

Syllabus

ED 7323: Seminar in Counseling – Emotional Intelligence and Beyond Sul Ross State University Fall 2018

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CATALOG COURSE DESCRIPTION:

The initial course in the sequence of counseling practice courses which applies knowledge of Emotional Intelligence and theories that support EQ as it applies to the individual counselor, the client and relationships.

REQUIRED TEXT and supplemental Materials:

*Nelson, Darwin and Low, Gary. *Emotional Intelligence: Achieving Academic and Career Excellence*, Prentice-Hall, 2e, 2011.

**How Emotions work; In Humans and Computers* by Sean Webb, 2012. - Available on Kindle or Audible

*Various other materials available for print on blackboard plus resource links

*Humphries Consultants - Assessments

TE_xES COMPETENCIES ADDRESSED IN THIS COURSE:

Domain 1: Understanding Students

Competency 002 – Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 – Factors Affecting Students: The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Domain 2: Planning and Implementing the Developmental Guidance and Counseling Program

Competency 006 – Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Domain 3: Collaboration, Consultation, and Professionalism

Competency 010 – Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

PROGRAM LEARNING OUTCOMES:

This course contributes to the following required program learning outcomes:

1. School counseling 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.
2. 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.

The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Understanding Students	30%	School Counselor I–V
II.	Planning and Implementing the Developmental Guidance and Counseling Program	40%	School Counselor I–V
III.	Collaboration, Consultation and Professionalism	30%	School Counselor I–VI

The Standards**School Counselor Standard I**

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard II

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard III

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard IV

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard V

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Counseling courses: ED5307, ED6308, ED6344, ED5314, ED7303, ED7302, ED5313, ED5315, ED6346, ED7315, ED7301, ED7316

School Counselor Standard VI

Learner-Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession and to model professional ethics and personal integrity.

Counseling courses: ED6346, ED7301, ED7316

COURSE OBJECTIVES:

The student will be able to:

1. Develop basic process and communication skills both interpersonal and Intrapersonal and possess ability demonstrate such with various scenarios discussed in class.
2. Demonstrate his/her knowledge of the emotional intelligence skill sets as they apply to understanding self and others.
3. Demonstrate in role play, class presentation, and written assignments, his/her knowledge of EQ appropriate skills and processes applicable with clients for academic, personal, interpersonal and intrapersonal needs.
4. Recognize the need for understanding the importance of EQ vs. IQ as well as understanding the theories of counseling that support EQ.
5. Demonstrate knowledge of a variety of skills needed to effectively guide clients in such areas as awareness, insight and goal development.
6. Develop an understanding of the professional, ethical, and legal issues that impact the selection and utilization of various counseling techniques.
7. Demonstrate an understanding of counseling performance skills, including process skills, personalization skills, conceptualization skills, and professional behavior.
8. Discover yourself...

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically “excuse” the absence. In addition, SRSU policy states that “An absence is defined as non-attendance in fifty minutes of class” and that “instructors will drop a student from a course when the student has a total of nine absences.” **Missing an entire weekend for scheduled face to face format sessions will cause you to be dropped from the course.**

COURSE REQUIREMENTS:**Assigned Reading**

A schedule of assigned reading is attached to this syllabus. Complete reading assignments and study the material during the weeks for which they are assigned. Do not allow yourself to fall behind.

Short Quizzes and Exam

There will be 2 quizzes covering individual chapters and lecture information as well as resource material.

Group Work

Group work through discussion board forums will be used to evaluate the understanding of the assigned readings as well as the final day of presentation feedback.

Class Participation

Appropriate participation in discussions, activities, and role play will be an integral part of the learning process; respectful and professional conduct in the classroom is expected.

Project and Written Assignments

Complete, discuss, and respond to readings and assignments on emotional intelligence, emotional human behavior, and emotional learning for career and life success through discussion boards and classroom interactions.

Complete assigned Assessments given to you to include the Emotional Intelligence assessment, the Quality of motivation questionnaire, the Hartmann Assessment, Values and Behavior assessments.

Plan, organize, and participate in individual presentations on selected topics

Complete, score, profile, and interpret your results from the Emotional Skills Assessment Process (ESAP).

Construct an action plan to improve your areas of concern.

Apply theories to assigned videos through discussion boards.

TAP Paper

All Students will be required to write a Theoretical Application Paper - Specifics of the paper will be discussed during our 1st face to face meeting on September 22.

All Students will share their own TAP in a round table discussion to develop plans for improvement during our final class day November 3rd.

Confidentiality is to be observed and respected throughout this course.

Note: Grades are earned based on the quality of the work completed. Late assignments are not accepted.

All written assignments must follow the writing style found in the Sixth edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual*

<http://www.apastyle.org/stylehelper/>

GRADING: A=100-91% B=90-81% C=80-71% F=70-0%

Class Participation	20%
Chapter Quizzes	20%
Assessments	20%
Final Project	40%
Total.....	100%

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

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

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. It is the student's responsibility to initiate a request for disability services. Students seeking disability services must contact Grace Duffy in Counseling and Disability Services, Ferguson Hall, Rm. 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203.

Note: No recording of classroom lectures/activities,

Please turn cell phone to vibrate during class times. Cell phones are not to be visible during class and only used in an emergency.

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Calendar of Assigned Reading, Due Dates

*Nelson, Darwin and Low, Gary. *Emotional Intelligence: Achieving Academic and Career Excellence*, Prentice-Hall, 2e, 2011.

**How Emotions work; In Humans and Computers* by Sean Webb, 2012. - Available on Kindle or Audible

*Various other materials available for print on blackboard plus resource links

*Have the assigned chapters and materials read **PRIOR** to the weekend of class.*

Classes begin August 27. Please note that in lieu of weekend 1 and weekend 3 face to face we will have weekly reading assignments and discussion board questions and online quizzes. We will have face to face lectures on weekend 2 and 4. **NOTE: ALL Discussion Boards are due at Midnight on the end dates noted. Do not wait until the last moment to post your answers and responses.**

Aug 27 to Sep. 1	Discussion board #1 - Chapter 1 and <u>"Understanding You"</u> Handout located in assignments Tab Due	
Aug 27 to September 4 <u>Sept. 5 to Sept.20</u>	Assessments due by midnight September 4, <u>Humphries consulting assessments</u> <u>Mandatory debriefing via teleconference - Prof. Short to</u>	It is extremely important to complete the assessments and debriefing prior to our first

	<u>schedule with you</u>	lecture	
Sept. 2 to Sep. 8	Discussion board #2 - Chapter 2 and Resource material on <i>Daniel Goleman's EQ model</i> Due		
Sept. 9 to Sep. 15	Discussion board#3 -Chapter 3 and Resource material on <i>Howard Gardner's Multiple Intelligences</i> Due		
Sept. 16 to Sep. 22	Discussion board #4- Chapter 4 and Social Intelligence Due		
Sept 22	Face to Face Lecture Room 308		Face to Face Lecture
Sept. 23 Sunday	Quiz #1		Chapters 1-4 Due by Midnight CST
Sept. 23 to Sept. 29	Discussion board #5 Chapter 5 and Resource material on <i>Miguel Ruiz Five Levels of Attachment</i>		
Sept. 30 to Oct.6	Discussion board #6 and DB# 7Chapter 6 and <i>Ego Assignment</i> and Chapter 7 Due		
Oct.7 to Oct 13	Discussion board #8 Covers information from <i>How Emotions work book Section #1</i> Due		
Oct 14 to Oct 20	Discussion board #9Covers information from <i>How Emotions work book Section #2</i> Due		
October 21 Sunday	Quiz #2 Due		Chapters 5-7 & Section #1 and #2 Due by Midnight CST
Oct 21 to Oct 27	Discussion board #10 on Resource Readings on <i>Eckart Tolle, Wayne Dyer, Deepak Chopra, David Hawkins</i> Due		
Oct 28 to Nov. 3	Discussion Board #11 on Resource Readings on <i>Carl Yung's Life Stages</i> tabs Due		

	Discussion Board #12 – From Awareness to Application		
Nov. 2	Final Papers and Power point presentations due – Upload them on Blackboard and Print a copy to hand in to me for class on Saturday Nov. 3. Please provide; Copy of the final paper and a thumbnail copy of the power point presentation with 6 slides view...		TAP – Theoretical Application Paper due by Midnight CST
Nov. 03	Face to Face, Transpersonal Awareness- Guest Speaker, Class Presentations – Plans for Improvement		Face to Face Lecture

Class begins August 27; In lieu of weekend 1 (Sept.1) and 3(Oct. 13) face to face meetings, we will have weekly reading assignments with discussion board questions online quizzes, assigned video instruction and individual Debriefings on assessment results.

Face to Face Lectures/Discussions

We will meet on the following dates in Room 308 in the Morelock Academic Building

Sept. 22: Emotional Intelligence recap, Assessments defined, Theories that support Emotion and Enlightenment. Supporting theories of Emotional Intelligence; Multiple Intelligences, Equation of Emotions, Attachments, Ego Dynamics. You must report to class with your assessment results in hand.

Nov 03: “New Age - Transpersonal” concepts of awareness, Emotion and Enlightenment
Guest Speaker – Mediation, Acupuncture, Contemplation
Face to Face Class Presentations – Individual Plans for Improvement