



Syllabus

EDSR 6321: Techniques I

Clinical Mental Health Counselors

Sul Ross State University

Spring 2024

Instructor: Dr. Samuel Garcia, LPC-Supervisor

E-Mail: samuel.garcia@sulross.edu

Office Number: 830.279.3036

Emergency Phone: 210.849.7197

Office Location: 2623 Garner Field Rd., A-107, Uvalde, Texas 78801

On-Campus Office Hours: by appointment

Off-Campus: virtual by appointment – Monday – Friday 3:00 pm – 11:00 pm Central Standard Time

The professor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, by telephone.

COURSE PREREQUISITES:

Students must have earned a grade of B or higher in EDSR 6321 and permission from the professor.

CATALOG COURSE DESCRIPTION:

The general purpose of this course is to familiarize students with the stages of family development, family dynamics, and techniques of marriage and family counseling, family consultation, and parent education.

REQUIRED TEXTS:

Ivey, A., Ivey, M., & Zalaquett, C. (2023). *Intentional interviewing and counseling: Facilitating client development in a cultural society*. Boston: Cengage.
ISBN: 978-0-357-62279-7

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

ISBN: 978-1433832161

PROFESSOR EXPECTATIONS FROM STUDENTS:

- The professor will communicate weekly with the class through announcements and email notifications, virtual office hours, and virtual meetings as needed.
- The professor will provide email responses within 24 hours of receipt. Communication on weekends and holidays will be limited. Texting on weekends and holidays will not speed up the process.
- The professor will provide clear lectures, instructions, a grading matrix, and in some cases, examples for assignments.
- The professor will provide grades for assignments within 2 weeks of the submission date.
- The professor will provide feedback to journals and discussion board postings as needed, every week.
- The professor will provide a range of opportunities to engage in course content in a

PROFESSOR EXPECTATIONS OF STUDENTS:

- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, TEAMS meetings, etc.
- Students will respond to the professor's communication requests through email, Blackboard, and phone calls or texting regarding course progress and other general inquiries within 48 hours.
- Students will communicate with the professor through the university email, not personal or work email.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7th edition of the APA manual for all written assignments and postings and will not plagiarize the work of another or use the work of their peers and claim it as their own.
- Students will complete and submit all coursework on the due date and time. Late work will not be accepted.
- Students will engage in the course, with their peers and the instructor, with open communication and active participation.
- Students will be diligent in using both oral and written communication that respects peers and instructors.
- Students will be proactive, and resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments.

COURSE OBJECTIVES:

Counseling Program Objectives and Student Learning Outcomes: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

EDSR 6318 MULTICULTURALISM AND DIVERSITY IN COUNSELING

1. Understand traditional and contemporary personality and counseling theories and apply appropriate counseling interventions and strategies in individual and small-group counseling.
2. Identify and utilize basic assessment principles related to standardized assessments and design an appropriate treatment plan.
3. Comprehend the role and function of the counselor in a variety of work settings.
4. Know and apply the professional standards of practice and the relevant code of ethics.
5. Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
6. Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
7. Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
8. Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations the bilingual and bicultural students and clients living in the South Texas border region.
9. Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

STUDENT LEARNING OUTCOMES:

Upon completing this course students will:

1. Identify and demonstrate basic listening and influencing skills necessary to initiate and maintain an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, Clinical Supervision Reports and Counselor Evaluation, and Instructor Observation of Class Participation.

2. Assess the unique counseling needs of the client, incorporating the data from various formal and informal assessments.

Evaluation Method: Assessment of this objective will be conducted by the Clinical Appraisal Report, the Midterm Skill Evaluation, the Final Skill Evaluation, and the Objective Final Examination.

3. Identify and describe the essential characteristics and qualities of an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Objective Final Examination, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

4. Evaluate the effectiveness of counseling skills, techniques, and interventions at the beginning counselor level.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports, the Objective Final Examination, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

5. Describe and discuss the ethical and professional foundations on which the effective counseling relationship is based.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Objective Final Examination, and Instructor Observation of Class Participation.

6. Demonstrate and discuss the fundamental features of the student-counselor's dynamic and evolving integrated personal approach to counseling and psychotherapy.

Evaluation Method: Assessment of this objective will be conducted by the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

7. Recognize and define the concept of mindfulness as it relates to the counseling process and implement and maintain a personal mindfulness practice.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

8. Demonstrate professional commitment and personal growth.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Clinical Supervision Reports, the Final Skill Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

COUNSELOR MARKETABLE SKILLS:

Graduates will be able to:

- Demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
- Demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
- Demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies about academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected. Examples of academic dishonesty include but are not limited to submitting 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.

SAFE ASSIGN:

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 20% 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 like 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 like another source.

ADA (Americans with Disabilities Act)

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 has the responsibility to ensure students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Schwartz Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

LIBRARIES

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Because this is such an abbreviated weekend format course, attendance at and prompt arrival for ALL class sessions is required to pass this course. If unable to attend a class session, please contact the professor and know that you will be dropped from the course.

PARTICIPATION POLICY:

Since **EDSR 6322** is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross's email DAILY for the duration of the course. For you to remain enrolled in **EDSR 6322**, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is the policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, and then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is predominately web-delivered, students are required to have their computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Blackboard session, or take an exam.

Students will:

- *Attend all virtual classes and participate in discussions and activities. Failure to attend a class will result in course failure.*
- *Complete reading assignments and study the material before class meetings.*
- *Complete out-of-class assignments and deliver in-class presentations.*
- *Take exams.*
- *Practice professional conduct and ethics.*
- *Practice respectful learning exchanges*

GENERAL FORMAT FOR WRITTEN WORK:

Papers must be typed using APA format. Which includes, 1-inch margins, 11-point Ariel type, and double line spacing. Begin numbering with the title page, and edit for spelling, grammar, clarity, and logic of idea development.

SafeAssign is used to assist with the quality of writing.

NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade. Along with your 7th Edition APA manual, <http://www.apastyle.org> is a good reference website for APA guidelines. Typically, each

paragraph will have at least one cited source. Even if you have rewritten the information in your own words, you must cite the source. If you use a quote the page number from where it came from in the source is required.

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integrati on of Knowled ge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organiza tion and Presenta tion	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverag e	The paper lacked depth, elaboration, and	The paper occasionally included depth, elaboration,	The paper included depth, elaboration,	The paper effectively included depth, elaboration,	The paper very effectively included depth,	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	relevant material	and relevant material	and relevant material	and relevant material	elaboration, and relevant material	
Grammar / Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peers reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites.	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments: _____

Student Name: _____ A# _____
Assignment: _____ Date: _____

SUPPORTIVE STATEMENT:

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

MINDFULNESS JOURNAL:

All students must maintain a Mindful Observation Journal and upload it to Blackboard for a grade. You must title your journal with your first and last name, followed by the designated assignment title. The Mindful Observation journal includes documentation and demonstrations of personal growth, struggle, awareness, and professional/academic understanding. The journal should include cognitive and affective responses to fishbowl demonstrations, debriefings, and discussions. The journal should include at least two entries per week based on the events and experiences of that week's fishbowl, debriefings and discussions, triad practice work, and supervision experiences. The level of analysis woven throughout your journal entries must reflect a depth of awareness and introspection characteristic of graduate student insight and sophistication. You are required to interact with other students via the blogs.

TRIAD RECORDINGS:

The purpose of this course is to assist the student in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. This is a hands-on" class component of the counseling program. As indicated in the syllabus schedule, all students will be assigned to a practice triad or a practice tetrad. Each group must meet once a week for a full rotation of roles while video recording. The practice groups must maintain the same rotation schedule for the semester. The general goal of the practice group is to prepare students for the two major evaluations of counselor knowledge, skill development, and application of the basic counseling techniques and interventions.

All students are expected to engage in regular skill practice outside of class with an assigned triad or tetrad of fellow students. Students will be assigned into triad groups on the first night of class. The purpose of these small groups of three (or four if necessary) is to practice basic counseling skills and provide one another with observant and mindful feedback and support. Practice triads (three students) consist of three rotating roles: **Counselor, Client, and Observer #1 (observer #2 if tetrad)**. Each triad or tetrad member serves in each of four roles during one weekly practice and recording session. The counselor will be responsible for

coordinating the meeting and ensuring the recording is recorded in Blackboard Collaborate. The counselor will submit a *Triad Counselor Feedback Form*; the Client and Observer will submit a *Triad Observer Feedback Form* for grade. The professor will provide the student counselor a Weekly Assessment for Clinical Supervision form.

FINAL OBSERVATION:

For the Final-Term Skill Evaluation, students must choose a recent video (at least 20 minutes) of a counseling session that will be evaluated. For the Final Skill Evaluations, students must choose a recent video (at least 40 minutes) of a counseling session that demonstrates growth and improvement from midterm. A designated time to meet with the professor for the Final Observation Review will be assigned on the first day of the semester meeting during Introduction and Orientation.

OBJECTIVE FINAL EXAM:

All students are expected to satisfactorily complete a 100-point objective final examination that is based on the readings (posted articles and handouts), resources, and class experiences during the entire semester. The examination items will expect you to integrate course content with the readings and will consist of one hundred objective items (multiple-choice and true/false). The final examination will be available online for five days before its deadline. This examination is worth a total of 100 points toward your final grade in the course.

CLINICAL APPRAISAL REPORT:

All students are expected to complete a Clinical Appraisal Report on the most important client in the world: Self. The primary objective of this assignment is to assist you in interpreting and integrating formal and informal assessment data into the client's treatment plan and the counseling relationship. The thematic purpose of the Clinical Appraisal Report is to assess your potential effectiveness and likelihood of success in the career field of Counseling. Students will be required to engage in various methods of assessment and psychological appraisal to collect data on the self, and then write a concise, but comprehensive, Clinical Appraisal Report. All students are required to incorporate all scaled scores and percentiles (e.g., Verbal Reasoning, Quantitative Reasoning, Analytical Writing) from the general Graduate Record Examination (GRE). The task cannot be completed without all three GRE scores. Writing scores are sent to examinees about four to six weeks after completion of the examination.

In this Clinical Appraisal Report, you must report your standard scores and percentiles for the three major areas: Verbal, Quantitative, and Analytical Writing. More importantly, you must provide a thorough clinical interpretation of the obtained scores. (Refer to both empirical and clinical research articles for comprehensive clinical interpretation of your GRE scores.) You are required to interpret the scores considering the purpose of the Clinical Appraisal Report. Students must incorporate other assessment data available to them, including standardized test scores (MBTI, MMPI, TExES), academic grades, behavioral observations, projective testing techniques, dream journals, personal histories or narratives, and other sources of assessment and appraisal data. The Clinical Appraisal Report is worth a total of 30 points toward your final grade and is due, via email, to all three Instructors, on or before November 16, 2020. The clinical report must be written professionally in the third person (as if you were writing about your client). Clinical Appraisal Reports are typically seven to ten pages in length (single-spaced). Sample Clinical Appraisal Reports will be made available on Blackboard, but students

are cautioned against following the sample verbatim when constructing this report. Instead, regardless of what you might see in the samples, you should format your report in reflection of the following outline:

Client Name: Indicate the client's full name.

Client Contact Information: Include the client's address, phone number, and email.

Date of Birth: Indicate the client's date of birth.

Age: Indicate the client's age at the time of testing or reporting.

Tests Administered: Indicate the standardized tests (e.g., GRE, MMPI-2, MBTI) administered to the client and the specific dates that the assessments were conducted.

Behavioral Observations: Indicate the client's physical and emotional behaviors and experiences during the administration of the various standardized tests.

Other Assessment Data: Indicate the other sources of client appraisal data and the methods in which the data were obtained.

Background Information: Include as much background information and historical narrative as is relevant to addressing the issue of potential effectiveness and likelihood of success in the career field of Counseling; avoid tangential story-telling and informational overload.

Standardized Test Results: Include both the quantitative information (standard scores and percentiles) and descriptive information about the client's obtained scores, as well as a thorough clinical interpretation and psychological explanations of the obtained scores.

Other Assessment Results: Include both a description and clinical interpretation of the data obtained gathered on the client through other sources of assessment and appraisal.

Conclusions and Recommendations: Include a comprehensive summary of the assessment interpretations, as well as a thorough response to the thematic focus of the client's potential effectiveness and likelihood of success in the career field of counseling.

Hint: When gathering assessment and appraisal data for this report, and while writing the various sections of this psychological evaluation, imagine one of the following two

"purposes" of your Clinical Appraisal Report: (1) A university professor makes the sole decision about which student applicants will be admitted to the graduate training program in counseling and which applicants will be rejected, or (2) An employer makes the sole decision about which applicant will be hired in a coveted counseling position and which applicants will not. Your Clinical Appraisal Report must include enough accurate assessment data to be logical, understandable, and convincing, but not so much so that it appears that you are "recommending" the client. A recommendation by definition is biased; a clinical psychological report is highly objective and entirely fact-based.

PARTICIPATION:

As your instructor, I place heavy emphasis on Individual class participation, and emphasis on your timeliness to triads and other assignments, level of engagement, and submission of your assignments. The substance of the content submitted also serves as a measure of your participation.

The interactive component of 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 by 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, this is NOT MANDATORY, but available. I will be signed on at the designated time to ascertain any content clarity inquiries or other general information to enhance the substance of your comprehension of the material.

You will need high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. *The IT department has suggested that you use Google Chrome as your web browser to alleviate technical difficulties.* I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the virtual interactive weekly meetings.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following:

Mindfulness Journals (13)	10%
Triad Recordings (13)	20%
Final Observation Review	20%
Quizzes (9)	10%
Objective Final Exam	10%
Clinical Appraisal Report	10%

Course Grade:	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.

If you make a C, you will retake the course.

Each student will be expected to stay in regular communication with their professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days.

ASSIGNMENT DESCRIPTIONS NOTE: **Late work is not accepted.**

Assignments will be adjusted as needed by the professor.

SCHEDULE/DUE DATES:

Please complete the reading assignments and study the material before engaging in other assignments.

The professor reserves the right to adjust assignments as needed. Some assignments may be added, and others dismissed. Be flexible.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Jan 18	<p>Introduction & Orientation:</p> <p>We will all meet virtually through Collaborate from 8:00 pm to 9:00 pm on the first day <u>ONLY</u> to review the class process, assignments, and due dates.</p> <p>This is an ASYNCHRONOUS course, which means it is not mandatory to meet virtually. However, I will sign on every Thursday from 08:00 pm to 9:00 pm to review material for the corresponding assignments and answer any questions; you are welcome to sign on if necessary. Meanwhile, all assignments are due on the assigned due dates.</p> <p><u>Mandatory Collaborate Meeting on Thursday, 8:00 p.m. – 9:00 p.m.</u></p>
Due Jan 25	<p>Module 1:</p> <p>Reading Assignment: Ch 6 Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition</p> <p>Quiz 1: Ch. 1</p> <p>Triad #1</p> <p>Modality 1: CBT</p> <p>Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.</p>
Due Feb 01	<p>Module 2:</p> <p>Reading Assignment: Ch. 7 Observing and Reflecting Feelings: The Heart of Empathetic Understanding</p> <p>Quiz 2: Ch. 7</p> <p>Modality 2: Motivational Interviewing</p>

	Triad #2 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Feb 08	Module 3: Reading Assignment: Ch. 8 The Five-Stage Model for Structuring the Session Quiz 3: Ch 8 Modality 3: Solution-Focused Triad #3 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Feb 15	Module 4: Reading Assignment: Ch. 9 Focusing the Counseling Session: Contextualizing and Broadening the Story Quiz 4: Ch 9 Modality 4: Narrative Triad #4 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Feb 22	Module 5: Reading Assignment: Ch. 10 Empathetic and Supportive Confrontation: Identifying and Challenging Client Conflict Quiz 5: Ch. 10 Modality 5: Cognitive Processing Therapy Triad #5 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Feb 29	Module 6: Reading Assignment: Ch. 11 Reflection of Meaning and Interpretation/Reframing: Helping Clients Restory Their Lives Quiz 6: Ch. 11 Modality 6: Prolonged Exposure Triad #6 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.

Due Mar 07	Module 7: Reading Assignment: Ch. 12 action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instructions, and Psychoeducation Quiz 7: Ch. 12 Modality 7: Eye-Movement, Desensitization and Reprocessing (EMDR) Triad #7 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Mar 11 - 15	Spring Break
Due Mar 21	Module 8: Reading Assignment: Ch. 13 Counseling Theory and Practice: How to Integrate the Micro skills with Multiple Approaches Quiz 8: Ch.13 Modality 8: Psychoanalytic/Psychodynamic Triad #8 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Mar 28	Module 9: Reading Assignment: Ch. 14 Skills Integration, Determining Personal Style, and Transcendence Quiz 9: Ch. 14 Modality 9: Personal-Centered Triad #9 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Apr 04	Module 10: Reading Assignment: Clinical Assessment Modality 10: Multicultural Triad #10 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.

Due Apr 11	Module 11: Reading Assignment: Treatment Planning Modality 11: Neuroscience Triad #11 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Apr 18	Module 12: Reading Assignment: Evaluating Progress Modality: Psychopharmacological Triad #12 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due Apr 25	Module 13: Reading Assignment: Document it: Progress Notes Triad #13 Professor Available via Collaborate Meeting: 8:00 p.m. – 9:00 p.m.
Due MAY 02	Final Observation Review - Individual Supervision meeting w/Professor Mindfulness Journal Due Clinical Appraisal Report Due Objective Final Exam Due
May 11	RGC Commencement