# SUL ROSS
## RIO GRANDE COLLEGE

**SYLLABUS**

**EDUC 7302 Management of Counseling Programs**
**SEMESTER: Spring 2023**

**Mondays 6:15 p.m.**

**PROFESSOR: Ms. Rosario Ortiz, Ph.D. Candidate, LPC**

**EMAIL: rortiz2@sulross.edu**

**CELL PHONE: (830) 461-4227**

**OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:**

**IN-PERSON** – Thursday 12:00 p.m. - 8:00 p.m.
**VIRTUAL (Collaborate or Zoom) –Anytime**

**Office Location:** 2623 Garner Filed Rd., C104, Uvalde, Texas 78801

**Master of Education Counseling Program:** Counseling Program Web Page

**Chair of the Education Department:** Chair for the Education Department/Counseling Program

**Dean for Sul Ross State University Rio Grande College:** MRGC Assistant Provost and Dean

**Vice President Sul Ross State University Rio Grande College:** SRSU-RGC Vice President

**President Sul Ross State University** SRSU President

**Required Text:**

Theories of Personality, Duane P. Shultz & Sydney Ellen Shultz
ISBN 10:1-305-65295-9
ISBN 13: 978-1-305-65295-8

**Required Movie:** Students may choose to either rent or purchase the required movie.
Sax, G. (2010). Frankie and Alice. United States. Access Motion Pictures.

**Course Prerequisites**: Student must have earned a grade of B or higher in EDUC 5307, EDUC 5315 & EDUC 6308 and have permission of the Instructor.

**Course Description:**  This course offers a comprehensive and in-depth examination of current theories, research, and strategies in theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes reflective writing, role-playing practice of fundamental counseling response skills.

**Course Goal:** The goal is designed to assist students gain a thoughtful, consistent theoretical orientation is a fundamental component for effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and therapeutic model applicability for client populations.

**Course Structure:** This course will include an enhanced web-based online instruction in the form of lecture, guided discussion groups, readings, experiential activities, invited speakers, student reports, several papers, video, tests and final exam through blackboard and Collaborate Ultra. Student attendance and participation in virtual classroom activities are mandatory and will affect the final grade for this course. It is important to complete the assigned reading before each class in an effort to solidify complex concepts presented.

| Standards:<br><br>CACREP<br>TAC<br>TEA | Course Objectives | Learning Objective | Activities that facilitate Content, Knowledge and Skill Development | Evaluation Method |
|---|---|---|---|---|
| 2. F. 5. A<br><br>TAC, Title 19, §239.15 Standard I, 2 | Theories and models of counseling | | | Theory Presentations<br><br>Quizzes<br><br>Video Reflection Papers<br><br>Assessment Case Conceptualization<br><br>Final Exam<br><br>Movie Reflection Paper |
| TAC, Title 22, §681.83, a. 4 | Counseling theories – the major theories of professional counseling | | | |
| 2. F. 5. n | Counselor characteristics and behaviors that influence the counseling process | | | |
| 5. C. 1. b | Theories and models related to clinical mental health counseling | | | |
| TAC, Title 19, §239.15 Standard I, 2 | Consultation theories and practices | | | |

| | | | | |
|---|---|---|---|---|
| 2. G. 5. d | Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field, so they begin to develop a personal model of counseling | | | |
| TAC, Title 19, §239.15 Standard II, 2 | The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner | Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs | | |

## Course Objectives:

*Clinical Mental Health Counseling*

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

*School Counseling: Domain II – Planning and Implementing the Developmental School Counseling Program*

5.0 Counseling Skills: School Counseling students will demonstrate knowledge, understanding and competence in fundamental and advanced counseling skills.

## Course Competencies:

Proficiencies that counselors-in-training must master are derived from two sources: The State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Applicable portions for this course include:
TAC, Title 22, §681.83 *Professional Counselors – Academic Requirements for Licensure*

*Academic Course Content*

(a) An applicant must complete at least one course in each of the following areas: (4) counseling theories – the major theories of professional counseling;

TAC, Title 19, §239.15 *Standards Required for the School Counselor Certificate*

*Standard I. Learner-Centered Knowledge:* The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) counseling and consultation theories and practices;

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

PSYC 5312: Counseling Theories 2 (2) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

*CACREP Common Core Standards II.G.*

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field, so they begin to develop a personal model of counseling;

*CACREP Clinical Mental Health Counseling Standards*

1. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)


*CACREP School Counseling Standards*

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
2. Understands the outcome research data and best practices identified in the school counseling research literature. (III.I.5)

## Marketable Skills:

1. A Master of Education Counseling Student will demonstrate analytical and critical thinking skills.

2. A Master of Education Counseling Student will demonstrate empathy and listening skills.

3. A Master of Education Counseling Student will demonstrate deductive and inductive cognitive skills.

Dissemination Plan: Marketable skills will be included in the course syllabi for the MED Counselor degree, and the faculty will discuss them online or in-class with students. Each marketable skill development will include consideration of the cultural influence on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in the EDUC 6318 Multiculturalism and Diversity and EDUC 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be incorporated into coursework to develop these marketable skills with specialized research focus on the EDUC 5307 Research Methodology, EDUC 6319 Psychopathology, EDUC 6320 Substance Use, Abuse and Addiction, and EDUC 6350 Counseling and the Neurosciences coursework.

**American with Disabilities Act (ADA)**:
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973.  It is the student's responsibility to initiate a request for accessibility services.  Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

**Student Support Services:**
Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring and summer semesters. These tutors offer assistance in mathematics, English, History and PowerPoint presentations. Tutors schedules are posted on bulletin boards around campus as well as **online**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (https://www.grammarly.com/), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.
Please go to: http://www.sulross.edu/page/1568/student-services to speak to a support service representative or visit the Student center.

Student Services Specialist are:

Del Rio – Julie Alderete (830) 703-4816
Eagle Pass – Juan Tamez (830) 758-5037
Uvalde- Celso Garza (830) 279-3027

## Technology Requirements:

**Hardware Requirements:** The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

**System Requirements:** The following minimum hardware and software requirements are necessary in order to access an online class through SRSG-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

|  | Minimum | Recommend |
|---|---|---|
| **Operating System** | Windows 7 or higher<br>Mac OSX 10.8 or higher | Windows 10<br>Mac OS 10.12 |
| **Processor** | 1 GHz processor | 2 GHz or faster processor |
| **Memory** | 512 MB of RAM | 2 GB of RAM or higher |
| **Monitor Resolution** | 1024 x 768 | 1024 x 768 or higher |
| **Free Hard Disk Space** | 5 GB of free disk space | 20 GB or higher of free space |
| **Internet Connection** | Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps | Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher |
| **Internet Browser** | FireFox | FireFox |
| **Java** | Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java. | |
| **Macromedia Flash Player** | Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website. | |

**Students are required to have regular, reliable access to a computer with a stable broadband Internet connection**. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have software needed to complete online coursework. If additional software is needed on a SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of Mozilla Firefox for Windows or Mac because it is the most compatible with our current Blackboard system.

| Browser Downloads | PC | Mac |
|---|---|---|
| Mozilla Firefox | Download | Download |
| Safari | Download | Download |
| Google Chrome | Download | Download |

**Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons.** First, you always want a plan B. If you are trying to perform time sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser related issue.

Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

**Additional Software and Plug-ins:** Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

| Application Downloads File Extension | | PC | Mac |
|---|---|---|---|
| Adobe Acrobat Reader | .pdf | Download | Download |
| Microsoft Office | .doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt | Download | Download |

| Microsoft Office Viewer | | | |
|---|---|---|---|
| Word Viewer | .doc • .docx | Download | n/a |
| PowerPoint Viewer | .ppt • .pptx | Download | n/a |
| Excel Viewer | .xls • .xlsx | Download | n/a |

| Video Players | Common File Extensions | PC | Mac |
|---|---|---|---|

| Macromedia Shockwave Player | .fla • .swa • .swf | [Download](#) | [Download](#) |
|---|---|---|---|
| QuickTime | .mov • .qt | [Download](#) | [Download](#) |
| Media Player Classic | .avi • .vlc • .wmv | [Download](#) | n/a |
| VLC Media Player | .avi • .vlc • .wmv | [Download](#) | [Download](#) |

| Additional Software | PC | Mac |
|---|---|---|
| Microsoft Security Essentials | [Download](#) | n/a |
| Ad-Aware Spyware Removal | [Download](#) | n/a |
| Spybot Search and Destroy | [Download](#) | n/a |

## Technical Skills

**Technical Skills Required:** Students will be required to interact through a virtual media real-time technological program (Collaborate). Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time feature. Students will also be required to access their generated grade points to measure their progress in the course. **PLEASE REVIEW Introductory Videos** to refresh your understanding of how to access and navigate through these blackboard features.

**Other Technological devices/Equipment:** Student computer MUST be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, **PLEASE REVIEW introductory Collaborate video.**

**Blackboard:** I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into "Blackboard."

    A. Select course number and name.
    B. Observe the Course men, which is categorized by submenus.
    C. The student will notice the "Menu" categorized by submenus. They are:

       **1. ORIENTATION**

**2. COMMUNICATION**

**3. READING ASSIGNMENT**

**4. ASSIGNMENTS**

**5. TOOLS**

    D.  Select the "Blackboard Orientation" feature under the "Orientation" Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

    E.  Going to the Blackboard main page.
    F.  Access the "Student Resources" located at the red top left block of the Blackboard Log-in Page.
    G.  Orientation and "How to" videos are available to help the student navigate and through Blackboard.

**Blackboard Representatives:**
Sandy Bogus (432-837-8523) : sbogus@sulross.edu M-F 9:00 a.m. - 6:00 p.m. or
Rusty Klein (432-837-8595): rklien@sulross.edu Sat. –Sun. 11:00 a.m. - 6:00p.m.

**Collaborative Streaming:** As your instructor, I place heavy emphasis on Individual class participation. There will be thirteen graded collaborative meetings and they are each worth 100 points. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

    1.  Log into Blackboard.
    2.  Select Course number and name.
    3.  View you Menu on the Left-hand side of the main course page.
    4.  Select "Collaborate Ultra" under the "Assignment" Sub Menu.
    5.  Once in "Collaborate Ultra," select "Get Launch Link."
    6.  Select "Join Course Room."

7. Turn on the video bye depressing the Camera icon and do the same for the microphone when speaking ONLY.

**Frequent "Lost connection" is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties.** Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect wifi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (**PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE** for Blackboard issues):

<span style="color:red">Del Rio - Craten Knope (830)703-4818</span>
<span style="color:red">Eagle Pass - Juan Garza (830) 758-5010</span>
<span style="color:red">Uvalde – George Hernandez (830) 279-3045</span>

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

**Students with Disabilities:** It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Mrs. Kathy Biddick
(830) 279-3003
Email: kbiddick@sulross.edu

<u>**Diversity**</u>:

Discussion and activities will include issues of diversity as they relate to specific learning objectives.  All students will be encouraged to introduce topics they deem applicable to

the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

## Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

## Etiquette Expectations:

Graduate students are expected to take responsibility for his or her own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, distance between parties, eye-contact, inappropriate body language (Example: finger pointing, etc.) and disabilities that may hinder effective communication.

## Attendance, Introduction and Participation:

Regular class attendance and participation are required aspects of this course.
- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
  - Full name.
  - Place of Birth.
  - Place raised
  - Describe family or culture that best describes you.
  - Your interest in your undergraduate degree.

- o  Rationale for entering into the counseling program.
  - o  What you hope to accomplish with a Counseling training.
  - o  How you conclude this to be important.
- Each attendance is valued at 100 points.

- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.

- If you must be absent, please notify the instructor in advance.  This does not excuse your absence, but flexibility may be offered for extenuating circumstances.

- Please read the assigned material before class and be prepared to discuss it. You are expected to actively and verbally participate in classroom discussions and activities.

- Also, **please consider this a friendly reminder to turn off all cell phones, noisemaking devices and back-ground noise during class.**

**Late Work:**

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

**Grading/Feedback:**

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading in not instantaneously, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback of any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message so that I may return your call, I respond to all my calls within 24-hours.

|  | Qty. | Possible points | |
|---|---|---|---|
| Enhanced Collaborative Streaming | 13 | 1300 (13 x 100 pts. ea.) | **A= 3752 - 4180**<br><br>**B= 3524 - 3909** |
| Video/Article Reflections | 13 | 1560 (13 x 120 pts. ea.)<br><br>Each reflection has the potential for 120 points. | **C= 3096 - 3581**<br><br>**D= 2668- 3053**<br><br>**F= < 2668** |
| Quizzes | 10 | 1300 (100 pts. ea.) | |
| Movie Reflection Paper | 1 | 120 pts. | |
| Final Exam | 1 | 100 pts. | |

## **Video/Article Reflection:**

Students will access the Video or Article Reflection tab and review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment. There will be **13 graded video/article reflections** with a potential value of **120 points** for each assignment with an accumulated potential of 1560 points. The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the "Reply" feature and enter your reflection. The following rubric is provided to guide your responses.

| Competency Level | Advanced (30) | Novice (20) | Student (10) | Unacceptable ( 0) |
|---|---|---|---|---|

| Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience. | Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent and the offers rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent from his or her general perspective. | Student only restates the video or Text content. |
|---|---|---|---|---|
| Competency 2 Include any specifics the author(s) used to strengthen his or her point of view. | Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent. | Student is unable to identify any point of views. |
| Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video. | Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent. | Student only restates the video content. |
| Competency 4. Explain your perceptions of how the information might impact future activities. | Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection. | Student is able to identify one aspect of the author's intent. | Student only restates the video content. |

## Movie Reflection Paper:

The reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The paper has a potential grade value of **120-points.** I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper and must contain at least **6-pages** of content, which does not include the Title page or Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper.

| Criteria | Superior (30 pts.) | Sufficient (20 pts.) | Minimal (10 pts.) | Unacceptable (0 pts.) |
|---|---|---|---|---|

| Depth of Reflection<br><br>___ points | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. | Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. | Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. | Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
|---|---|---|---|---|
| Required Components<br><br>___ points | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| Structure<br><br>___ points | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. |
| Evidence and Practice<br><br>___ points | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. | Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. | Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable. | Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable. |

## Quizzes:

**Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed.** Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of ten (13) quizzes, and each quiz has a 100-point potential. Each quiz will contain different amount of questions that correspond with the chapter content, and will consist of true and false, multiple choice, fill-in the blank and short answer questions. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Students will be required to complete the Quiz the midnight two days before the next class meeting date. (Example: Class meets on Thursday, and the quiz is due by midnight the following Tuesday). This will provide me the opportunity to provide grading and feedback for potential class discussion.

**Final Exam:**

**The final exam is a 50-question True/False, multiple-choice and fill-in the blank questions that are designed to assess comprehensive, application, analysis, synthesis and evaluative consideration of knowledge gained over the semester.** The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date and each student will have two hours to complete the exam.

## PROPOSED OUTLINE

| DATE | TOPIC. ASSIGNMENT DUE AND READINGS |
|------|------------------------------------|
| **Jan. 23** | **Introduction:** Professor and Student Introduction <br> Syllabus Review <br> Orientation Videos <br><br> **Collaborate:** Monday, 6:15 p.m. |
| **Jan. 30** | **Reading Assign: Ch. 1** Personality: What is and Why You Should Care <br><br> **Quiz 1: Ch. 1** Personality: What is and Why You Should Care <br><br> **VR 1:** Personality What It Is and Why You Should Care <br><br> **Collaborate:** Monday, 6:15 p.m. |
| **Feb. 06** | **Reading Assignment: Ch. 2** Sigmund Freud: Psychoanalysis <br><br> **Quiz 2: Ch. 2** Sigmund Freud: Psychoanalysis <br><br> **VR 2:** Sigmund Freud <br> **Collaborate:** Monday, 6:15 p.m. |
| **Feb. 13** | **Reading Assignment: Ch. 3** Carl Jung: Analytical Psychology <br><br> **Quiz 3: Ch. 3** Carl Jung: Analytical Psychology <br><br> **VR 3:** Carl Jung <br><br> **Collaborate:** Monday, 6:15 p.m. |

| Feb. 20 | **Reading Assignment:** **Ch. 4** Alfred Adler: Individual Psychology |
| | **Quiz 4: Ch. 4** Alfred Adler: Individual Psychology |
| | **VR 4:** Alfred Adler |
| | **Collaborate:** Monday, 6:15 p.m. |
| Feb. 27 | **Reading Assignment: Ch. 5** Karen Horney: Neurotic Needs and Trends |
| | **Quiz 5: Ch. 5** Karen Horney: Neurotic Needs and Trends |
| | **VR 5:** Fromm/Horney |
| | **Collaborate:** Monday, 6:15 p.m. |
| Mar. 06 | **Reading Assignment: Ch. 6** Erik Erikson: Identity Theory |
| | **Quiz 6: Ch. 6** Erik Erikson: Identity Theory |
| | **VR 6:** Erik Erikson |
| | **Collaborate:** Monday, 6:15 p.m. |
| **Mar. 13-17** | **SPRING BREAK** |
| Mar. 20 | **Reading Assignment: Ch. 7** Gordon Allport: Motivation and Personality |
| | **Quiz 7: Ch. 7** Gordon Allport: Motivation and Personality |
| | **VR 7:** Gordon Allport |
| | **Collaborate:** Monday, 6:15 p.m. |
| Mar. 27 | **Reading Assignment: Ch. 9** Abraham Maslow: Needs Hierarchy Theory |
| | **Quiz 8: Ch. 9** Abraham Maslow: Needs Hierarchy Theory |
| | **VR 8:** Abraham Maslow |
| | **Collaborate:** Monday, 6:15 p.m. |
| Apr. 03 | **Reading Assignment**: **Ch. 10** Carl Rogers: Self-Actualization Theory |
| | **Quiz 9: Ch. 10** Carl Rogers: Self-Actualization Theory |

| | |
|---|---|
| | **VR 9:** Carl Rogers<br><br>**Collaborate:** Monday, 6:15 p.m. |
| **Apr. 10** | **Reading Assignment: Ch 11** George Kelly: Personal Construct Theory<br><br>**Quiz 10: Ch 11** George Kelly: Personal Construct Theory<br><br>**VR 10:** George Kelly<br><br>**Collaborate:** Monday, 6:15 p.m. |
| **Apr. 17** | **Reading Assignment: Ch. 12** B.F. Skinner: Reinforcement Theory<br><br>**Quiz 11: Ch. 12** B.F. Skinner: Reinforcement Theory<br><br>**VR 11:** B. F. Skinner<br><br>**Collaborate:** Monday, 6:15 p.m. |
| **Apr. 24** | **Reading Assignment: Ch. 13** Albert Bandura: Modeling Theory<br><br>**Quiz 12: Ch. 13** Albert Bandura: Modeling Theory<br><br>**VR 12:** Albert Bandura<br><br>**Collaborate:** Monday, 6:15 p.m. |
| **May 01** | **Reading Assignment: Ch. 15** Personality in Perspective<br><br>**Quiz 13: Ch. 15** Personality in Perspective<br><br>**VR 13:** Personality – Dr. Alan Schore<br><br>**No Collaborate Meeting** |
| **May 08** | **Movie Reflection Paper Due**<br>**REVIEW**<br>**Collaborate:** Monday, 6:15 p.m. |
| **May 15** | **Final Exam Due**<br><br>**No Collaborate Meeting** |