

SUL ROSS STATE UNIVERSITY**ED 7305: Workshop in Education****Spring 2016**

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Office Hours: Tuesdays, Wednesdays, and Thursdays: 9:30-2:30

By appointment and online

Please read the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact me for clarification.

REQUIRED TEXT

Sheperis, D., Henning, S., & Kocet, M. (2016). Ethical decision making for the 21st century counselor. SAGE: Thousand Oaks, California.

American Psychological Association (2009). The publication manual of the American Psychological Association. Sixth Edition. Washington, D.C. American Psychological Association.

COURSE DESCRIPTION

A course to familiarize students with professional, legal, and ethical issues facing clinical mental health counselors. Focus will be an overview of business/family law and professional practice, the study of current board rule, and records management. Students are to demonstrate knowledge of and ability to apply, the Texas State Board of Examiners of Professional Counselors Statutes-Laws and Rules-Regulations.

PROGRAM LEARNING OUTCOMES

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COURSE OBJECTIVES

- provide an overview of becoming an ethical, competent counselor
- assist the reader's identification of his or her own personal values that influence the ethical decision-making process
- highlight ethical decision-making models that have evolved to address specific considerations
- introduce a relational model of ethical decision making
- identify ethical and legal issues related to counseling practice
- introduce challenges specific to contemporary practice
- identify steps and processes for resolving ethical dilemmas
- highlight the ethical importance of social justice and advocacy for our clients and our profession

REQUIREMENTS

Students will:

- participate in Blackboard discussions.
- complete reading assignments and **study** the material **prior** to completing assignments.
- complete written assignments.
- complete quizzes.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

EVALUATION

Quizzes	35%
Discussion Board	20%
Research Paper	20%
Final Paper	25%

Course Grades:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

CLASS POLICIES

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor. **Please check your Sul Ross email daily.**

LATE ASSIGNMENTS ARE NOT ACCEPTED.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be prepared and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

SRSU Disability Services: The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.

ASSIGNMENT DESCRIPTIONS

1. Chapter Quizzes: (35% of overall grade)

There will be 14 chapter quizzes worth 40 points each. Each quiz is timed (40 minutes) and you must complete each quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. You **MAY NOT** collaborate on the chapter quizzes. To do so will violate stated rules regarding academic honesty and you will be dropped from the course. Answers will not be provided until all students have taken each quiz.

Chapter quizzes are available and you may take them in advance of the due date listed, however, you must complete each quiz by 12:00 a.m. (midnight) on the day each is due. Each quiz will consist of 20 questions, true/false and multiple choice.

2. Discussion Board Activities: (20% of overall grade)

You will be responsible for **one discussion board Post and two Responses for each chapter.** Discussion board Posts are due by 12:00 a.m. (midnight) on Saturday. **Discussion board Responses** are due by 12:00 a.m. (midnight) on Monday of the following week. Each chapter discussion post is worth 15 points and each chapter discussion board response is worth 5 points=25 points total.

3. Written Papers (45% of overall grade)

General Format for Written Work. Papers must be typed using **APA format.** Which includes, 1 inch margins, 12-point New Roman type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development. Two writing programs, Smarthinking and SafeAssign, are used to assist with quality of writing. **NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade.** Along with your APA manual, <http://www.apastyle.org> is a good reference web site for APA guidelines.

Typically each paragraph will have at least one cited source. Even if you have re-written the information in your own words you must cite the source. If the information is not 100% from you, you must cite a source.

Smarthinking

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. I have personally used this program and have recommended it to many students over the years. I am thrilled that Sul Ross has adopted this program and although it has always been affordable, it is now free of charge! Smarthinking is a proven excellent writing tutorial program and user friendly. I have a short summary below to give you an idea of the services, however, the Smarthinking handbook will provide you with additional details. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab. This service does not detect plagiarism, you will still need to use SafeAssign for similarity detection.

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

The Critique Process:

Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- **Standard Essay Review**

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- **Long Essay Review**

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- **Paragraph Review**

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- **Grammar & Documentation Review**

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard

essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- **Resume & Cover Letter Review**

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

About Smarthinking Tutors:

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students). Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

SafeAssign

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another

source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

Research Paper (20% of grade)

Using Smarthinking is required.

Due Date: Saturday, April 2, 12:00(midnight, CST)

1. Seven Case Studies are provided to you for this research paper. The seven case studies for this paper are available within the “Research Papers” tab in Blackboard. You will need to **choose three** of the case studies for this paper. You will research each case study using your textbook and other reliable and good references. I have provided multiple web resources and journal articles which may assist you. Present your findings in a **six to eight page paper**.

2. Reliable and good references are crucial to scholarly writing. Do not use unreliable web sources or sources such as dictionaries or Wikipedia.

Final Paper (25% of grade).

Using Smarthinking is required.

Due Date: Saturday, April 30, 12:00 (midnight, CST)

1. Seven Case Studies are provided to you for this research paper. The seven case studies for this paper are available within the “Research Papers” tab in Blackboard. You will need to **choose four** of the case studies for this paper. You will research each case study using your textbook and other reliable and good references. I have provided multiple web resources and journal articles which may assist you. Present your findings in an **eight to ten page paper**.

2. Once again, reliable and good references are crucial to scholarly writing. Do not use unreliable web sources or sources such as dictionaries or Wikipedia.

ED7305: Workshop in Education**Calendar of Assignments****NOTE: LATEASSIGNMENTS ARE NOT ACCEPTED****Assignment 1-Due 12:00(midnight)**

Chapter 1-Discussion Board Posting-Due: Saturday, Jan. 30

Chapter 1-Discussion Board Responses-Due: Monday, Feb. 1

Quiz 1: Chapter 1- Due: Sunday, Jan. 31

Assignment 2-Due 12:00(midnight)

Chapter 2-Discussion Board Posting-Due: Saturday, Feb. 6

Chapter 2-Discussion Board Responses-Due: Monday, Feb. 8

Quiz 2: Chapter 2- Due: Sunday, Feb. 7

Assignment 3-Due 12:00(midnight)

Chapters 3-Discussion Board Posting-Due: Saturday, Feb. 13

Chapters 3 -Discussion Board Response-Due: Monday, Feb. 15

Quiz 3: Chapter 3- Due: Sunday, Feb. 14

Assignment 4-Due 12:00(midnight)

Chapter 4-Discussion Board Posting-Due: Saturday, Feb. 20

Chapter 4-Discussion Board Responses-Due: Monday, Feb. 22

Quiz 4: Chapter 4- Due: Sunday, Feb. 21

Assignment 5-Due 12:00(midnight)

Chapter 5-Discussion Board Posting-Due: Saturday, Feb. 27

Chapter 5-Discussion Board Responses-Due: Monday, Feb. 29

Quiz 5: Chapter 5- Due: Sunday, Feb. 28

Assignment 6-Due 12:00(midnight)

Chapter 6-Discussion Board Posting-Due: Saturday, March 5

Chapter 6-Discussion Board Responses-Due: Monday, March 7

Quiz 6: Chapter 6- Due: Sunday, March 6

Assignment 7-Due 12:00(midnight)

Chapter 7-Discussion Board Posting-Due: Saturday, March 12

Chapter 7-Discussion Board Responses-Due: Saturday, March 12

Quiz 7: Chapter 7- Due: Sunday, March 13

Assignment 8-Due 12:00(midnight)

Chapter 8-Discussion Board Posting-Due: Saturday, March 26

Chapter 8-Discussion Board Responses-Due: Monday, March 28

Quiz 8: Chapter 8- Due: Sunday, March 27

Assignment 9-Due 12:00(midnight)

Research Paper

Due: Saturday, April 2, 12:00(midnight)

Assignment 10-Due 12:00(midnight)

Chapter s 9 and 10-Discussion Board Posting-Due: Saturday, April 9

Chapters 9 and 10-Discussion Board Responses-Due: Monday, April 11

Quizzes 9 and 10: Chapters 9and 10- Due: Sunday, April 10

Assignment 11-Due 12:00(midnight)

Chapters 11 and 12-Discussion Board Posting-Due: Saturday, April 16

Chapters 11 and 12-Discussion Board Responses-Due: Monday, April 18

Quizzes 11 and 12: Chapters 11 and 12- Due: Sunday, April 17

Assignment 12-Due12:00(midnight)

Chapters 13 and 14-Discussion Board Postings-Due: Saturday, April 23

Chapters 13 and 14-Discussion Board Responses-Due: Monday, April 25

Quizzes 13 and 14: Chapters 15 and 16- Due: Sunday, April 24

Assignment 13-Due12:00(midnight)

Final

Research Paper

Due: Saturday, April 30,12:00(midnight)

Important Dates

January 19-First Day of Classes

January 22-Last Day for Late Registration

March 8-Mid-Semester

March 14-18-Spring Break, No Classes

March 25-Good Friday, No Classes

April 8-Last Day to Withdraw with a "W"

May 9-12-Final Exams

May 14-Fall Commencements