



SYLLABUS

EDSR 7303 Applied Counseling Approaches and Methodology

SEMESTER: Fall 2026

PROFESSOR: Karen Jubert, Ph.D., LPC-S, NCC (Dr. Jubert)

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Required Text:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023) *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Cengage.

ISBN: 978-0-357-62279-7

Recommended Text: None

Course Format: Asynchronous Online

Course Prerequisites:

Students must have the permission of the advisor. This course is taken concurrently with Group Counseling (EDUC 7315).

Course Description:

This course introduces students to the foundational counseling skills necessary to establish effective helping relationships and facilitate client exploration, understanding, growth, and change. This experiential course in professional counseling practice is designed to develop communication and conceptualization skills essential to an effective and culturally relevant counseling relationship.

Using the microskills framework, students will develop skills in attending, observation, questioning, encouraging, paraphrasing, summarizing, reflecting feelings, focusing, empathic confrontation, reflection of meaning, reframing, and influencing/action skills.

The course emphasizes that counseling skills are not techniques to be mechanically applied. Effective counseling requires counselors to make intentional, culturally responsive, ethical, and developmentally appropriate decisions about what to say, when to say it, and how to respond to the unique client and context.

Because this course is asynchronous, students will engage in a combination of:

- Instructor mini video lectures
- Textbook readings
- Counseling demonstrations
- Discussion activities
- Written and video reflections
- Asynchronous triad practice
- Peer feedback
- Recorded counseling sessions
- Skills analysis
- Self-assessment
- Progressive skills integration

Course Goal:

The primary goal of this course is to assist students in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. As the first “hands-on” class of the Counseling Program, students must develop an understanding and application of the basic counseling skills that are essential in initiating and maintaining an effective and culturally relevant counseling relationship.

Course Learning Outcomes and Objectives:

By the end of the course, students will be able to:

1. Explain the purpose and intentional use of foundational counseling microskills.
2. Demonstrate effective attending behavior and empathic presence.
3. Identify relevant verbal and nonverbal client communication.
4. Use open and closed questions appropriately.
5. Demonstrate encouraging, paraphrasing, and summarizing skills.
6. Accurately reflect client feelings and emotional experience.
7. Integrate listening skills within a structured counseling session.
8. Use focusing skills to broaden and contextualize a client's story.
9. Demonstrate empathic confrontation when appropriate.
10. Use reflection of meaning and reframing to facilitate client exploration.
11. Demonstrate selected influencing/action skills appropriately.
12. Explain how counseling theory informs the intentional use of microskills.
13. Integrate multiple microskills into a beginning counseling session.
14. Demonstrate awareness of personal counseling strengths, limitations, biases, and emerging professional style.

15. Apply counseling skills with attention to multicultural humility, ethics, client autonomy, trauma sensitivity, and contextual factors.
16. Provide and receive constructive feedback regarding counseling performance.

Evaluation Methods: Assessment of these objectives will be conducted by Discussion Forum Participation, Quizzes, Triad Practice Sessions, Skills Demonstration Exercises (MindTap), and Writing Assignments.

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:

- 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 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.

Counseling Program Marketable Skills:

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

- Demonstrate analytical and critical thinking skills.
- Demonstrate empathy and listening skills.
- Demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling. The faculty present and discuss these skills online or in class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. This cultural focus is reflected and emphasized in all courses.

The analytical and critical thinking skills and the deductive and inductive cognitive skills are considered foundational in all graduate counseling courses. Group Counseling (EDUC 7315) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feelings, and demonstrating authentic empathy.

Americans with Disabilities Act (ADA):

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

Student Support Services:

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

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance applications. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the student center.

Student Services Specialists are:

Del Rio – (830) 703-4816

Eagle Pass – (830) 758-5037

Uvalde- (830) 279-3027

Technology Requirements:

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

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

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

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

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

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

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

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

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

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

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

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

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

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills:

Technical Skills Required: Students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological Devices/Equipment: Student computers MUST be equipped with fully functional speakers, microphones, and video cameras.

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

- Selecting the “Blackboard Orientation” feature under the “Orientation” Submenu.
- Going to the Blackboard main page.
- Accessing the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- Orientation and “How to” videos are available to help the student navigate through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced Video Streaming: 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 their reasoning skills by drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select the Course number and name.
3. View your Menu on the left-hand side of the main course page.
4. Select "Zoom" under the "Assignment" Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Each student is encouraged to reach out to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for Collaborate Ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

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

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

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

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that result in barriers to your inclusion or to an accurate assessment of achievement - such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - please notify the instructor as soon as possible. For information about SRSU-RGC disability support services, please contact:

Student Service Specialist: (830) 279-3003

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

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

Etiquette Expectations:

Graduate students are expected to take responsibility for their academic work. Everyone will make sure to understand the content and process of syllabi. The professor may help, and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

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

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

Virtual Participation:

As your instructor, **I place heavy emphasis on course participation.** Regular participation is a required aspect of this course. The interactive component of this course is critical. Your active, reflective, and timely participation in your discussion forums and assignment completion will determine the degree of your participation. Your input will facilitate others to enhance their reasoning skills by drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Please feel free to contact me anytime if you run into any difficulties.

Late Work:

Assignments must be turned in per the posted deadlines in Blackboard. Late submissions will result in a reduction in points/grade.

COURSE ASSIGNMENTS AND GRADING:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading weekly. This will provide ample time for students to review their outcomes. Students are welcome to contact me via email, kjubert@sulross.edu, anytime to schedule a time to meet virtually to address any questions. I respond to messages within 24 hours.

ASSIGNMENT NAME	MAX POINTS	NOTES	GRADES
1A. Online Participation Policy	2		A = 90 – 100 B = 80 – 89 C = 70 – 79 D = 60 – 69 F = <60
1B. AI Policy	2		
1C. Confidentiality Agreement	2		
2. Quizzes	15	10 @ 1.5 points each	
3. Discussion Forums/On-line Participation	18	9 @ 2 points each <i>*includes Introductions post</i>	
4. Triad Skills Practice Recordings	16	4 @ 4 points each	
5. Counseling Skills Self-Assessment & Professional Development Plan	20		
6. Mock Counseling Session Final Project and Paper	25		
7. Skills Demonstration Exercises (Cengage MindTap)		Will be used as a tool for learning and application	
	Total: 100 Points		

IMPORTANT: Below is the summary and grading criteria/rubric for each assignment for this course. A detailed course schedule is also included towards the end of this document that outlines each week and associated assignments and deadlines. Additional details for each assignment can be found in Blackboard.

Assignment 1: Course Policy Agreements

3 agreements worth 2 points each = 6 points.

Students in this course are expected to comply with the Online Participation Policy, AI Policy, and Confidentiality Agreement. Attestation instructions for each are provided within Blackboard.

Assignment 2: Quizzes

10 quizzes worth 1.5 points each = 15 points.

Quizzes are designed to evaluate knowledge level comprehension for course content. The quizzes are intended to ensure you can grasp the content of the assigned reading. Each quiz will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple choice, fill-in-the blank, and short answer questions.

Assignment 3: Discussion Forums/On-line Participation

9 discussions worth 2 points each (includes Introductions post) = 18 points.

Weekly modules for this course start on Monday and end the following Sunday. As a student enrolled in this class, you are required to have an active and significant online presence during the weekly discussions in each module. Participate in the weekly discussions a minimum of three times over different days with substantial posts to demonstrate completion of required readings and mastery of course content.

Keep in mind that participation is the equivalent to attending an on-campus class and an opportunity to gauge your understanding of the content covered in this course. To earn full credit, you will need to have completed your initial post, discussion engagement, and final reflections by the required dates and times.

- 1) Review the readings/videos and discussion prompt(s) for each weekly module.
- 2) Submit your **initial post by 11:59pm CST on Wednesday**. By submitting your initial posts in the earlier part of the week, we can adequately engage the material together throughout the week.
- 3) Read your peers' postings mindfully. Then **engage with two of your classmates on their posts by 11:59pm CST on Sunday**. Expand and extend on their initial post by providing feedback, analyzing the information, asking questions, making a suggestion, sharing an insight, or proposing an alternative viewpoint.
 - These are to be discussions, not simply 'response' forums. In addition, please be sure that your responses are meaningful and move the conversation forward. Meaning, saying "good job" or "I like your post", does not move the discussion forward. Instead, asking meaningful questions and adding insight or personal experiences is what facilitates a valuable discussion. If one or more of your peers have contributed to a discussion thread, you can join in that discussion with your thoughts, questions, or insights.
 - *Note: I will join in the discussion and will provide further prompts as the week progresses.*
- 4) At the end of each week, **on Sunday by 11:59pm CST, write a brief paragraph with your final reflections** from the week's discussions. Contemplate the discussion and write a bit about any thoughts that arise. These could be final thoughts, insights, new learnings, what's changed, questions you have started to ask or ongoing questions that continue to percolate. This is a single post and you are not expected to respond to the final reflections of your peers.

- *Note: I will add a separate thread titled, “Final Reflections” towards the end of each week. All final reflections should be posted under that thread.*

Points will be reduced for discussion posts submitted after the Wednesday/Sunday deadlines. Discussions are timely, and in order to facilitate learning, they must be done within the posted dates and in the week(s) assigned.

Your posts may be submitted as written or as a recorded video within the discussion thread.

Please use APA to the best of your ability when using in-text citations and references within the discussion forum.

Students’ posts are expected to...

- Be written or recorded in a clear and articulate manner
- Offer quality and depth of self-reflection
- Reflect critical thinking and inquiry
- Demonstrate comprehensive understanding of readings and course material
- Provide original ideas and thought-provoking views
- Include specific supporting examples
- Generate thoughtful discussion and peer engagement
- Reflect understanding of colleagues’ posts
- Exercise respectful, contextual, non-judgmental communication and dialogue
- Be timely

Please find additional details in Blackboard.

Grading Criteria for Discussion Forums/On-line Participation This assignment will be graded upon the following criteria:	Points
Missing: No participation.	0
Minimal: Response is brief, superficial, or demonstrates limited understanding; adds little substance to the discussion.	0.5
Basic/Developing: Response primarily summarizes material with limited application; relates personal experiences without explicitly connecting to the content for the chapter.	1
Proficient: Prepared and participates in a timely, regular, and meaningful way to facilitate a meaningful discussion; response demonstrates understanding, some application, and adequate reflection.	1.5
Distinguished: Prepared and participates in a timely, regular, and meaningful way with 3 or more substantive postings, over different days that facilitates a meaningful discussion; provides support and leadership for peers; response demonstrates clear understanding, application of chapter concepts, critical thinking, and thoughtful engagement; relates personal experiences explicitly connecting it to the content from the readings.	2
TOTAL	9 x 2 = 18 pts

Assignment 4: Triad Skills Practice Recordings

4 triadic skills practice sessions worth 4 points each = 16 points.

Students will be assigned to permanent groups of three for the semester and will practice counseling skills as a triad during four practice sessions. As a triad, you will coordinate your schedules to meet virtually for the four practice sessions during four different weeks of the semester. The purpose of these small groups of three is to practice basic counseling skills and provide observant and mindful feedback and support to one another. For each session, each student will rotate through the roles of Counselor, Client, and Observer. These sessions will be recorded for evaluation and supervision. Please find additional details in Blackboard.

Grading Criteria for Triad Skills Practice Recordings This assignment will be graded upon the following criteria:	Points
Missing: No participation.	0
Minimal: Negligible participation; noticeably unprepared for the triadic skills practice session.	1
Basic/Developing: Some participation in the triadic skills practice session but adds little substance to the feedback process and/or shares feedback without explicitly connecting to the basic counseling skills.	2
Proficient: Prepared and participates fully in the triadic skills practice session, directly connecting the skills session with the basic counseling skills; contributes to the feedback process in a meaningful way.	3
Distinguished: Prepared and participates fully in the triadic skills practice session; provides support and leadership for peers; adds depth to the feedback and learning process.	4
TOTAL	4 x 4 = 16 pts

Assignment 5: Counseling Skills Self-Assessment and Professional Development Plan

Due Date: Sunday, Oct 18th, 11:59pm CST

20 points

Students will complete an initial assessment of their current counseling skills, confidence, interpersonal strengths, areas of concern, and professional development goals.

Students will address the following in a 3-4 page paper (not including the reference page):

- Self-Awareness/beginning skills self-assessment
 - What counseling skills do you currently feel most confident using?
 - What skills feel least natural?
 - How do your communication patterns influence your counseling presence?
- Strengths
 - What personal strengths might support your development as a counselor?
- Growth areas/barriers
 - What assumptions, biases, or "blind spots" might affect your interactions with clients?
- Goals

- What do you want to be able to do more effectively by the end of the semester?
Identify 3 goals.
- What will you intentionally practice throughout the course?

Please find additional details in Blackboard.

Grading Criteria for Counseling Skills Self-Assessment and Professional Development Plan This assignment will be graded upon the following criteria:	Points
Assignment submitted by due date	3
Self-Awareness/beginning skills self-assessment	4
Identification of strengths	3
Identification of growth areas and/or barriers	3
Specific goals (3) and strategies for practicing goals	4
Professional presentation and quality of writing (Grammar; Spelling; Punctuation; Organization; Unbiased Language; APA Style; Ease of Reading, etc.)	3
TOTAL	20 pts

IMPORTANT: Late submissions, without prior instructor approval before the deadline, will result in a reduction in points/grade.

Assignment 6: Mock Counseling Session Final Project and Paper

Due Date: Saturday, Dec 5th, 11:59pm CST

25 points

The purpose of the mock session assignment is to provide you with an opportunity to practice the basic counseling skills demonstrated through course assignments and engage in a process of self-review. For this project you will be assigned to work with another student in the course.

Each partner will serve as a “counselor” for a 30-minute recorded session and a “client” for a 30-minute recorded session. As the client, you may either be yourself, speaking on a topic that has mild emotional content for you and that you are OK talking about in this context, or you may portray a realistic, developmentally appropriate fictional client. As the counselor, you will seek feedback from your partner (who played the role of “client”). You will include this feedback with your own self-assessment of your work.

IMPORTANT: To successfully complete this assignment, you will need to refer to the Mock Counseling Session Final Project Template (in Blackboard) for details on each section of the paper.

You may use the Word template that is provided in Blackboard for your paper as it includes the section headings for this assignment. Simply download the Word document (in Blackboard) and save on your computer. When naming your document, please use the following structure:

Student Name_Final Project_EDSR7303

IMPORTANT: For this assignment, you will be transcribing a 10-minute segment of your 30-minute recorded session (see details in the Mock Counseling Session Final Project Template). Instructions on how to record your mock sessions and retrieve a transcript will be provided in this assignment's details in Blackboard.

Please review the following tips before your mock sessions:

- As both client and counselor, prepare your “office”/recording space for privacy.
- Due to noises and possible distractions, do not hold your recorded sessions outdoors.
- As client and counselor, use a headset with a microphone, if available to you.
- As the counselor, ask your client for permission to record – before recording the session.
- As the counselor, seek feedback from your client – after completion of the session.
- As the client, provide your counselor with honest and constructive feedback.

Reminders:

- Refer to the detailed course schedule below for when to conduct your mock sessions.
- Record each session as a separate recording.
- The focus of this assignment is on the “counselor”, not the “client”.
- Keep all “client” information confidential.
- Use a pseudonym (fictitious name) for your peer client.

For this assignment you will submit the following:

- Session Recording Link (as the counselor) – Under Client Documentation below
- Counseling Skills Self-Critique Paper: Must include the following sections:
 - Title Page (APA formatted)
 - Client Documentation
 - Session Recording Link
 - Identifying Information
 - Presenting Concern
 - Session SOAP Note
 - Transcript Analysis
 - Pre-Transcript Summary
 - Transcript with Analysis
 - Post-Transcript Summary
 - Counseling Skills Analysis
 - “Client” Feedback Summary
 - Analysis of Therapeutic Relationship
 - Counseling Skills Self-Critique

- Counseling Skills Self-Rating
- Reference Page (APA formatted)

Please find additional details in Blackboard.

Grading Criteria for Mock Counseling Session Final Project and Paper This assignment will be graded upon the following criteria:	Points
Assignment submitted by due date (Recording link & final project paper)	3
Counseling Skills Self-Critique (Final Project Paper)	
• Client Documentation	5
• Transcript Analysis	7
• Counseling Skills Analysis	7
Professional presentation and quality of writing (Grammar; Spelling; Punctuation; Organization; Unbiased Language; APA Style; Ease of Reading, etc.)	3
TOTAL	25 pts

IMPORTANT: Late submissions, without prior instructor approval before the deadline, will result in a reduction in points/grade.

Assignment 7: Skills Demonstration Exercises (Cengage | MindTap)

An integrated learning platform, Cengage | MindTap, will be used to assist student learning and application. A variety of learning and skills practice activities will be embedded into Blackboard. Some activities will be graded and some will not. Please find additional details in Blackboard.

DETAILED COURSE SCHEDULE

WEEK/MODULE	CHAPTER/POWERPOINT READINGS – Ivey et al. (2023)	ASSIGNMENTS/ DUE DATES	NOTES
1 – Aug 24-30		Course Policy Agreements Discussion Forum – Introductions	
2 – Aug 31-Sep 6	Ch. 1: Intentional Interviewing, Counseling, and Psychotherapy	Quiz	
3 – Sep 7-13	Ch. 2: Ethics and Multicultural Competence	Quiz Discussion Forum – Ch 1 & 2	
4 – Sep 14-20	Ch. 3: Listening, Attending, and Empathy	Quiz Discussion Forum – Ch 3	
5 – Sep 21-27	Ch. 4: Observation Skills	Quiz Discussion Forum – Ch 4	Triad Groups will be assigned during week 5.
6 – Sep 28-Oct 4	Ch. 5: Questions	Quiz Triad Skills Practice #1 Recordings and Feedback Forms due Sunday, Oct 4th, 11:59pm CST	No Discussion Forum. Connect with your Triad to coordinate dates/times for your triadic skills practice session this week. Prepare your “office”/recording space so it is private, welcoming, quiet, and conducive to skills practice. During the recorded Skills Practice Session, your Triad will practice for three 10-minute mini sessions as you each switch between the Counselor-Client-Observer roles and provide each other

			feedback. Client scenarios and feedback forms will be provided in Blackboard. Remember to provide your peers with meaningful feedback – and – “perfection” is not the goal. Use this same process for the remaining Triad Skills Practice Recordings
7 – Oct 5-11	Ch. 6: Encouraging, Paraphrasing, and Summarizing	Quiz Discussion Forum – Ch 5 & 6	
8 – Oct 12-18	Ch. 7: Observing and Reflecting Feelings	Counseling Skills Self-Assessment and Professional Development Plan due Sunday, Oct 18th, 11:59pm CST	No Quiz or Discussion Forum. Counselor-Client Pairings for the Mock Counseling Session Final Project will be assigned during Week 8.
9 – Oct 19-25	Ch. 8: The Five-Stage Interview	Quiz Discussion Forum – Ch 7 & 8 Triad Skills Practice #2 Recordings and Feedback Forms due Sunday, Oct 25th, 11:59pm CST	Connect with your Mock Counseling Session assignment partner to identify meeting dates/times (during Weeks 11-13) to record your sessions.
10 – Oct 26-Nov 1	Ch. 9: Focusing the Counseling Session Ch. 10: Empathic and Supportive Confrontation	Quiz Discussion Forum – Ch 9 & 10	Prepare for your Mock Counseling Sessions.

11 – Nov 2-8	Ch. 11: Reflection of Meaning and Interpretation/Reframing Ch. 12: Action Skills for Building Resilience and Managing Stress	Quiz Discussion Forum – Ch 11 & 12 Triad Skills Practice #3 Recordings and Feedback Forms due Sunday, Nov 8th, 11:59pm CST	Reminder: Conduct your Mock Counseling Sessions anytime across Weeks 11-13.
12 – Nov 9-15	Ch. 13: Counseling Theory and Practice Ch. 14: Skill Integration, Determining Personal Style, and Transcendence	Quiz Discussion Forum – Ch 13 & 14	Reminder: Conduct your Mock Counseling Sessions anytime across Weeks 11-13.
13 – Nov 16-22		Triad Skills Practice #4 Recordings and Feedback Forms due Sunday, Nov 22nd, 11:59pm CST	No Quiz or Discussion Forum Reminder: Conduct your Mock Counseling Sessions anytime across Weeks 11-13. Reminder: Mock Counseling Session Final Project and Paper will be due Dec 5 th , 11:59pm CST.
14 – Nov 23-29 Thanksgiving Holiday Nov 25-27			Reminder: Mock Counseling Session Final Project and Paper will be due Dec 5 th , 11:59pm CST.
15 – Nov 30-Dec 7		Mock Counseling Session Final Project and Paper due Saturday, Dec 5th, 11:59pm CST.	

Professional Counseling Identity and Behavior:

In registering for classes in the Counseling Program at Rio Grande College, graduate students accept responsibility for completing assignments on time, contributing to discussion forums, and fully participating in all experiential learning activities. Counseling faculty members maintain participation requirements for each course. Faculty members may impose academic penalties upon lack of engagement and late assignment submissions.

The Counseling Program has specific policies and procedures that provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. By the time a student is admitted to the Experiential Block, it is expected that they have thoroughly read and comprehended the complete policies, procedures, and recommendations of the most recent issue of the Counseling Program Handbook. This document details and describes all aspects of the Counseling Program, from taking the first courses to passing the Comprehensive Oral Examination and graduating with a master's in counseling. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in counseling, some students discover (or faculty may advise) that they are not appropriate for the counseling field and/or the field of counseling is not appropriate for them. The faculty of the Counseling Program will provide continuous, honest, and pragmatic feedback to each student regarding progress and suitability in this program.

Unethical behavior (as defined by the Code of Ethics of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College and may subject the student to civil penalties as well. Professional behavior is always expected of each student across all counseling courses. Failure to maintain professionalism is considered unethical behavior. The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their personal development as it impacts their ability to work effectively and ethically as counseling professionals.

Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their values and assumptions, ready to recognize their prejudices and biases, willing to be present at the moment with highly uncomfortable (painful) emotions that initially evoke the "fight-flight-freeze" hijacking of the primitive limbic system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one's own life experiences while creating space and understanding for one's inner demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor's professional training.

Therefore, graduation from the Counseling Program requires that students complete the academic and experiential requirements with mindful regard to both professional and personal

development. Students must, in the professional judgment of the faculty and supervisors, understand and behave by the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor and be free from any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions. Throughout the counseling course work and the practical experiences, the faculty members regularly review student progress on the following basic qualities:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation
- Development of professional skills and competencies
- Psychological functioning and mindful self-management

Accessibility and Safe Learning Environment: The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment based on any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law. The Counseling Program of SRSU supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by SRSU on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, or disability.

The Counseling Program 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. Students with disabilities are aided in gaining opportunities for full participation in programs, services, and activities. The Coordinator of Student Services (830-279-3003) serves as the Disability Services Coordinator, and they are in Uvalde. Services available to all students include consultation, information, and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to SRSU and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers,

prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless SRSU can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator (Coordinator of Student Services). The student should submit:

- A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification.
- Information about the results of previous efforts in the relevant area (transcripts, etc.); and
- Comprehensive documentation of the disability and the specific aspects of the disability that impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation, and prepare a recommendation on the request.
 - A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within 5 years), and the date of the original diagnosis.
 - A description of the diagnostic criteria and/or diagnostic test(s) used.
 - A description of the current functional impact/limitations of the disability.
 - Treatments, medications, assistive devices/services currently prescribed or used.
 - A description of the expected progression or stability of the disability over time.
 - The credentials of the diagnosing professional(s) include the training and experience that enable the person capable of making the diagnoses.

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating,

hostile, or offensive educational environment. Examples of sexual harassment include but are not limited to unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting, or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether such conduct violates any applicable laws.

Distance Education Statement: Due to the conditions and restrictions associated with the COVID pandemic, the experiential learning and skill development of Applied Counseling Approaches and Methodology (EDSR 7303) will take place on Blackboard, Collaborate Ultra. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course. The policy on Distance Education at Sul Ross State University is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require 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 SRSU 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.