



ED 7303: Applied Counseling Approaches and Methods

School Counselors

Sul Ross State University

Fall 2024

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On Campus Office Hours: by appointment

Off Campus: virtual by appointment

REQUIRED TEXT:

AVAILABLE through MINDTAP CENGAGE only;

Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy, Enhanced (10th ed.)* Belmont, CA: Brooks/Cole Updated

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

SUGGESTED SUPPLEMENTARY MATERIAL:

- (1) Please note that you will need to have some type of video recording device for class and the capability to upload your video to you tube. There are several instructional videos on you tube that will show you how to upload videos. Become familiar with this as soon as you can.

(2)

NOTE: In previous classes there were significant delays in uploading final projects because students were not competent in uploading videos and waited to the last

moment to upload. I will not accept this as an excuse any longer. So please learn how to upload ASAP...

TEXES COMPETENCIES ADDRESSED IN THIS COURSE:

Domain 1: Understanding Students

Competency 002 – Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 – Factors Affecting Students: The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Domain 2: Planning and Implementing the Developmental Guidance and Counseling Program

Competency 006 – Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Domain 3: Collaboration, Consultation, and Professionalism

Competency 010 – Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

TEXES STANDARDS:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

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.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Standard	Description	Assignment	Assessment	SLO
I. (1)	the history and philosophy of counseling		Quiz Comprehensive Exam	SLO 1
I. (2)	counseling and consultation theories and practices			1,2,3
III. (3)	use both preventive and intervening strategies to address the concerns of learners and to help them clarify			1,3

	problems and situations, set goals, explore options, and implement change;			
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TEXES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support.

Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 010 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

Domain Competency	Description	Assignment	Assessment	SLO
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I. 02. A	Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.	<i>Chapter readings, Lecture, Quiz</i>	<i>Certify Teacher certify</i>	SLO 1
II. 003.E.	Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.	<i>readings, Lecture, Quiz</i>	Teacher Certify	1
II. 003. F.	Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.	<i>readings, Lecture, Quiz Video Taped Session</i>	Teacher Certify	1,2,3
II.004.D.	Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches	<i>readings, Lecture, Quiz Video Taped Session</i>	Teacher Certify	1
II.004.E.	Use appropriate methods and procedures for counseling individuals in given situations.	<i>readings, Lecture, Quiz Video Taped Session</i>	Teacher Certify	1,3
II.004.G.	Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management	<i>readings, Lecture, Quiz Video Taped Session</i>	Teacher Certify	1,2
II.004.H.	Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.	<i>readings, Lecture, Quiz Video Taped Session</i>	Teacher Certify	1
II.004.J.	Apply knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and outcomes, and understand the potential consequences of choices	<i>readings, Lecture, Quiz Video Taped Session</i>	Teacher Certify	1,2,3

COURSE OBJECTIVES:

The student will be able to:

1. Develop basic process and communication skills and demonstrate such skills in an actual audio-taped counseling session.
2. Demonstrate his/her knowledge of the stages of counseling, and the appropriate role of the counselor and the client in each stage.
3. Demonstrate in role play, class presentation, and written assignments, his/her knowledge of developmentally appropriate skills and techniques applicable with clients for academic, personal, and interpersonal needs.
4. Recognize the need for acting proactively and collaboratively regarding client challenges while demonstrating the selection of appropriate interventions from a variety of counseling theories.
5. Demonstrate knowledge of a variety of skills needed to effectively guide clients in such areas as crisis management, conflict resolution, and goal setting/attainment.
6. Articulate how human development, socio-cultural, and environmental factors shape the nature of the counseling relationship and the selection of interventions.
7. Develop an understanding of the professional, ethical, and legal issues that impact the selection and utilization of various counseling techniques.
8. Demonstrate an understanding of counseling performance skills, including process skills, personalization skills, conceptualization skills, and professional behavior.

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 format class will cause you to be dropped from the course.**

COURSE REQUIREMENTS:**Assigned Reading**

A schedule of assigned reading is attached to this syllabus. Complete reading assignments and study the material PRIOR to the class for which they are assigned.

Short Quizzes and Exam

Individual chapter quizzes will be administered.

MindTap Work

MindTap Assignments will be used to evaluate understanding of the assigned text and how to utilize techniques

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.

Final Assignment Video and final written summary

In lieu of a written final exam, each student will conduct a digitally formatted video recorded counseling session with an assigned client. Students are expected to demonstrate the ability to utilize specific counseling skills practiced in class, but relevant to the client's needs. To preserve confidentiality we will be signing confidentiality agreements. In order to receive full credit for your final project the following must be submitted:

Students will provide a **Unlisted link** to your uploaded You Tube video or

Mail me a zip drive with your video to 405 N Cherry Alpine Texas 79830
(you will not get your zip drive back, also note mail time and due date)

Videotaped session must include the following

1. Introductory session outlining the client issue, the approach and techniques you plan on utilizing (no more than 5 minutes)
2. The session itself from beginning to end (35 to 45 minutes) **NOTE: There will be a 1 point deduction for each minute you are short of the 35 minute minimum**
3. A summary of the session (no more than 5 minutes)

A through description of the written summary report can be found on blackboard under the assignments tab

Note: Grades are earned based on the quality of the work completed. Late assignments are not accepted.

All written assignments must follow the writing style found in the Sixth edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* <http://www.apastyle.org/stylehelper/>

GRADING: A=100-91% B=90-81% C=80-71% F=70-0%

Class Participation	10%
Chapter Quizzes	30%
MindTap Assignments	25%
Final Project	35%
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 Mary Grisham 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 or Zoom administered lectures/activities, with the exception of the assigned video-taped counseling sessions.

Please turn cell phone to vibrate during class times. Cell phones are not to be visible during class and only used in an emergency

Calendar of Assigned Reading, Assignment Due Dates

Corey, Gerald (2013). *Theory and Practice of Counseling and Psychotherapy, Enhanced (10th ed.)* Belmont, CA: Brooks/Cole

All Assignments are open on Monday and remain open through the following Monday with the exception of week 1 which starts on Wednesday the 17th.

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Week	Chapters	Assignments	Date open - Monday	Due date midnight - Monday
Week 1	1	Mind Tap	Aug. 26	Sept 2
Week 2	2 and 3	Mind Tap	Sept 2	Sept 9
Week 3	4	Mind Tap	Sep 9	Sept 16
Week 4	5 and 6	Mind Tap	Sept 16	Sept 23
Week 5	7	Mind Tap	Sept 23	Sept 30
Week 6	8 and 9	Mind Tap	Sept 30	Oct 7
Week 7	10	Mind Tap	Oct 7	Oct 14
Week 8	11 and 12	Mind Tap	Oct 14	Oct 21
Week 9	13	Mind Tap	Oct 21	Oct 28
Week 10	14 and 15	Mind Tap	Oct 28	Nov 4
Week 11	16 and 17	Mind Tap	Nov 4	Nov 11
Week 12 /13	Practice and video Taped Session	Zoom Partner Practice – Intake, Handouts of Various Techniques found on Blackboard	Nov 11	Nov 25
VIDEO		30 minute Video Taped Session		Due Nov 25 at Midnight
Week 14 / 15		Teleconferences	Nov 25	Dec 9