

Texas A&M University
Professional Development – Counseling Skills for Student Affairs
Professionals
EDAD 650
Fall 2008

**Our
Work
Transforms
Lives**

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Notice

Faculty Senate Statement on Plagiarism and Aggie Code of Honor

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**“An Aggie does not lie, cheat, or steal
nor tolerate those who do.”**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (<http://www.tamu.edu/aggiehonor/>).

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Cain Hall, B118. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.

Sexual Harassment

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at <http://rules.tamu.edu/rules/300/340199ml.htm> for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

Course Description

This course will provide a learning experience that will connect counseling theory and practice to the college setting. This course is designed to serve as a professional preparation course in which students will have the opportunity to learn effective counseling skills, including developing basic listening, conflict resolution, interviewing, and referral skills.

Methods of Instruction

This class will employ a variety of teaching/learning methods including include lecture/discussions, video presentations, classroom activities, group interaction, and student research.

Course Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate, in class exercises and individual sessions, a thorough understanding of counseling skills, including listening, communication, conflict resolution, and interviewing skills
2. identify referral situations and know how to refer;
3. apply selected counseling theories and techniques;
4. effectively apply information and insights gained in readings and class discussion to practical situations.

Reading

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2008). *Essential interviewing: A programmed approach to effective communication*. (7th Ed.). Belmont, CA: Brooks/Cole-Thomson Learning, Inc.

NOTE: Journal articles and other assigned readings will supplement the text. These readings will either be handed out in class or placed on electronic reserve through the library.

Course Assignments

1. *Class Attendance and Participation:*

- a. As a skills class, we will be practicing the counseling skills learned in class weekly. In order to practice and learn, you must attend and your classmates need you to attend. As a result, attendance and participation grades are a substantial requirement of the course. Please notify the instructor in advance if you anticipate being absent.
- b. Please refer to the class schedule for reading assignments. Complete assigned readings well before class, allow yourself time to THINK about what you've read and to develop questions. You will often be expected to direct discussion, not to have the professor simply re-lecture the reading. Additionally, when

reading about skills, you will be expected to then practice and demonstrate the skill in class.

- c. As a counseling skills course, you will be expected to practice skills in class and outside of class. In these practice sessions, other students' personal issues may be discussed. It is important in order to establish the most developmental and productive atmosphere for such a course that there be a level of trust and confidentiality. If you hear/see something that concerns you, please feel free to discuss it with the professor. However, please recognize that an individual's personal issues are not appropriate conversation topics for outside of class.
- d. Debate and dialogue are cornerstones of successful graduate classes and learning and commonplace among a community of scholars. Often the issues of higher education do not have answers and debate of ideas is critical. As a result you will often be engaged in disagreements with your colleagues and even your professors. Keep in mind to always debate with respect and to debate the idea and not the person. Do not take it personally if someone disagrees with you. Jump in and defend your position, but be sure to listen too, these conversations are usually where we learn the most.

2. *On-site Visit of a Counseling and Guidance Program/Center:*

Students are required to either visit a counseling and guidance center or attend a counseling or guidance related program and write a one-page summary of their experience.

3. *Initial Skills Tape and Personal Evaluation Paper:*

Students will submit videotape of a 30 minute interview. The tape should reflect the application of skills learned in the course. A personal evaluation paper of 2-3 typed pages should accompany the tape.

4. *Final Skills Tape and Personal Evaluation Paper*

Students will submit videotape of a 30 minute interview. The tape should reflect the application of skills learned in the course. A personal evaluation paper of 2-3 typed pages should accompany the tape.

5. *Topic Paper and Presentation:*

Students will be required to prepare a paper about an issue or concern related to counseling and college students. Topics must be submitted to the professor for approval. Papers should be written in APA format.

Evaluation

1. Preparation and quality of in-class participation	15%	15 points
2. On-site Visit and Paper	10%	10 points
3. Initial Skills Tape and Paper	20%	20 points
4. Final Skills Tape and Paper	30%	30 points
5. Topic Paper	25%	25 points

Total Points Possible

100 points

Grade Determination

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 & below

Important Notes

- Late assignments will not be accepted except under exceptional circumstances and with **PRIOR** approval of the professor. Please **ASK** for an extension.
- **All written assignments must follow APA Guidelines.**
- Cell phones should be turned off (or put on vibrate, IF you are on call) **BEFORE** class begins. It is an interruption of thought for the faculty member and your colleagues and is incredibly rude.
- Surfing the web/ email/ etc. in class is unacceptable and will not be tolerated. You may lose the privilege of classroom use of your laptop if it is suspected.

<u>Class Dates</u>	<u>Topics</u>	<u>Material</u>	<u>Assignment</u>
Jan. 14	Introduction/Syllabus	Handouts	
Jan. 21	MLK Day – University Closed		
Jan. 28	Overview of Counseling Theory Using the Text Helping Exercise	Ch. 1	On-Site Visit
Feb. 4	Attending Behaviors Effective Questioning	Chs. 2-3	
Feb. 11	Reflecting Content & Feeling – Integrating Skills	Chs. 4-6	Topic Idea
Feb. 18	Clarification – Confronting, Communicating Feeling/Immediacy, Self-disclosing, & Interpreting	Chs. 7-10	Initial Skills Tape
Feb. 25	Taking Action- Information Giving, Structuring, & Getting Cooperation	Chs. 11-13	
Mar. 3	Putting It All Together – Developmental Sessions	Ch. 14	
Mar. 10	Spring Break/ NASPA		
Mar. 17	Counseling Center, Referral Skills Crisis Counseling		Final Skills Tape
Mar. 24	Alcohol and Sexual Assault	Handouts	
Mar. 31	Eating Disorders and Stress	Handouts	
Apr. 7	Suicide, Death, and Dying	Handouts	
Apr. 14	Presentations		Presentations
Apr. 21	Presentations		Presentations Topic Paper
Apr. 28	Class at the Parrott's		