



EDSR 7302
Management of Counseling Programs
Fall 2024

Instructor Information:

Monica Gutierrez, Ph.D.
E-mail: monicag@sulross.edu
Phone (cell)- (830) 279-7577
I prefer email and text

Office Hours:

Wednesday – 4:00 p.m. – 7:00 p.m.
Thursday – 3:30 p.m. – 5:30 p.m.
Other hours by arrangement.

Course Description:

EDSR 7302 Management of Counseling Programs (3-0). An examination of the mission philosophy and function of counseling programs in school systems with emphasis on program organization administration needs assessment evaluation legal and ethical issues creating community coalitions and outreach training support staff and adopting and adapting culturally relevant prevention and intervention programs. Prerequisite: The grade of B or higher in EDUC/EDSR 5314 and have instructors permission. Equivalent courses: EDUC 7302 (through Summer 2022).

Text:

Counseling: A Comprehensive Profession, 8th Edition
Samuel T. Gladding, Wake Forest University, 2018. Pearson

Class Sessions:

Online

Course Requirements and Grading:

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|-----------------------------------|--------------|
| ✓ Program– 55% | A = 90-100% |
| ✓ Midterm exam – 10% | B = 80-89% |
| ✓ Final exam - 10% | C = 70-79% |
| ✓ | D = 60-69% |
| ✓ Blackboard and Activities – 25% | F = 59 and ↓ |

Total of 100%

Student Learning Outcomes

Upon completing this course, the student will be able to:

1. Construct a counseling program that promotes psychological health and personal empowerment for the clientele. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
Assessment: Program Binder
2. Gain knowledge of the services that are part of counseling programs and how these services relate to the total goals of the human services agency. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.
Assessment: Program Binder, Discussion Board Assignments
3. Discuss the role of the counselor in the agency or private practice setting and the role of ethics in these settings. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
Assessment: Discussion Board Assignments
4. Describe and discuss strategies for preventing professional burnout and maintaining professional wellness.
Assessment: Discussion Board Assignments

Assessment of these objectives will be via demonstration as seen in:

1. The actual program developed and written by each student.
2. Completion of posted Discussion Board assignments.
3. The exams on material from the text and researched materials.

Course Objectives

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:

- ❖ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ❖ Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.

- ❖ Comprehend the role and function of the counselor in a variety of work settings.
- ❖ Know and apply the professional standards of practice and the relevant code of ethics.
- ❖ 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.
- ❖ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ❖ 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.
- ❖ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ❖ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will 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 to 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 pertaining to 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 EDSR 7302: as one's own; copying from professional works or internet sites without citation. Penalties listed in the university Student Handbook.

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 10% 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 similar to 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 similar to 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 the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Swartz 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

PARTICIPATION POLICY:

Since EDSR 7302 is an online course, participation will be evaluated in Blackboard online discussions assignments as well as Program Binder sections due. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in EDSR 7316, 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 policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 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, then selecting Discussion Board. Please follow the directions regarding your required response

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is a predominately web delivered/virtual meeting program, students are required to have their own 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 Teams or Blackboard session, or take an exam

TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
August 26 August 31	Introductions/Syllabus/Course Description Discussion Board Assignments Due
September 2	Labor Day Holiday
September 4	Wednesday from 6:00 p.m. – 7:00 p.m. Optional Virtual Meeting. I highly recommend that you attend this meeting, although I cannot require it. I will send a TEAMS invite.
September 9	Part I: Professional Foundations of Counseling, Ch. 1 & 2
September 14	Discussion Board Assignments Due, Mission Statement Due
September 16 September 21	Chapter 3 Discussion Board Assignments Due, Professional Philosophy of Counseling Due
September 23 September 28	Chapter 4 Discussion Board Assignments Due, Target Population Due
September 30	Part II: Counseling Processes and Theories, Ch. 5 and 6
October 2	Wednesday from 6:00 p.m. – 7:00 p.m. Optional Virtual Meeting. I highly recommend that you attend this meeting, although I cannot require it. I will send a TEAMS invite
October 5	Discussion Board Assignments Due, Needs Assessment Due
October 7 October 12	Chapters 7 & 8 Discussion Board Assignments Due, Program Objectives Due
October 14	Part III: Core Counseling Activities in Various Settings, Ch. 9 & 10
October 19	Discussion Board Assignments Due, Program Description Due
October 21	MIDTERM (2 hours). Available from 4:00 p.m. until 11:00 p.m.

October 21 October 26	Chapters 11 & 12 Discussion Board Assignments Due, Delivery of Services Due
October 28 November 2	Part IV: Counseling Specialties, Ch. 13 & 14 Discussion Board Assignments Due, Evaluation Due
November 4 November 9	Chapter 15 Discussion Board Assignments Due, Job Descriptions Due
November 11 November 16	Part IV: Counseling Specialties, Ch. 16 Discussion Board Assignments Due, Schedules Due
November 18 November 23	Chapter 17 Discussion Board Assignments Due, Budget Due
November 25 November 27-29	Final Table of Contents Due and Title Page Due Thanksgiving Holidays
December 2	Chapter 18
December 9	FINAL EXAM

Format: Textbook Chapter(s) should be read so that Blackboard Assignments can be completed on Saturdays at 10:00 p.m. You will need to keep up with the readings. I will post "Announcements" to update you as needed, or I will send mass emails. Please check your Announcements and Sul Ross Email on a consistent basis.

ASSIGNMENTS AND REQUIREMENTS

Exams: 20%

There will be a Midterm and a Final Exam. The Midterm will be worth 10% and will be taken via Blackboard. The Midterm will cover chapters 1-8. The FINAL exam will be worth 10% and will cover chapters 9-18.

Comprehensive Counseling Program: 55%

Each student will develop his or her own original program or a community agency program appropriate to a selected community population. This program will be comprehensive and will take most of the semester to develop and write. A guideline describing the format for the program will be posted to Blackboard. The rubric used to grade your Program will be posted to "course documents."
ALL PROGRAMS MUST FOLLOW THE PROGRAM FORMAT AND RUBRIC AND INCLUDE ALL SPECIFIED SECTIONS.

Blackboard and Activities: 25%

The utilization of Blackboard and assignments posted will be an important component of this course. Assignments will be posted on Mondays and will be due on Saturdays at 10:00 p.m.