Score • Self-Monitoring project (See appendix C with a grading rubric.). 	<p>Students will gain knowledge of the processes for aiding students in developing a personal model of counseling</p>
<p>3. Students will be able to identify counselor characteristics and behaviors that influence the counseling process and apply the information for self-evaluation and development of a counselor identity</p>	<ul style="list-style-type: none"> • Present PowerPoint for Lesson, “What is Counseling?” <ul style="list-style-type: none"> ○ Identify and discuss the factors that make Counseling a profession as opposed to an occupation (i.e. licensure, ethical standards,) in the blog forum <p>Present PowerPoints for Required Readings:</p> <p>1: Building Your Foundation as a Helper</p> <ul style="list-style-type: none"> ○ Identify and discuss the four primary stages of helping and the clinician’s tasks within each stage. ○ Define self-care and discuss three activities that you may undertake to promote your own self-care as a helper in the discussion board forum. <p>2: Critical Commitments: Diversity Issues and Ethical Practice</p> <ul style="list-style-type: none"> ○ Identify and discuss the 4 critical commitments to competent clinical practice: Lifelong Learning, Collaboration, Value-based Practice, Beneficence ○ Identify and discuss the four areas that should be disclosed to prospective clients to inform their 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score • Self-Monitoring project (See appendix C with a grading rubric.). 	<p>2.F.1.f.; Students will be able to identify counselor characteristics and behaviors that influence the counseling process. 2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</p>

	<p>consent about participating in treatment</p> <ul style="list-style-type: none"> ○ In the discussion board forum discuss 3 ways that a helper may misuse his or her power. <ul style="list-style-type: none"> • Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. . • Post two peer responses to enhance group discussions. 		
<p>4. Students will gain knowledge and awareness of standards of care and a systems approach to conceptualizing clients using evidence-based, ethical and culturally relevant counseling strategies</p>	<ul style="list-style-type: none"> • Present PowerPoint for Lessons, “Egan Helping Model”, <ul style="list-style-type: none"> ○ In the blog forum, Discuss how the stages of the counseling process are fluid. What are the positives or negatives of a client regressing to an earlier stage? “Listening” <ul style="list-style-type: none"> ○ In the blog forum, Give an example of a time you feel that someone to whom you were speaking was not listening to you. What made you think they were not listening and how did that make you feel ○ Compose a clarification, paraphrase, reflection of feelings and summarization response for the client presented in the scenario (blog) “Therapeutic Environment” <ul style="list-style-type: none"> ○ Discuss how you can positive and safe therapeutic environment for your clients 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score • Self-Monitoring project (See appendix C with a grading rubric.). 	<p>2.F.5.b.; a systems approach to conceptualizing clients 2.F.5.d.; ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships 2.F.2.f.; counselor characteristics and behaviors that influence the counseling process 2.F.5.j.; evidence-based counseling strategies and techniques for prevention and intervention</p>

	<ul style="list-style-type: none"> ○ In the blog forum, Post two pictures of offices: • 1-an office that does NOT foster a therapeutic environment and tell why it does not. • 2- an office which is designed to create a therapeutic environment and why you think it does. <p>Present PowerPoints for Required Readings:</p> <p>2: Critical Commitments: Diversity Issues and Ethical Practice</p> <ul style="list-style-type: none"> ○ Discuss three ways in which you may enhance your cultural self-awareness as a helper ○ Discuss the four areas that should be disclosed to prospective clients to inform their consent about participating in treatment ○ In the discussion board forum discuss 3 ways that a helper may misuse his or her power. <p>5: Influencing Responses</p> <ul style="list-style-type: none"> ○ Develop 2 open ended and questions and 2 immediacy responses for the client in the scenario <p>6: Assessing and Conceptualizing Client Problems, Concerns, And Contexts</p> <ul style="list-style-type: none"> ○ Identify and discuss what factors you would consider when choosing an evidence-based assessment in the discussion board forum <p>7: Conducting an Interview Assessment with Clients</p>	<p>2.F.5.k</p> <p>strategies to promote client understanding of and access to a variety of community-based resources</p>
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- Become familiar with the methods of assessment presented by the author and understand where and when each should be used.
- In the discussion board forum, Discuss the limitations of the interview leads (questions) that were identified in the chapter

8: Constructing, Contextualizing, and Evaluating Treatment Goals

- Discuss factors that will affect your treatment selection in the discussion board forum.

9: Clinical Decision Making and Treatment Planning

- Discuss factors that will affect your treatment selection in the discussion board forum

Share PowerPoint presentation: Listening

- In the blog forum, Give an example of a time you feel that someone to whom you were speaking was not listening to you. What made you think they were not listening and how did that make you feel
- Compose a clarification, paraphrase, reflection of feelings and summarization response for the client presented in the scenario (blog)
- Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. .

Post two peer responses to enhance group discussions.

5. Students will be able to compare and contrasts ethical and legal considerations

- Participate in ethics activity and respond to the following questions regarding the presented scenario:
 - What ethical standards are in conflict in this situation?
 - What other information do you need from the client to make your ethical decision?
 - How would you proceed?
 - Please discuss how you would resolve this dilemma and upload your answer. Share PowerPoint presentations for chapters:
 - 2: Critical Commitments: Diversity Issues and Ethical Practice
 - Identify and discuss three ways in which you may enhance your cultural self-awareness as a helper
 - Identify and discuss the four areas that should be disclosed to prospective clients to inform their consent about participating in treatment
 - In the discussion board forum discuss 3 ways that a helper may misuse his or her power.
 - 9: Clinical Decision Making and Treatment Planning
 - Discuss factors that will affect your treatment selection in the discussion board forum

- Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.)
 - Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.)
 - Midterm Exam Score
 - Final Exam Score
 - Self-Monitoring project (See appendix C with a grading rubric.).
- 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.5.d.: ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse

	<p>Present "What can we do about Child Abuse" Video(from Attorney General's office)</p> <ul style="list-style-type: none"> • In the blog forum, Please post your reaction to the video "What can we do about Child Abuse" Include information that may have been new to you. How can the information and techniques used in the video be of help as you enter the counseling field and encounter victims. • Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. • Post two peer responses to enhance group discussions. 		
<p>6. Students will gain knowledge and skills for implementing self-care strategies to avoid burnout, compassion fatigue, and vicarious traumatization.</p>	<ul style="list-style-type: none"> • Present PowerPoints for Required Readings: • 15: Self-Management Strategies: <ul style="list-style-type: none"> ○ Identify three guidelines that you would follow to determine if a self-management program would be an appropriate strategy for a client ○ Define self-care and discuss three activities that you may undertake to promote your own self-care as a helper in the discussion board forum. • Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. • Post two peer responses to enhance group discussions. 	<ul style="list-style-type: none"> • Blackboard scenario reactions associated with presentations and chapters (See appendix A with a grading rubric.) • Blackboard group discussions associated with presentations and chapters (See appendix B with a grading rubric.) • Midterm Exam Score • Final Exam Score • Self-Monitoring project (See appendix C with a grading rubric.). 	<p>2.F.1.k.; strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.1.l. self-care strategies appropriate to the counselor role m. the role of counseling supervision in the profession</p>

COURSE ASSIGNMENTS & ASSESSMENT

Students will be expected to participate on a weekly basis in the online environment and in person as scheduled. Online participation constitutes “virtual attendance.” Students will be graded on this weekly online participation as well as the following:

1. **Online Attendance/Discussion Board.** Each student will provide a) a reaction to the topic posted by the professor and b) a response to at least two other students’ reactions. These reactions will be due by 11:59pm on each Friday for the week we post. Your responses are due by 11:59pm on each Monday following each of the weeks we post. For example: If I post the discussion board topic on Tuesday 1/23, you are to post your reaction by Friday 1/26 and your two student responses by Monday 1/29. **(100 total points toward final grade)**

3. **Self-Monitoring Project:** Each student will submit an individual project consisting of two parts. The first part will consist of identifying an area of Personal Concern by the student and a detailed development of objective and a strategy to remedy the concern. The second part will give support for the implementation and progress made toward the objective.

The project should specifically address the following:

1. Identification of the concern
2. How this concern could affect your ability to become an effective counselor
3. How this issue was brought to your attention
4. Specific objective(s) for remedy
5. Specific strategies aimed at addressing the objective
6. How were the strategies implemented, supporting evidence of progress toward your objective

❖ Papers must be typed in Times New Roman 12 following APA 6th edition.

❖ The body of the reflection paper should be 5-7 pages long, double spaced, not including the title page or any references used. Because this paper is a personal exploration, references are not required, however if you should refer to any published work in your paper, cite it appropriately both in text and in a reference page.

❖ Writing should use formal language and correct spelling and punctuation

(100 total points toward final grade)

4. **Midterm and Final Exams (100 points each toward final grade)**

The exams will be in a multiple choice format. These exams will be taken online through BlackBoard and will be posted during the midterm and final exam weeks posted on the class schedule.

GRADING

Grades will be based on the cumulative point system shown below:

Exam 1=100 points

Exam 2=100 points

Bb assignments =100 points

Self-Monitoring Project =100 points

TOTAL =400 points

A = 360-400 points

B = 320-359 points

C = 280-319 points

The syllabus and schedule are subject to change.

D = 240-279 points
F = 239 and below

COURSE SCHEDULE

Weeks	Readings	Assignments	Online assignments
Week #1	Chapters 1: Overview of Class & syllabus		Introduction on discussion board
Week #2	What is Counseling? PowerPoint presentation		PPT and Discussion Boards
Week #3 Online	Chapters: 1: (DB) 2: Building Your Foundation as a helper (DB) 3: Understanding Nonverbal Behavior (DB) 4: Ingredients of an Effective Helping Relationship (blog)		PPT and Discussion Boards
Week #4 Online	Chapters: 5: Listening Responses (blog) 6: Influencing Responses (DB) 7: Conceptualizing and Assessing Client Problems, Concerns, and Contexts(DB)		PPT and Discussion Boards
Week #5 F2F	Chapters: 6: Trauma and Stress Related Disorders 7: Somatic Symptom and depressive Disorders 12: Schizophrenia and Other Psychotic Disorders Strategies		PPT and Discussion Boards
Week #6. F2F	Eagan Helping Model	Article Review #1 due	PPT and Discussion Boards
Week #7 online	Chapters: 8: Conducting an Interview Assessment with Clients (DB) 9: Identifying, Defining, and Evaluating Outcome Goals (DB)		PPT and Discussion Boards
Week #8 F2F	Therapeutic Environment		PPT and Discussion Boards
Week #9 Online	Ethics		Discussion Boards

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Weeks	Readings	Assignments	Online assignments
Week #9 Online		Midterm	
Week #10 F2F	Active Listening	Article Review #2	PPT and Discussion Boards
Week #11 Online	Chapters: 10: Clinical Decision-making and Treatment Planning (DB) 11: Imagery and Modeling Strategies (DB) 12: Reframing, Cognitive Modeling, and Problem Solving Strategies(blog)		PPT and Discussion Boards
Week #12 F2F	Child abuse		PPT and Discussion Boards
Week #13 Online	Chapters: 10: Clinical Decision-making and Treatment Planning (DB) 11: Imagery and Modeling Strategies (DB) 12: Reframing, Cognitive Modeling, and Problem Solving Strategies(blog)	Paper due	PPT and Online Activities
Week #14 Online	Chapters: PPT and Online Activities 13: Cognitive Change and Cognitive Restructuring(DB) 14:Stress Management Strategies (DB)		PPT and Online Activities
Week #15		Final Exam posted according to University's Exam schedule	

COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance

Regarding attendance (excused and unexcused absences), tardiness, class participation and decorum, academic dishonesty and misconduct, lab safety (if applicable), cell phone and laptop (or other electronic device) use

Late or missing work: It is the responsibility of the student to contact the professor if work is expected to be turned in late. Missing work will be given a "0" for grading until the student can submit the work

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or work out an alternative with the professor. Reasons for late or missing work must be valid and reviewed by the professor of record.

Other Course Policies (if applicable)

UNIVERSITY POLICIES

Six Drop Policy

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [Academic Procedure: Drop Policy](#).

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

Classroom Conduct Expectations

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

Academic Misconduct

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

The syllabus and schedule are subject to change.

3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

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

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resource or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Harassment/Discrimination

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identify or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361) 593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

The syllabus and schedule are subject to change.

The following needs to be added ONLY on syllabi for classes that may involve a circumstance that could be harmful to an unborn child.

Pregnant Students

Any pregnant students, or student planning on becoming pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to be when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at karen.royal@tamuk.edu or (361) 593-4758.

REQUIREMENTS DURING THE COVID-19 PANDEMIC

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

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

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

2. FACE COVERING POLICY

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

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

2A. Classroom Policy Regarding Face Coverings

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Compary, Kirsten.Compary@tamuk.edu) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances,

documentation provided should include the name of student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

2B. Face Shields

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

3. CONTACT TRACING

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

4. RECORDING LIVE LECTURES

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

5. FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

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