



Syllabus

EDSR 6350: Counseling and The Neurosciences Clinical Mental Health Counselors

Sul Ross State University

Spring 2025

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On-Campus Office Hours: by appointment

Off-Campus: Virtual by appointment – Monday – Friday 9:00 am—5:00 pm Central Standard Time The instructor is available via email (for personal correspondence), the Blackboard Discussion Board (for class questions and clarifications), and, in case of an emergency, telephone.

COURSE PREREQUISITES:

None

CATALOG COURSE DESCRIPTION:

This course provides students with an understanding of the direct relationships between neuroscience and counseling processes/outcomes for effectively counseling clients of diverse backgrounds. Current research demonstrates that a multitude of counseling approaches appear to have positive impacts on client's brain structures and functions. Course topics include neurological processes associated with cognitions, perceptions, emotions, behaviors, neuroplasticity, neurogenesis, and various psychoactive pharmacological agents commonly used in the treatment of mental disorders.

RECOMMENDED TEXTS:

Leviton, I., & Kaczmarek, L. (. (2015). *The Neuron: Cell and molecular biology* (4th ed.). Cary, N.C.: Oxford University Press

ISBN 978-0-13-382660-9

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:

The learning objectives will cover three major areas: Knowledge, Skills, and Awareness in areas of community delivery systems.

Knowledge: Learners will:

1. Distinguish and relate the progressive developments in scientific research and its relativity to the counseling clinical practice.
2. Recognize and state neuroanatomical features and functions of the cortical hemispheres, basal ganglia, limbic system, and parietal lobe.
3. Identify and classify neurological parts significant to mental health disorders.

Skills: Learners will be able to:

4. Evaluate, analyze, and synthesize mental health signs and symptoms relative to the cognitive biofeedback process.
5. Appraise therapeutic outcomes by formulating collaborative treatment plans.
6. Assess the neurological interactions of psychotropic medications.

Awareness: Learners will be able to:

7. Analyze, synthesize, and distinguish personal emotional attitudes under stressful or difficult circumstances.
8. Appraise verbal and emotional expressions that elicit adverse client emotional capabilities.

STUDENT LEARNING OUTCOMES:

The student will:

1. Distinguish and relate the progressive developments in scientific research and its relativity to the counseling clinical practice.
2. Recognize and state neuroanatomical features and function.
3. Identify and classify neurological parts significant to mental health disorders.
4. Evaluate, analyze, and synthesize mental health signs and symptoms relative to the cognitive biofeedback process.
5. Appraise therapeutic outcomes by formulating collaborative treatment plans.
6. Assess the neurological interactions of psychotropic medications.
7. Analyze, synthesize and distinguish personal emotional attitudes under stressful or difficult circumstances.
8. Appraise verbal and emotional expressions that elicit adverse client emotional capabilities.

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 6350** is an online Asynchronous 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 6350**, 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 Zoom or 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*

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.

PARTICIPATION/DISCUSSION:

As your instructor, I place heavy emphasis on Individual class participation. A major component of participation derives from class interaction or discussion board narratives. The remaining emphasis is based on your timely submission of your assignments and the substance of the content submitted.

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 an Asynchronous course, and it is NOT MANDATORY to attend at the designated time. 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. Each class session or discussion board entry has a 100-point potential.

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.

VIDEO REFLECTIONS:

Students will access the Video Reflection tab review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment. There will be thirteen (13) graded video/article reflection assignments with 120-point potential. The rubric reflects four competencies with the following value ratings: Advanced (3 pt. value), Novice (2 pt. value), Student (1 pt. value), and Unacceptable (0 pt. value).

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. In addition to the 3-paragraph reflection, include the core concepts for each theory.

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 (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article 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 (3)	Novice (2)	Student (1)	Unacceptable (0)
1. 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	Student is able to identify one aspect of the author’s intent and the offers rationale that supports his	Student is able to identify one aspect of the author’s intent from his or her	Student only restates the video or Text content.

	supports his or her reflection.	or her reflection.	general perspective.	
2. 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.
3. 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.
4. 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.

QUIZZES:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz every week. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (13) quizzes, and each quiz has a 100-point potential. Each quiz will contain a different number of questions that correspond with the chapter or Video Reflection content and may consist of true and false, multiple choice, short answer questions. If you do well on your quizzes, you will probably do well in the final exam. You will be allowed to use your quizzes to study for the final exam.

Students will be required to complete the quiz immediately after completing the video reflection, which is completed immediately after the class session. This will provide me with the opportunity to provide grading and feedback.

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 will enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

I have provided students with a brief video explaining reflective learning and writing 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 it must contain at least six (6) pages, which includes content, the Title page, and Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper. Students may choose to either rent or purchase the movie for required viewing. This assignment has a 100-point potential.

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ 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 ___ points	Response includes all components and meets or exceeds all requirements indicated in the	Response includes all components and meets all requirements indicated in the	Response is missing some components and/or does not fully meet	Response excludes essential components and/or does

	instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	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.	not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ 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 ___ 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	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

			practice are presented, as applicable.	presented, as applicable.
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FINAL EXAM:

The final exam is a 50-question that may consist of True/False, Multiple-Choice, or Short Answer type 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 weekly quizzes. The exam will be posted on Blackboard on the designated date and each student will have four (4) hours to complete the exam.

Research Paper:

Students are expected to write a scholarly research paper on a topic directly related to the study of Neuroscience and Counseling. Since writing a scholarly research paper is a highly demanding semester-long process, there will be components of the paper due at various intervals during the semester. **The following is the sequence of research segment assignments due:**

- First:** Title (**The Implications of Alcohol on the Perception of Well-being**), and Research Question
- Second:** Draft Reference List
- Third:** Draft Paper (Not Mandatory)
- Four:** Final Draft

The final draft of the scholarly research paper is due on the last day of class for the maximum opportunity of **100 points**.

Scholarly Research Papers typically consist of about 15 pages of content, a minimum of 12 empirical references reviewed in the body of the paper, and a cover page. An abstract is not necessary. **Students must adhere to the guidelines set forth in the *Publication Manual of the American Psychological Association (6th ed.)*. Research papers not written in exact APA format will be returned ungraded.** You are required to strictly adhere to the writing requirements established by the APA in this 6th edition style manual. *(Please be aware that the instructor is nearly obsessive-compulsive about students' use of appropriate APA style. Do not follow the style of a professional journal. Only follow the 6th edition style manual.)* In addition to the required student workbook and the APA manual, you may find these three websites helpful with APA style (6th ed.) and format:

<http://owl.english.purdue.edu/owl/resource/560/01/>
<http://www.apastyle.org/elecref.html>

All research papers must review the scientific literature related to the selected topic. Emphasis should be placed on the empirical literature found in professional journals. Begin your research immediately. It is safe to assume that very little, if any, information will exist in the junior college library, and only a rare few of your related journal articles will be in *full-text* format on the various library databases. You can expect to have to rely on interlibrary loan (online through SRSU) for most of your reference materials.

Students are only allowed to search the **PsychInfo** database available through SRSU (Alpine) via the library web page: <https://library.sulross.edu>. No other databases are acceptable or appropriate for graduate students in Psychopathology. This activity can be done from the computer labs or from your own home or office. Never conduct a "Google" search for a Scholarly Research Paper. You should consider Internet searches (e.g., Google, Yahoo, Excite) to be totally unscholarly and not acceptable for this research paper. I do not want to see any references to Internet sites in this scholarly paper. However, nearly all your database searching will be online. In your Reference list, you do not need to include the web link for a full-text article, just simply reference the source as a professional journal article (see APA Style Manual). The reference list must include a minimum of 20 sources, with at least 15 empirical sources from professional journals. These will most likely have to be ordered through Interlibrary Loan as it is highly unlikely that you will find many of your empirical articles in full-text format on the PsychInfo database. (Refer to the "Library Resources" content area on the class Blackboard site.)

Your topic must be highly relevant to our geographic location and service population. You will not write papers on general psychopathology concepts such as depression, schizophrenia, and anxiety disorder. Instead, your focus and research question must be highly refined for our corner of the world and our unique clientele. You are encouraged to use headings and subheadings as an organizational schema for the paper. You are also encouraged to write with a co-author and to work closely with the instructor as the two of you research and write your co-authored Scholarly Research Paper.

The final draft of the Scholarly Research Paper is due on the last day of the semester as indicated in the syllabus. Please remember to have at least five other people thoroughly and critically proofread your Scholarly Research Paper before submitting it to the instructor. Scholarly Research Papers will be evaluated based on:

- Readability
- APA style
- Organization
- Empirical Support
- Originality and Interest
- Topic/Title/Research Question
- Comprehensive Reference List

Keep in mind that you have a great opportunity to have a well-written scholarly paper, one that is a unique contribution to the literature, published in professional counseling journals.

Included below is a general outline of the format and content of the Scholarly Research Paper. If this description does not make sense to you, please consult with the instructor.

A. Introduction

In this beginning section of the paper, you pull the reader in. Get the reader interested in your topic. You will state the purpose of your paper and/or your research question. You should discuss the relevance and importance of this topic to the field of counseling. Why is this topic or research important or of value? Give a general overview of how the paper is laid out. Tell the reader what you intend to do in this paper. (**Caution:** Never use the first person in a Scholarly Research

Paper. Never say, “I” or “me” or anything similar. Say things like, “The purpose of this research paper is to . . .”)

B. Review of Related Research

Obviously, this is the most important section of the Scholarly Research Paper. This is the “meat-and-potatoes.” This section should be divided into various subheadings, depending on your topic, to facilitate smooth and easy reading. You will decide on your subheadings based on your topic and how you want to present the studies. Organize this section in a logical format such as reviewing the more general (or least related) research first and working down to the most specific (and most closely related) research. You must review and discuss each study (at least 15 empirical articles). When reviewing a study always present and discuss the following factors for each of the 15 studies: purpose of research, methods employed, results and findings, interpretation of findings/researcher’s conclusions, and criticisms and limitations of the study. Throughout this section of the paper, you will need to periodically summarize your findings, and tie them back into your thesis statement.

Many students propose topics and research questions which are original. This is referred to as “original research,” and it means that you are exploring a topic or research question that has not been thoroughly investigated. This is great! You will need to “extrapolate” from research studies that are closely related to your topic, and then draw conclusions from those findings. You will still need to thoroughly review at least 15 empirical studies.

C. Conclusion or Discussion

In this section, you will pull it all together. Synthesize and integrate the important points from your Review of Related Research. From this section the reader gets to know what you found in a concise and straight-forward fashion. Reiterate the relevance of this research to the field of counseling and discuss the implications of your findings to counseling. Also, include discussion on further (or future) research that is needed in this area (your topic).

D. Summary

This section is basically like an abstract but is included at the end of the Scholarly Research Paper. In two or three paragraphs, summarize precisely and concisely your purpose, your findings, and your conclusions.

E. References

Include all references in appropriate APA format. Remember that everything cited in the body of the paper must be included in your References; and every reference citation in your References must be cited in the body of your paper.

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:

Participation/Discussion (13)	20%
Video Reflections (13)	10%

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Quizzes (13)	20%
Movie Reflection Paper	20%
Final Exam	10%
Research Paper	20%

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 21	<p>Introduction & Orientation:</p> <p>We will all meet virtually through Collaborate from 5:00 pm to 6:00 pm on the first day ONLY 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 5:00 pm to 6:00 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 Tuesday, 6:00 p.m. – 7:00 p.m.</u></p>

<p>Jan 28</p>	<p>Module 1:</p> <p>Reading Assignment: Ch 1 The Neuron: Cell Organelles</p> <p>Quiz 1:</p> <p>VR 1: Organelles of the Cell</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>Feb 04</p>	<p>Module 2:</p> <p>Reading Assignment: Ch 1 The Neuron: The Axon, Dendrites and Axon Terminal/Synaptic Terminal</p> <p>Quiz 2</p> <p>VR 2: The Axon, Dendrites and Axon Terminal</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>Feb 11</p>	<p>Module 3:</p> <p>Reading Assignment: Ch 2 Cell Transport: Passive</p> <p>Quiz 3</p> <p>VR 3: Passive Cell Transport</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>Feb 18</p>	<p>Module 4: Cell Transport</p> <p>Reading Assignment: Ch 2 Cell Transport: Active</p> <p>Quiz 4</p> <p>VR 4: Active Cell Transport</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>Feb 25</p>	<p>Module 5</p> <p>Reading Assignment: Ch 3 Action Potential in the Neuron</p> <p>Quiz 5:</p> <p>VR 5: Cell Signaling</p>

	Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.
Mar 04	<p>Module 6:</p> <p>Reading Assignment: Ch 4 Neurotransmitters/Neurohormones</p> <p>Quiz 6</p> <p>VR 6: Brain and Neurotransmitters, Neurotransmitters of the Human Body, hypothalamus and Pituitary Gland Functions, How Psychotropic Medications work</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
Mar 10 – 14	Spring Break
Mar 18	<p>Module 7:</p> <p>Reading Assignment: Ch 5 Glial Cells</p> <p>Quiz 7</p> <p>VR 7: Glial Cells</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
Mar 25	<p>Module 8:</p> <p>Reading Assignment: Ch 6 The Limbic System</p> <p>Quiz 8</p> <p>VR 8: Limbic System</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
Apr 01	<p>Module 9:</p> <p>Reading Assignment: Ch 7 The Cortex</p> <p>Quiz 9</p> <p>VR 9: The Cortex Regions</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>

<p>Apr 08</p>	<p>Module 10:</p> <p>Reading Assignment: Ch 8 Basal Ganglia</p> <p>Quiz 10</p> <p>VR 10: The Direct and Indirect Pathways</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>Apr 15</p>	<p>Module 11:</p> <p>Reading Assignment: Ch 9 Cognitions/Perceptions</p> <p>Quiz 11</p> <p>VR 11: How Does a Child’s Brain Develop? Dr Allan Schore Part 1, 2, 3, 4, 5, Kohlberg’s Theory of Moral Development, Kolberg’s Moral Development</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>Apr 22</p>	<p>Module 12:</p> <p>Reading Assignment: Ch 10 Emotional Intelligence</p> <p>Quiz 12</p> <p>VR 12: Emotions</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>Apr 29</p>	<p>Module 13:</p> <p>Reading Assignment: Ch 11 Behaviors</p> <p>Quiz 13</p> <p>VR 13: Behavior and Motivation</p> <p>Professor Available via Collaborate Meeting: Tuesdays 6:00 p.m. – 7:00 p.m.</p>
<p>May 07</p>	<p>Movie Reflection Paper Due Final Exam Due Research Paper Due</p>