

Syllabus

ED 7323: Seminar in Counseling – Emotional Intelligence and Beyond
Sul Ross State University
Fall 2020

Instructor: Glenn Short, M. Ed., LPC, NCC

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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

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
Common Core for all students:		
1. History and philosophy of the counseling profession (IIF1a);	Lecture, Assigned Reading chapter 1-2, Assessments, Individual Debriefing, Discussion Board Assignments, Testing	

<p>2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including including interagency and interorganizational collaboration and consultation (IIF1b);</p>	<p>Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing</p>	
<p>3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);</p>	<p>Lecture, Assigned Reading chapter 1-2, Assessments, Individual Debriefing, Discussion Board Assignments, Testing</p>	
<p>4. Self-care strategies appropriate to the counselor role (IIG11);</p>	<p>Lecture, Assigned Reading chapter 1-2, Assessments, Individual Debriefing, Discussion Board Assignments, Testing</p>	
<p>5. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);</p>	<p>Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing</p>	
<p>6. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF2d);</p>	<p>Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing, Theoretical Application Paper, Presentation</p>	
Standards for Clinical Mental Health Counseling (CMHC) track		
<p>1. Roles and setting of clinical mental health counseling (CMHC:VC1a);</p>	<p>Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing</p>	
<p>2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)</p>	<p>Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing, Theoretical Application Paper, Presentation</p>	

3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. (CMHC:VC2c);	Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing, Theoretical Application Paper, Presentation	
4. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)	Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing, Theoretical Application Paper, Presentation	

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 – There is an example of the paper on blackboard as well as rules for the paper and presentation.

All Students will share their own TAP in a round table discussion to develop plans for improvement during our a zoom meeting on November 21 and 22nd if necessary.

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.

ED 7323: Emotional Intelligence

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 24. Please note that all class work is through and online format, telephone conferencing and zoom meetings. Online weekly reading assignments and discussion board questions and online quizzes are listed below.

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 24 to Aug 29.	Discussion board #1 - Chapter 1 and <u>“Understanding You”</u> Handout located in assignments Tab Due		
Aug 24 to Sept. 5th <u>Sept 6th to Sept 19</u>	Assessments due by midnight Sep. 5th, (<u>Humphries consulting assessments</u>) <u>Mandatory debriefing via teleconference - Prof. Short to schedule with you</u>	It is extremely important to complete the assessments and debriefing prior to September 19 th .	
Sep.5 to Sep. 12	Discussion board #2 - Chapter 2 and Resource material on <i>Daniel Goleman’s EQ model</i> Due		
Sep. 12 to Sep. 19	Discussion board#3 -Chapter 3 and Resource material on <i>Howard Gardner’s Multiple Intelligences</i> Due		
Sep. 19 to Sep. 26	Discussion board #4- Chapter 4 and Social Intelligence Due		
Sep. 27 Sunday	Quiz #1		Chapters 1-4 Due by Midnight CST
Sep. 26 to Oct. 3	Discussion board #5 Chapter 5 and Resource material on <i>Miguel Ruiz Five Levels of Attachment</i>		
Oct. 3 to Oct. 10	Discussion board #6 and DB# 7 Chapter 6 and <i>Ego Assignment</i> and Chapter 7 Due		
Oct. 10 to October 17	Discussion board #8 Covers information from <i>How Emotions work book Section #1</i> Due		

OCT. 10	Online Video Lecture	Interpersonal/Intrapersonal Skills sets, Trimetrix, QMQ discussions	Online Video Lecture
Oct. 17 to Oct. 24	Discussion board #9 Covers information from <i>How Emotions work</i> book Section #2 Due		
Oct. 25 Sunday	Quiz #2 Due		Chapters 5-7 Due by Midnight CST
Oct. 24 to Oct. 31	Discussion board #10 on Resource Readings on <i>Eckart Tolle, Wayne Dyer, Deepak Chopra, David Hawkins</i> Due		
OCT 31	Online Video Lecture	Transpersonal Psychology	
Oct.31 to Nov. 7	Complete the SISRI-24 The Spiritual Intelligence Self-Report Inventory Complete the discussion board		
Nov. 7 to Nov. 14	Discussion Board #11 on Resource Readings on <i>Carl Jung's Life Stages</i> tabs Due Discussion Board #12 – From Awareness to Application		
Nov. 18	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.23. 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. 21 and 22nd	ZOOM meeting 9am to 5pm Class Presentations – Plans for Improvement		Zoom meeting