COURSE INFORMATION

EDPC 5339 Techniques of Counseling
Semester: Spring 2024
Location: Education Building: Room 108
Meeting Times: Thursdays 5:30 – 8:20 PM

PROFESSOR INFORMATION

Dr. Myra Ortega
Email: myortega@utep.edu
Office: Education Building 706
Office Hours: All office hours are held through TEAMS/Zoom meeting rooms. Please email Dr. Ortega for an appointment.

Instructor:
Office: Alejandra Sanchez. M.Ed., LPC
Office hours:
*By appointment
Phone: (915)
Email: asanchez136@utep.edu

COURSE DESCRIPTION

This is a required 3-credit course for this program. The primary goals of this course is on the development and effective use of skills and techniques basic to the process of individual counseling as derived from the major theories of counseling.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

This course is designed to achieve learning outcomes consistent with the following 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Accreditation Standards and the standards for school counselor certification specified in the Texas Administrative Code. Title 19, Part 7, Rule 239.15 (2001 & Amended in 2009). In support of these standards, students should be able to understand and appropriately apply the knowledge, activities, and assessments related to each. Course and learning objectives are provided on the following table:
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>CACREP 2016 Standards</th>
<th>TeXeS School Counselor</th>
<th>Learning Activities</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL A:</strong> Understand and practice the basic foundations of a culturally sensitive developmental approach to counseling that emphasizes optimum client development, client strengths, client empowerment, client resilience, and an orientation to wellness and prevention as desired counseling goals (CACREP STANDARDS 2.F.2.c, 2.F.3.i, and 2.F.5.a).</td>
<td></td>
<td></td>
<td>Readings, lecture, and discussion (classroom and/or online environments) of the principles and practices of a holistic wellness philosophy, the tenets of a positive psychology approach and their impact on helping clients.</td>
<td>Achieve a passing grade on the <strong>Final Examination.</strong></td>
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<tr>
<td><strong>Objective A-1</strong> Understand the philosophy and concepts of a holistic approach to wellness, positive psychology, and the assessment of client strengths as relevant models to assist clients to overcome problems and prevent future problems as supported by current research. (CACREP STANDARDS 2.F.3.i and 2.F.5.a)</td>
<td>2.F.3.i 2.F.5.a</td>
<td></td>
<td>Readings, lecture and discussion (classroom and/or online environments) concerning the impact of their own personal experiences, clients’ cultural and contextual factors, and other diversity issues in the selection and utilization of counseling tools, techniques, and strategies.</td>
<td>Achieve a passing grade on the <strong>Final Examination.</strong></td>
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<tr>
<td><strong>Objective A-2</strong> Understand the importance of and strategies for integrating multicultural competencies (i.e. awareness, knowledge, and skills) in an intentional manner in the counseling process. (CACREP STANDARDS 2.F.2.c)</td>
<td>2.F.2.c</td>
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| Objective A-3 | 2.F.2.c  
2.F.3.i  
2.F.5.a | II.3  
III.3  
V.5 | a) Classroom demonstrations; b) Classroom role-play counseling sessions with feedback; and c) Recorded external role play sessions with volunteer clients. | a) and b) Satisfactory ratings by observers (client, peers, and/or instructor) on skills rating sheets; and c) Achieve satisfactory rating by the instructor on the Counseling Interview Scoring Rubric on: i) Dimension 6 - Attention to Client Special Needs or Diversity Issues and, ii) Dimension 9 - Identification of Client Strengths and Resilience. |

**GOAL B:** Understand and demonstrate culturally sensitive counselor characteristics and behaviors that positively influence the helping relationship and the helping process. (CACREP STANDARDS 2.F.5.d, f, g)

| Objective B-1 | 2.F.5.d, f | Reading, lecture and discussion (classroom and/or online environments) concerning the nature of the helping relationship, the core conditions, and the impact of transference/countertransfer reactions in facilitating or hindering the helping process. | Achieve a passing grade on the Final Examination. |

| Objective B-2 | 2.F.5.d, f, g | II.3  
III.3  
V.5 | a) Classroom demonstrations; b) Classroom role-play counseling sessions with feedback; and c) Recorded external role play sessions with volunteer clients. | a) and b) Satisfactory ratings by observers (client, peers, and/or instructor) on skills rating sheets; and c) Achieve a satisfactory ratings by the instructor on the Counseling Interview Scoring Rubric on: i) Dimension 1 - Rapport, and ii) Dimension 2 - Core Relationship Variables. |

**GOAL C:** Understand, select, and demonstrate in a culturally sensitive manner, the basic and advanced interviewing skills needed to assist clients to identify, elaborate upon and explore their issues and their
<table>
<thead>
<tr>
<th>Objective C-1</th>
<th>2.F.5.g</th>
<th>Reading, lecture, discussion (classroom and/or online environments) and demonstration of culturally sensitive use of the basic counseling skills to assist client communication.</th>
<th>Achieve a passing grade on the Final Examination.</th>
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</thead>
<tbody>
<tr>
<td>Identify the basic counseling skills and understand the appropriate use of those skills to assist clients to communicate about their issues. (CACREP STANDARDS 2.F.5.g)</td>
<td>2.F.5.g</td>
<td>Reading, lecture, discussion (classroom and/or online environments) and demonstration of culturally sensitive use of the advanced counseling and influencing to assist client understanding and motivation.</td>
<td>Achieve a passing grade on the Final Examination.</td>
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<tr>
<td>Objective C-2</td>
<td>2.F.5.g</td>
<td>Reading, lecture, discussion (classroom and/or online environments) and demonstration of culturally sensitive use of the basic skills, advanced skills, and influencing skills to facilitate a complete, efficient, and effective helping interview to accomplish the specified purpose of the interview.</td>
<td>Achieve a passing grade on the Final Examination.</td>
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<td>Identify advanced counseling and influencing skills and understand the appropriate use of those skills to assist clients to better understand their issues and to motivate clients to engage in a process of change. (CACREP STANDARDS 2.F.5.g)</td>
<td>2.F.5.g</td>
<td></td>
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<tr>
<td>Objective C-3</td>
<td>2.F.5.g</td>
<td></td>
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<td>Understand the stages of an effective helping interview and be able to identify the relevant basic skills, advanced skills, and influencing skills to progress efficiently through the appropriate stages for the purpose of the helping interview. (CACREP STANDARDS 2.F.5.g)</td>
<td>2.F.5.g</td>
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ADDITIONAL INTENDED COURSE OUTCOMES:

1. Values the helping relationship above techniques in counseling practice.

Dispositions/Values for Future Counselors

Objectives:

2.F.5a

1. Demonstrate an understanding of his or her strengths and weaknesses in the delivery of counseling services.

STANDARDS:

2.F.5b

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5c

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5d

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5e

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5f

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5g

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5h

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5i

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5j

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5k

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:

2.F.5l

1. Prepare and deliver counseling services in a culturally sensitive manner, to our base and in a culturally sensitive manner to our base and in a culturally sensitive manner.

STANDARDS:
2. Respects and values the uniqueness and diversity of each individual client.
3. Appreciates the responsibility inherent in the role of the counselor.
4. Believes in the necessity of ongoing supervision of counseling practice.
5. Motivated to seek consultation and additional professional development and skills training.
6. Committed to self-growth to enhance relationship skills.
7. Values flexibility and openness as major attributes of effective counselors.
8. Desires to practice in an ethical and competent manner.

Performances

1. Uses basic relationship skills to enhance rapport with clients.
2. Uses effective attending skills consistently and appropriately.
3. Demonstrates effective probing skills.
4. Demonstrates the ability to accurately understand and reflect the content of client communications.
5. Demonstrates the ability to accurately empathize and reflect the emotional aspects of client communications.
6. Completes an initial counseling interview.
7. Conceptualizes client issues in a coherent, systematic, and useful framework.
8. Facilitates client formulation of goals for counseling.
9. Demonstrates the ability to use advanced influencing skills.
10. Gives appropriate consultative feedback to colleagues.
11. Seeks appropriate consultative feedback from colleagues.
12. Accurately assesses personal issues which might affect counseling performance.
13. Accurately critiques professional performance and initiates efforts to improve performance.

EXPECTATIONS OF STUDENTS:

Professionalism:
You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in the university student and program handbook, and by professional associations (i.e., ACA code of Ethics). You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions, presentations, and diverse opinions. Professionalism is also expected in all communications and interactions outside of class (e.g., emails) with myself, other instructors and faculty as well as your fellow classmates. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought into instructor’s attention either by verbal or written format. Because you are now “counselors in training”, it is important to view your conduct in a professional role.

Active class participation is expected:
The course is designed for students to learn by observing, giving feedback, practicing, and receiving feedback. You must participate fully in classroom discussions and practice exercises to earn full participation points toward your final grade. Please demonstrate enthusiasm and a high level of interest in your classroom experiences.
Readings:
All readings must be completed prior to each class session. Most classroom lectures will be reviews and discussions of the readings. The more you have read and understand the topics prior to class, the more you will learn during practice sessions.

Recordings:
Digital recording (audio and/or video) of all counseling sessions assigned as in class practice sessions and/or homework is required. There is no other way to accurately reflect upon and learn from your performance. This also promotes an attitude of openness and willingness to learn and grow from your mistakes and a healthy self-affirmation of your successes when you can review, critique, and reflect upon your skills.

Confidentiality:
Confidentiality must be maintained regarding the information learned during practice sessions. Per the ACA Ethical Code, if a student poses a danger to self or others or information is revealed that indicates a child or someone elderly is being abused, the student must notify the professor at which time the professor will take appropriate action as deemed important and necessary to protect all parties involved.

REQUIRED MATERIALS

You are expected to complete all required readings for each class prior to our class meeting. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., power points), and websites noted on the schedule so that you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials (e.g. reading, video clips, articles) will be placed on BB within each class as well.

<table>
<thead>
<tr>
<th>Book/Movie</th>
<th>Citation</th>
<th>ISBN</th>
</tr>
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</table>
**Assignments and Grading**

You will not get credit for late assignments unless you make prior arrangements with the instructor, or in case of an emergency. It is your professional responsibility to honor assignment deadlines and communicate with your instructor in the event that deadlines cannot be honored. Exceptions will be made for emergencies IF you contact the instructor as soon as possible. You know the due dates from the beginning of the semester, so procrastination is not an excuse. I strongly recommend that you submit assignments early in case of unexpected problems with technology. Just as you would be professional in communicating with your employer if you could not meet a deadline, I expect that you will communicate with me if you cannot complete an assignment in time. We can work together on an alternative plan to accommodate your circumstances. *Appropriate accommodations will be made for students registered through CASS, please schedule an appointment with me to discuss your needs.*

Please keep track of your grades in Blackboard, including your cumulative point total and percentage grade to ensure you are maintaining at least a “B” average. I recommend that you check it frequently for discrepancies. If you encounter a discrepancy, please email the instructor as soon as possible.

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Graded Activities</th>
<th>Points</th>
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<tbody>
<tr>
<td>A = 90% -100%</td>
<td>In-Class Role Plays (4 x 50 pts.)</td>
<td>200</td>
</tr>
<tr>
<td>B = 80% - 89%</td>
<td>Quizzes (5 x 25 pts.)</td>
<td>125</td>
</tr>
<tr>
<td>C = 70% - 79%</td>
<td>Recording 1 (R1)</td>
<td>200</td>
</tr>
<tr>
<td>D = 60% - 69%</td>
<td>Recording 2 (R2)</td>
<td>200</td>
</tr>
<tr>
<td>F = 0% -59%</td>
<td>Comprehensive Final Exam</td>
<td>275</td>
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<td></td>
<td>Total Points</td>
<td>1000</td>
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*In-class Role Plays*

Instructor will place students in triads for these assignments, each student will function as a client, a counselor, and an observer.

- Students will participate in all three roles during each practice session.
- There will be a total of 4 “In-Class Role Plays”, each lasting **20-25 minutes each**.
• Each student records the session when they are in the counseling role as an audio and/or video recording.

Observer Role Responsibilities:
• Complete a written critique form.
• Provide verbal feedback to the counselor they observed.
• Your responsibility as an observer is to run the recording device, time the sessions, notify the counselor that his or her time is almost up, and provide detailed, written feedback to the counselor about his or her skills.

Client Role Responsibilities:
• Allow the counselor to practice his/her interview skills and to give written and verbal feedback on those skills.
• Your responsibility when in the client role is to present issues that are real for you to the best of your ability.
• You need to come up with 2-4 issues that you’d like to work on and improve in your life that can serve as “real” topics for your counselor to work with and practice his or her skills. You are expected to talk and be as open as you can be about your experiences.
• If you cannot come up with something you’d like to work on (e.g., stress management, anger management, time management, improving relationship with family, friends, or co-workers, etc.), then make something up and be consistent.
• Your role as the client is very important to the process. You must find a balance between talking enough to give your counselor something to work with and leaving some space for your counselor to practice his or her skills. Some students get so into the client role that they forget to pause to give their counselor the space they need to practice the skills. You are expected to talk and be as open as you can be about your experiences.
• Client and will then complete a self-evaluation.

Counselor Role Responsibilities:
• The role of the counselor is to apply the helping skills learned during the course in the counseling interview.
• Your responsibility as the counselor is to practice your counseling skills to the best of your ability with a high degree of professionalism and treat your student “client” as a “real client.” Practice is necessary to integrate cognitive knowledge about counseling with the relationship conditions and performance skills necessary to truly be an effective helper. Feedback allows the counselor to modify, adjust, and tweak why, how, and when the skills of counseling are used.
• Counselors will review the critiques from the observer.

The practice session audio recording, original critiques and the self-evaluation will be submitted to the instructor via Blackboard on the assigned dates. Critiques and written evaluation comments must evidence depth of understanding of the interview process and honest self-scrutiny.

NOTE: Each student will be observed live by their instructor for a minimum of 1 of the required practice role plays.
Quizzes

There are 5 weekly quizzes over the material in the text. Each quiz must be taken on Blackboard on the scheduled due date. While the quizzes are “open book”, students are expected to take quizzes on their own without assistance from others. Evidence of academic honesty regarding exams will be reported to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Helping Interview Recording (R1 and R2)

Students will recruit a volunteer “practice client” for the R1 and R2 assignments. All “practice clients” must sign the Statement of Informed Consent Form. These volunteers should be individuals who are willing to discuss personal issues, be recorded, and allow the instructor to review the recording for the purpose of feedback to the student. These volunteers should not be individuals with whom the student has any supervisory relationship or someone whom the student has other authority over. They should also not be someone that you are overly familiar with (i.e., spouse, family member or close friend). The session must be authentic. The volunteer should not discuss anything that they are uncomfortable discussing but they should not make up an issue to discuss and the session should not be read from a pre-written script.

The information required to complete assignments (written and recorded) should be treated in an ethical manner (i.e., confidentially) and should be destroyed as soon as it is no longer needed to meet class requirements. Students may volunteer to be clients for each other for these assignments, however there is some risk that the instructor will be privy to private information, which may (or may not) be uncomfortable for the student.

- Each student must perform 2 counseling interviews with a volunteer client.
- Both interviews must be video recorded.
- The student must keep the volunteer’s signed permission to record the session and must upload the recording into a OneDrive folder that will be provided by the instructor.
- These 45-50 minute interviews should allow the student to practice the
  - a) basic helping skills (attending, probing, listening to content, listening to emotion, empathy, and summarization)
  - b) the influencing skills (interpretation, giving information, confrontation, etc),
  - c) assessment interviewing
  - d) goal setting with clients.
- Students must prepare a typed “verbatim” transcript of the dialogue that occurred.
- Students will provide a critique of himself/herself on a specific form.
- Students will submit a copy of the transcript (BB), the critique forms (BB), and a digital recording of the session (One Drive) on the assigned dates.
- If you have problems uploading the recording onto OneDrive, make sure you are using Chrome. If the problem persists please contact the IT department (or a classmate) to resolve the problem, and contact the instructor to let them know you are having issues.
- Do NOT email the recording to the instructor(s). Critiques must include depth of understanding of the interview process and honest self-scrutiny to receive credit.
- Instructors will utilize the Counseling Interview Scoring Rubric to give feedback to the student.
Comprehensive Final Exam:

There is a comprehensive final exam, which covers material in the text and lectures. The exam must be taken on Blackboard by the assigned date. While the exam is “open book”, students are expected to take the exam on their own without assistance from others. Evidence of academic honesty regarding exams will be reported to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the internet through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office Programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION

Here are the ways we can keep the communications channels open:

- **Office Hours:** I will have office hours for your questions and comments about the course. My office hours are by appoint only. Please email me at your earliest convenience for any concerns you wish to discuss.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24 hours of receipt. When emailing me, be sure to email from your UTEP student email account and please put the course name in the subject line. Any emails I send to you will be through your UTEP email address, be sure to monitor your UTEP email account regularly.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
ATTENDANCE AND PARTICIPATION

This course is delivered by hybrid methods, meaning you will have a mixture of face-to-face meetings, virtual meetings through Zoom, or “Blackboard Assignment” days where you will simply complete scheduled activities through Blackboard. It is the student’s responsibility to review weekly folders EVERY week as all activities will be found in Blackboard. Weekly folders will open every Sunday. Students trying to submit an assignment or quiz at 11:59 PM could encounter issues, please make every effort to submit early.

Attendance in this course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussions with your peers.
- Other activities as indicated in the weekly folders.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling fever and unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to the UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” However, I will not drop you from the course. If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments, Quizzes, Final Exam
All assignments will be due to Blackboard on the dates and times indicated on the course schedule. No late work will be accepted if the reason is not considered excusable. If and when the professor agrees to accept late work, a 10% penalty will be applied.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given
course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to chapter assignments, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADING POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is not permitted in this course.
PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE RESOURCES

Where you can go for assistance.

UTEP provides a variety of student services and support:

Technology Resources
- **Help Desk**: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- **UTEP Library**: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **Math Tutoring Center (MaRCS)**: Ask a tutor for help and explore other available math resources.
- **History Tutoring Center (HTC)**: Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- **The Miner Learning Center**: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- **UTEP Edge**: UTEP’s cross-campus framework for student success and empowerment – develops students’ assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources
- **Student Success Help Desk (SSHD)**: Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu
- **Military Student Success Center**: Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services**: Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services**: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- **UTEP Food Pantry**: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.
Professional Associations

- **American Counseling Association (ACA)**
  [https://www.counseling.org/](https://www.counseling.org/)
  ACA is the world's largest association representing professional counselors. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.

- **American School Counselor Association (ASCA)**
  [https://www.schoolcounselor.org/](https://www.schoolcounselor.org/)
  ASCA is the only national organization serving the school counseling profession, ASCA creates and maintains professional standards and serves as the voice of the school counseling profession.

- **Chi Sigma Iota (CSI)**
  [https://www.csi-net.org/](https://www.csi-net.org/)
  CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

- **Lone Star State School Counselor Association (LSSSCA)**
  [https://www.lonestarstateschoolcounselor.org/](https://www.lonestarstateschoolcounselor.org/)
  LSSSCA is the only organization in the state of Texas to hold the American School Counselor Association charter. LSSSCA is run by school counselors for school counselors and through this affiliation we work collaboratively with ASCA to provide our members with access to national best practice resources and connect them with thousands of school counselors throughout the nation.

- **Texas Counselor Association (TCA)**
  [https://txca.org/](https://txca.org/)
  TCA membership is diverse, representing counselors in all areas of practice. From LPCs to LMFTs to Professional School Counselors. TCA membership will afford you a long list of member benefits. Division membership is available to TCA members, giving you access to specific communities that matter to you.

COURSE SCHEDULE

**IMPORTANT NOTE:** In Blackboard, 12:00 AM, midnight is the beginning of the new day; 11:59 PM is the end of the day. Assignments will be due the day before our scheduled class time at 11:59 PM.

Please check schedule carefully for interim due dates for online discussion posts. Due dates are indicated below for posting on the discussion boards and responding to others' posts. You are responsible for meeting these interim deadlines, so please make note of interim due dates for online discussions.

There are no exceptions to due dates except for: (1) instructor error; (2) prior arrangements made with the instructor, or (3) in cases of emergency, which must be documented.
<table>
<thead>
<tr>
<th>Weekly Schedule</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Week 1:** 1/18 In-Person | -Introductions  
- Syllabus  
- Interviewing/counseling  
- Psychotherapy  
- Cultural Intentionality  
- Resilience  
- Ethics  
- Attending Skills  
- Select Groups | Ch. 1  
Ch. 2  
Ch. 3 | Refer to the *Week 1 Learning Module* in BB for week 1 assignments.  
Nothing is due this week. |
| **Week 2:** 1/25 No Class | Continue Reading | Ch. 1  
Ch. 2  
Ch. 3 | Refer to *Week 2 Learning Module* in BB for week 2 assignments.  
**Quiz 1 (25 pts.)** due to BB on 1/31 at 11:59 PM (Ch. 1-3) |
| **Week 3:** 2/1 In-Person | Observation Skills  
Questions  
Encouraging  
Paraphrasing  
Summarizing  
**Classroom Role Play Practice** | Ch. 4  
Ch. 5  
Ch. 6  
Ch. 7 | Refer to *Week 3 Learning Module* in BB for week 3 assignments. |
| **Week 4:** 2/8 No Class | Continue Reading | Ch. 4  
Ch. 5  
Ch. 6  
Ch. 7 | Refer to *Week 4 Learning Module* in BB for week 4 assignments.  
**Quiz 2 (25 pts.)** due to BB on 2/14 at 11:59 PM (Ch. 4-7) |
| **Week 5:** 2/15 In-Person | -Reflecting Feelings  
- Summarizing  
- Empathic Responding  
- The Well-Formed Interview  
- Building Rapport  
- Gathering Information  
- Clarifying Information  
- Setting Goals  
- Working on Goals  
- Terminating the Interview  
**Classroom Role Play (FB1)** | Ch. 8 | Refer to *Week 5 Learning Module* in BB for week 5 assignments.  
**In-Class Role Play Feedback (Practice)** due to BB on 2/21 at 11:59 PM |
| **Week 6:** 2/22 In-Person | Advanced Skills  
Confronting/Challenging  
Focusing the Interview  
Informed consent  
Limits of confidentiality  
**Classroom Role Play Practice 3** | Ch. 9  
Ch. 10 | Refer to *Week 6 Learning Module* in BB for week 6 assignments.  
**Quiz 3 (50 pts.)** due to BB on 2/28 at 11:59 PM (Ch. 8) |
<table>
<thead>
<tr>
<th>Week 7: 2/29 No Class</th>
<th>Continue Reading</th>
<th>Refer to <em>Week 7 Learning Module</em> in BB for week 7 assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ch. 9 Ch. 10</td>
<td>In-Class Role Play Feedback (FB1) (50 pts.) due to BB on 3/6 at 11:59 PM</td>
</tr>
<tr>
<td>Week 8: 3/7 In-Person</td>
<td>Advanced Skills Confronting/Challenging Focusing the Interview Classroom Role Play Practice 4 (New groups)</td>
<td>Refer to <em>Week 8 Learning Module</em> in BB for week 8 assignments.</td>
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<td>Quiz 4 (50 pts.) due to BB on 3/13 at 11:59 PM (Ch. 9-10)</td>
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<td>R1 (200 pts.) Documents due to BB on 3/13 at 11:59 PM. Recording due to One Drive.</td>
</tr>
<tr>
<td>Week 9: 3/11 to 3/17 SPRING BREAK</td>
<td>Spring Break</td>
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</tr>
<tr>
<td>Week 10: 3/21 In Class</td>
<td>Influencing Skills Eliciting/Reflecting Meaning Interpretation Information Giving Self-disclosure Immediacy Feedback/Confrontation Directives Classroom Role Play Practice 5</td>
<td>Refer to <em>Week 10 Learning Module</em> in BB for week 10 assignments.</td>
</tr>
<tr>
<td></td>
<td>Ch. 11 Ch. 12 Ch. 13</td>
<td>In-Class Role Play Feedback 2 (FB2) (50 pts.) due to BB on 3/27 at 11:59 PM</td>
</tr>
<tr>
<td>Week 11: 3/28 No Class</td>
<td>Continue Reading</td>
<td>Refer to <em>Week 11 Learning Module</em> in BB for week 11 assignments.</td>
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<td></td>
<td>Ch. 11 Ch. 12 Ch. 13</td>
<td>Quiz 5 (50 pts.) due to BB on 4/3 at 11:59 PM (Ch. 11-13)</td>
</tr>
<tr>
<td>Week 12: 4/4 In-Person</td>
<td>Intake Interviewing Classroom Role Play Practice 6</td>
<td>Refer to <em>Week 12 Learning Module</em> in BB for week 12 assignments.</td>
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<td>Ch. 14</td>
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<tr>
<td>Week 13: 4/11 No Class</td>
<td>Continue Reading</td>
<td>Refer to <em>Week 13 Learning Module</em> in BB for week 13 assignments.</td>
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<tr>
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<td>Ch. 14</td>
<td>In-Class Role Play Feedback 3 (FB3) (50 pts.) due to BB on 4/17 at 11:59 PM</td>
</tr>
<tr>
<td>Week 14: 4/18 In-Person</td>
<td>Difficult Clients Resistance Counter Transference</td>
<td>Refer to <em>Week 14 Learning Module</em> in BB for week 14 assignments.</td>
</tr>
<tr>
<td>Week 15: 4/25 No Class</td>
<td>Study chapters 1-14 for final exam.</td>
<td><strong>R2 (200 pts.)</strong> Documents due to BB on 4/24 at 11:59 PM. Recording due to One Drive.</td>
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<tr>
<td>Week 16: 5/2 No Class</td>
<td>Final Exam</td>
<td><strong>Final Exam (275 pts.) due to BB on 5/2 at 11:59 PM</strong></td>
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</tbody>
</table>