

Syllabus

ED 7323: Seminar in Counseling – Emotional Intelligence and Beyond
Sul Ross State University
Fall 2022

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

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Office Hours: By arrangement – Email responses within 24 hours.

CATALOG COURSE DESCRIPTION:

The initial course in the sequence of counseling practice courses which applies the 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

* Trimetrix and QMQ 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 |
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| 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 | |

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| 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); | Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing | |
| 3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c); | Lecture, Assigned Reading chapter 1-2, Assessments, Individual Debriefing, Discussion Board Assignments, Testing | |
| 4. Self-care strategies appropriate to the counselor role (IIG11); | Lecture, Assigned Reading chapter 1-2, Assessments, Individual Debriefing, Discussion Board Assignments, Testing | |
| 5. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a); | Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing | |
| 6. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF2d); | Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing, Theoretical Application Paper, Presentation | |
| Standards for Clinical Mental Health Counseling (CMHC) track | | |
| 1. Roles and setting of clinical mental health counseling (CMHC:VC1a); | Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing | |
| 2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a) | Lecture, Assigned Reading chapter 1-7, Assessments, Individual Debriefing, Discussion Board Assignments, Testing, Theoretical Application Paper, Presentation | |

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| 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. Online courses require the student to check their email accounts for messages on a daily basis. The Professor is available via email, text and phone calls so there should be absolutely no lapses in important class information to and from the student for more than 48 hours.**

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.

Quizzes

There will be 4 multiple choice quizzes covering individual chapters, Video lecture information, Debriefing information and the resource material provided.

Scheduled Quizzes are as follows:

September 18 – Video Lectures #1 and #2 and Information shared from Debriefings
 October 12 – Chapter 1-4 from Textbook
 November 2 – Chapters 5-7 and Video Lecture #3
 November 23 – Video Lectures #4 and #5 and Resource material provided

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. Always be mindful of Confidentiality. We must always respect information shared in our class.

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, assessment process and debriefings.

Complete assigned Assessments given to you to include the Emotional Intelligence assessment, the Quality of motivation questionnaire, the Hartmann Assessment, Values and Behavior assessments, as well as the SIRSI spiritual intelligence assessment. 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 blackboard collaborate meeting on Dec. 3rd.

Although you are able to pull from other theories to support your overall plan for improvement, the bulk content of your final paper and overall plan should come from your specific assessments, the emotional intelligence textbook, resources provided and all other information covered in this class.

Note: I will no longer accept work related schedule conflicts as excuse for missing the Presentations.

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%

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| Class Participation / | |
| Assessments and Debriefing- | 10% |
| Chapter Quizzes - | 25% |
| Discussion Boards - | 15% |
| Presentation- | 20% |
| Final Paper- | 30% |
| 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,

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

Classes begin August 22. Please note that all class work is through an online format, telephone conferencing and blackboard collaborate 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. There is an automatic 5 point deduction if you only respond to one classmate. There is a 10 point deduction if you do not respond to any of your classmate posts.

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| Aug 22 to Aug 29. | <u>"Understanding You"</u> Handout located in assignments Tab Due | |
| Aug 22 to Sept. 2nd | Assessments due by midnight Sep. 2 nd <u>FRIDAY, (LifeThrive consulting assessments)</u> View and Take Notes on Video Lecture #1 | It is extremely important to complete the assessments and debriefing prior to September 18 th . |
| <u>Sept 3rd to Sept 18</u> | <u>Mandatory debriefing via teleconference - Prof. Short to schedule with you</u> | |
| Sep.5 to Sep. 12 | View and Take notes on Video Lecture #2 | |
| Sep. 12 to Sep. 19 | Discussion board#1 -Chapter 1 of the textbook | |
| <u>Sept 18</u> | <u>Quiz #1</u> | <u>Quiz will cover Video Lectures #1 and #2 and information shared from debriefings</u> |

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| Sep. 19 to Sep. 26 | Discussion board #2- Chapter 2 Resources on Daniel Goleman's EQ model Due | |
| Sep. 26 to Oct. 3 | Discussion Board #3 Chapter 3 And Resource material on Howard Gardner's Multiple Intelligences Due | |
| October 3 to Oct. 10 | Discussion Board #4 - Chapter 4 and Social Intelligence Due View Video Lecture # 3 | |
| <u>October 12</u> | <u>Quiz #2 Covering Chapters 1-4 of textbook and Video Lecture #3</u> | <u>Chapters 1-4 Due by Midnight CST</u> |
| Oct 10 to Oct 17 | Discussion board #5 Chapter 5 and Resource material on <i>Miguel Ruiz Five Levels of Attachment</i> | |
| Oct. 17 to Oct. 24 | Discussion board #6 and DB# 7 Chapter 6 and <i>Ego Assignment</i> and Chapter 7 Due | |
| Oct. 24 to October 31 | Discussion board #8 Covers information from <i>How Emotions work book Section #1</i> Due | |
| <u>Nov. 2</u> | <u>Quiz #3 Due</u> | <u>Covering Chapters 5-7 Due by Midnight CST</u> |
| Oct. 31 to Nov. 7 | Discussion board #9 Covers information from <i>How Emotions work book Section #2</i> Due | |
| Nov 7 to Nov 14 | Discussion board #10 on Resource Readings on <i>Eckart Tolle, Wayne Dyer, Deepak Chopra, David Hawkins</i> Due | |
| Nov 14 to Nov 21 | Complete the SISRI-24 The Spiritual Intelligence Self-Report Inventory Complete the discussion board Online Video Lecture | Transpersonal Psychology |
| <u>Nov 23</u> | <u>Quiz #4</u> | <u>Covering All Resource materials and Video Lecture #4 and #5 on Transpersonal perspectives</u> |

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| Nov. 30 | Final Papers and Power point presentations due – Upload them on Blackboard and Email a copy of the power point to me for presentations on Saturday Nov 3rd Please provide a thumbnail copy of the power point presentation with 6 slides view... | TAP – Theoretical Application Paper due by Midnight CST |
| December 3rd | <p>Blackboard Collaborate meeting 9am to 2pm Class Presentations – Plans for Improvement</p> <p>Depending on Class size we may need to have 2 scheduled meetings for presentations- This typically will take place on Friday Evening the 2nd of December and Saturday the 3rd as necessary.</p> | I will not accept work related conflicts as an excuse to miss the presentations. Please be as professional as you can be. The Counseling field is serious business and we must remain professional when in that Role. Please limit distractions. If at all possible arrange for babysitting and pet sitting so as to limit distractions to you and others. On the outside chance that we are experiencing internet issues I reserve the right to either reschedule or meet with you independently for presentations. |