COUN 6313 Syllabus
Personal Social Development of the Counselor

TERM: 2017 SPRING
MEETING TIMES: WEDNESDAYS 7:20 – 9:50 PM
CLASS LOCATION: MAIN 2.420

INSTRUCTOR NAME: SELMA YZNAGA, PHD
TELEPHONE NUMBER: 956-882-7855
EMAIL: SELMA.YZNAGA@UTRGV.EDU
OFFICE LOCATION: MAIN 2.200Q
OFFICE HOURS: BY APPOINTMENT*

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time: Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Text:

Optional Texts:


Recommended Readings:

Note: If you buy the 2009 edition, make sure you buy the Second Printing, which is the corrected version. Check the copyright page, opposite the Table of Contents. If it is a second printing, the second paragraph will read "Second printing: August 2009."

Blackboard/WebCT may be used at the discretion of the instructor.

Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:

Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.


This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Course Description and Prerequisites

Course Catalog Description
The course facilitates the personal/social development of the counselor through self-understanding (intrapersonal) and understanding of self and others (interpersonal). Knowledge, skills, and attitudes necessary for effective human relationships and for creating a climate of mutual respect in systems will be emphasized.

Instructor’s Description
COUN 6313 is an experiential, theme-oriented class exploring life choices in the struggle for personal autonomy. Themes include: body image, sex roles, love, sexuality, intimacy, marriage, alternative life-styles, loneliness, death, meaning, and values.

Respect for confidentiality is an absolute requirement of the course, and those who violate this are subject to being dropped from the course without credit. There are some important qualifications on this principle of confidentiality. There is no way to guarantee that everyone will respect this principle of confidentiality, but you are expected to commit yourself to it. Also, if I believe that you present a significant risk to yourself or others, or if I learn about a current risk of abuse to a child, I will have an obligation to make a report of this danger. I also reserve the right to confer with appropriate professionals should I believe that my work with you requires outside consultation.

Rationale
This course is designed to implement personal/social development in the counselor through knowledge, skills, attitudes, and experiences that promote cognitive, attitudinal and/or behavioral change for more effective living and helping.

Course Topics
Course topics include: understanding the human condition, reviewing childhood, adolescence, adulthood, autonomy, body and wellness, managing stress, relationships, sexuality, loneliness, solitude, death/loss, meaning and values.

Instructional Methods and Activities
Most didactic material in the course will be covered by traditional experiences which include lecture, class discussion, demonstration, and experiential activities. Student self-exploration, self-disclosure, and collaboration with peers will be integral for this course. Field experience and Blackboard may be utilized.

Prerequisite
NA

Cross Walk Course

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
This course satisfies EPSY 6362-Personal and Social Development of the Counselor.

**Student Learning Objectives**

1. Students will learn strategies for personal and professional self-evaluation and implications for practice.
2. Students will learn self-care strategies appropriate to the counselor role.
3. Students will learn theories of individual development across the lifespan.

**Alignment of Program Learning Objectives to National and State Standards**

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn strategies for personal and professional self-evaluation and implications for practice</td>
<td>SLO 4</td>
<td>III-2</td>
<td>F1K</td>
</tr>
<tr>
<td>Students will learn self-care strategies appropriate to the counselor role</td>
<td>SLO 5</td>
<td>VI-2</td>
<td>F1L</td>
</tr>
<tr>
<td>Students will learn theories of individual development across the lifespan</td>
<td>SLO 5</td>
<td>I-6</td>
<td>F3A</td>
</tr>
</tbody>
</table>

Legend: CACREP Standard: F=Common Core; SC=School Counseling; CMH=Clinical Mental Health Counseling

**Course Technology**

**Tools**
- E-mail
- Blackboard/WebCT

**System Requirements**
- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

**Technical Knowledge Requirements**
- You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
- Ability to use different presentation tools (e.g., Animoto, Historypin, Prezi, etc.)

**Technical Assistance**
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:
- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):
**Major Requirements, Demonstration of Mastery and Evaluation**

1. **Individual Counseling Sessions and Reaction Paper**
   Students are required to attend a minimum of five one-hour counseling sessions for the purpose of personal growth. You may complete this assignment via graduate students enrolled in advanced program courses like COUN 6369 -Internship I (no fees are required) or via the University Counseling and Psychological Services center (no fees are required) or your own chosen Licensed Professional Counselor (LPC; fees may be required). You will be given a form that your counselor must sign verifying completion of this requirement. The content of your sessions will not be requested or discussed. Rather, inquiry about your attendance and participation in the process will be sought.

   Your counseling sessions should be relevant to genuine concerns that enable you to increase your self-awareness. In-depth or severe issues (e.g., abuse) should not be broached with program graduate practicum/internship students since they are still in training. However, you are free to discuss more serious issues with an LPC. In order to maintain your confidentiality, program graduate practicum/internship students will not be required to submit progress notes for documentation of your sessions. Also, in keeping with generally accepted standards of practice, I frequently consult with other mental health professionals regarding the management of cases. The purpose of consultation is to ensure quality care and every effort will be made to protect your identity. Please know that other professionals are also legally bound to keep information confidential.

   In order to maximize the counseling sessions, you will be asked to: (a) begin sessions within the first 3 weeks of class, and (b) schedule your sessions for every other week. Scheduling two sessions within a week or scheduling sessions weekly is not advised. Please keep in mind that your counselors (COUN 6369-Internship I students) are graduate students who are taking 1-2 graduate courses, have full time jobs, and full time families. Counseling sessions should occur in a professional location. A counselor or client’s home is not an appropriate venue for this assignment. Repeated cancellations, lack of communication with your counselor, and inability to follow the above requirements will significantly affect your grade.

   Your grade for this assignment will be determined by your active participation, punctuality, and ability to follow the stipulated directives (e.g., completing at least five sessions, scheduling every other week, attendance, etc.)

   If there are any conflicts of interest or concerns related to this assignment, please bring this to my attention as soon as possible.

   **UTRGV CaPS Contact Information: counseling@utrgv.edu**

   - **Edinburg**
     - University Center 109
     - (956) 665-2574

   - **Brownsville**
     - Cortez Hall 237
     - (956) 882-3896

   After completion of the five sessions, you will be required to write a reaction paper about your counseling experience (e.g., initial reaction to assignment, experience in personal counseling, and what you’ve learned/gained as a result of the counseling experience). More detail on this part of the assignment will be given in class.

2. **Self-Reflection Papers/Projects**
   Students will submit one paper (8+ pages) and one project related to personal growth and crisis. The first paper will be an introspective autobiography reflecting important aspects of your life (e.g., early childhood, elementary, middle school, junior
high, high school, undergraduate school, etc.) from infancy to now. You will reflect on how you believe these important milestones/events have affected you. You will need to demonstrate introspection on your autobiography.

The project will focus on a significant life event/crisis that has impacted your life. The project should reflect what you have learned from this experience, incorporating information learned in class. More information regarding this assignment will be given in class.

*All written assignments must reflect graduate level presentation, including APA format, correct spelling and appropriate punctuation and grammar. Handwritten assignments will not be accepted.*

3. **Quizzes**
   The quizzes are designed to assess your knowledge and understanding from the assigned readings. The weekly quizzes will be over the assigned chapter readings from the textbook, supplemental readings, and material handed out in class. Quiz format may include short essay, short answer, multiple choice, true/false, and/or fill in the blank. The quizzes will not be cumulative and will be administered via Blackboard. Quizzes are due Wednesdays by 7:20 pm. Please ensure that you give yourself ample time to troubleshoot any technical problems you have with the quizzes (see Technical Assistance above for contact numbers). **There will be no make-up quizzes given.** One quiz grade will be dropped at the end of the semester.

4. **Blackboard Online Journal**
   Journals are your personal responses to anything being studied in the course. I do NOT grade them for content. The grade is assigned for quantity: If you respond to all of the prompts assigned, you’ll get 100% on that part of the course. Occasionally, I respond to your journal entries. More than anything, the journals are meant to prompt you to think about what we are studying in a personal way—to think about how what we are studying applies to your life.

   Journals must be completed by Wednesdays at 7:20 pm of the week assigned. Any entries made after the indicated time frame will not be given credit.

5. **Active Participation**
   Students are expected to attend, participate, and engage in all classes, including activities presented on Blackboard. This requirement includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. Class preparation, timely submission of assignments, active participation in course activities, demonstration of professional decorum, and support of peers are integral to your professional development and will be reflected in this Active Participation grade.

   You will have the opportunity to earn up to **8 points** every class meeting. By the same token, points will be deducted from your overall participation grade for tardiness (-4 to -8 points/tardy), more than one excused/unexcused absence (-15 points or more), and unprofessional behavior (i.e. lack of participation with specific classmates, late work, not bringing material/books to class, etc., -15 points or more).

   **Class Counseling Demonstrations**
   You will be given an opportunity to practice and demonstrate basic counseling skills (e.g., invitational skills—body position, eye contact, voice tone, affirmation; opening skills—minimal encouragers, open-ended questions, close ended questions; reflective skills—paraphrasing, reflecting feeling) during the semester.

   **Experiential Counseling Activities**
   You will also have an opportunities to participate in experiential activities during class time (e.g., Yoga, outdoor activities).

   **Presentations**
   You will have numerous opportunities to present information/insight to the class. It is expected that you will take advantage of these opportunities to share with your classmates.
EVALUATION & GRADING

Means of Assessment—Grades will be determined according to the student’s performance on the requirements for this course. The grade earned will be based on the following weight distribution with a possible total of 100%.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>CACREP Outcomes Assessed</th>
<th>TEA Standards Assessed</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Counseling Sessions and Reaction Paper</td>
<td>F1k, F1l</td>
<td>I.6, V.1, VI.1, VI.2</td>
<td>20%</td>
</tr>
<tr>
<td>2. Self-Reflection Papers/Project</td>
<td>F1k, F1l, F3a</td>
<td>I.2, I.6, III.2, V.1, VI.1, VI.2</td>
<td>20%</td>
</tr>
<tr>
<td>3. Quizzes</td>
<td>F1k, F1l, F3a</td>
<td>I.2, I.6</td>
<td>30%</td>
</tr>
<tr>
<td>4. Blackboard Online Journal</td>
<td>F1k, F1l, F3a</td>
<td>I.6, V.1, VI.1, VI.2</td>
<td>15%</td>
</tr>
<tr>
<td>5. Active Participation</td>
<td>F1k, F1l</td>
<td>I.2, I.6, V.1, VI.1</td>
<td>15%</td>
</tr>
</tbody>
</table>

Legend: CACREP Standard: F=Common Core; SC=School Counseling; CMH=Clinical Mental Health Counseling

You can convert each of these sections into points by averaging the grades you received per section and multiplying that average by the assigned percentage. Then, add all points to determine final grade; for example, if you received a 90, 85, 80, and 95 on your pop quizzes, the average of these four grades would be an 88. You’ll then multiply 88 by .40, which results in 35.2 points out of a possible 40. Do the same for all sections.

UTRGV GRADING SCALE

Your grade will be determined by the successful completion of the course requirements and the above criteria. UTRGV uses straight letter grades (A, B, C, F).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Please Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
<td>Any course in the Counseling Program for which a grade of C is earned must be repeated.</td>
</tr>
<tr>
<td>D</td>
<td>69%-0%</td>
<td>The UTRGV Graduate College does not permit the grade of “D.”</td>
</tr>
<tr>
<td>F</td>
<td>69%-0%</td>
<td>A grade of “F” results in automatic expulsion from the University as per UTRGV Graduate College.</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Attendance Policy and Class Participation

Students are expected to attend, participate and engage in all classes. This includes, but is not limited to, participating in class activities, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

You are allowed one absence in this class. Each absence thereafter, for whatever reason, will result in five points off your final grade. Please ensure that you have child care, back-up childcare, a reliable car and back-up carpool system, and plan for work-related absences, e.g., faculty meetings or Open House. Absences should be reported via e-mail to the instructor. Attendance is managed via sign-in sheet. It is your responsibility to sign in for each class. If you fail to sign in before the instructor leaves class, you will be considered absent.

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Class begins at 7:20 pm and ends at 9:50 pm. If you are not in attendance during these times without prior notification to the instructor, you will be considered absent. It is your responsibility to inquire about class notes, handouts, and/or exercises.

Do not talk during lectures or while another student is addressing the class; do not use your cell/smart phone during class; do not use your computer or i-pad for anything except to take notes. All of these behaviors are rude and disruptive to the professor and to the other students.

**Make-up Policy**
All assignments are expected to be complete and submitted on time in accordance with the due dates. Late papers/projects will not receive full credit. All late assignments will result in point deductions: 1 day late = -10 points, 2 days late = -20 points, 3+ days late = will not be accepted. However, some assignments will not be accepted late, regardless of an excused/unexcused absence. An assignment is considered late if it is not turned in on the due date prior to class.

No make-up quizzes, nor incomplete (“I”) grades will be given, except in cases that involve specific, emergency, professionally documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

**Written Assignments**
All written assignments must follow APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman or Calibri font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. (Grades will reflect writing style.)

**Student Responsibility**
The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

**Student Professionalism**
Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but are not limited to) a verbal reprimand to dismissal from the Counseling and Guidance Program.

**Professional Ethics**
Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program. TEA Standards: I. 8; VI 3.

**Confidentiality**
Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the UTRGV Counseling Program with a grade of F in the course.
Due to the experiential nature of the course, absolutely no recording is allowed. All cell phones, IPads, tablets, laptops, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins.

**Program Requirements**

**C&G Faculty Seminar Series**
Students must attend one seminar from the Counseling Faculty Seminar Series offerings for this semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA.

Students must turn in a one-page reflection paper based on their seminar experience.

**C&G Program Reading List**
Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled.

Students must turn in a one-page reflection paper based on the book they read.

**TExES Representative**
The TExES Representative is required to be taken prior to the TExES Certification Exam and during EPSY 6368-Practicum I/COUN6365 Counseling Practicum; however, it is not required to pass the exam. Failure to take the TExES Representative prior to EPSY 6369-Practicum II/COUN 6369-Counseling Internship I could result in being dropped from the Practicum II course.

**Counselor Preparation Comprehensive Examination (CPCE)**
As part of the Counseling Program’s exit requirements for graduation, you are required to successfully complete (pass) the program written comprehensive exam. The Counselor Preparation Comprehensive Examination (CPCE) is the exam selected for this requirement. If you are not able to successfully complete this exam during EPSY 6368-Practicum I/COUN6365 Counseling Practicum, you will be given another opportunity during EPSY 6369-Practicum II/COUN 6369-Counseling Internship I.

Remember, you will be given one opportunity during EPSY 6368-Practicum I/COUN6365 Counseling Practicum and one opportunity during EPSY 6369-Practicum II/COUN 6369-Counseling Internship I, if needed. The test date for the fall semester is the third Saturday in September, for the spring semester it is the first Saturday in February, and for the summer semester it is the third Saturday in July. These dates remain constant so please plan accordingly. Specific information will be given in your Practicum course.

Students will need to register through the Testing Center ePay website and pay a registration fee of $20. In addition, students need to bring a $50 money order made payable to CCE on that day along with a valid photo ID. Every student is required to take the CPCE prior to enrolling in EPSY 6369-Practicum II/COUN 6369-Counseling Internship I. Previous course texts and resources contain all necessary review material.

It is important to note that you will not be able to graduate if you do not successfully pass the CPCE exam, even if you have completed all course requirements.

**Additional Considerations**

**Dual Relationships**
In the process of this course, you may experience significant self-reflection that could result in the emergence of unresolved personal conflict. There are times when the discussions, assignments, and activities in counseling programs appear very similar to personal

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therapeutic opportunities; however, this course is intended for academic purposes only. It is not a therapeutic environment for you personally. Although the faculty are available to help you formulate plans to address any personal issues that unexpectedly emerge as a result of this very introspective process and to support you in enacting your plan, please be aware that they are not available to facilitate a therapeutic experience for you, as it would introduce an inappropriate and unethical dual role for them to engage in a personal therapeutic process with students. Faculty is here to facilitate an academic experience.

You are encouraged to develop a plan that allows you to address personal issues that may arise for you as a result of this process, and you will be encouraged to activate this plan if needed. Also, please be aware of the Counseling and Psychological Services, which are available through UTRGV. You can contact Counseling and Psychological Services by calling 956-665-2574. We engage in these activities to teach, but do not offer support through the Counseling and Psychological Services Division.

**Syllabus Disclaimer**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements may be addressed by students.

**General Tips for Success**
- Listen to the lecturer or your classmates during the discussion/lecture.
- Be ready to discuss material from previous classes (e.g. methods and techniques of counseling, human social/emotional/personal development, theories, etc.)
- Give yourself plenty of time to work on assignments in order to ensure timely submission.
- Proof-read and check your written assignments for accuracy prior to submitting
- Bring materials to class (i.e. books, assignments, projects)
- Exchange phone numbers and e-mail addresses with classmates to clarify any information or attain help, if needed.
- Take one class at a time; time management is key. It can be overwhelming if you try to take it in all at once. Remember there have been MANY individuals before you in your place that have been asked to do what you’re being asked to do. They succeeded in completing the course and you can too.

**CEP-16 Program Policy**
Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB. Please remember that your response to these surveys is critical to UTRGV excellence.

**UTRGV University Policies**

**STUDENTS WITH DISABILITIES**
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD**
This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available.

**ATTENDANCE**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**SCHOLASTIC INTEGRITY**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE**

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**COURSE DROPS**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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Required Reading List for Counseling Graduate Students

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,
Counseling & Guidance Faculty


**Personal Social Development-AUTOBIOGRAPHY RUBRIC**

<table>
<thead>
<tr>
<th>Aspects of Project</th>
<th>4 (25 pts)</th>
<th>3 (20 pts)</th>
<th>2 (15 pts)</th>
<th>1 (10 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Organization</strong></td>
<td>Responds to the prompt. Generally well-developed ideas or narrative. Logical flow of ideas or events. Strong opening that draws in reader and effective closing. Sense of completeness.</td>
<td>Responds to the prompt. Some main points underdeveloped. Ideas may not be in the most effective order. An opening, but not necessarily focused or attention getting; attempt at a closing. Sense of completeness.</td>
<td>Responds partially to the prompt but is off target in some way. Focus on topic not consistently sustained. Some lack of distinction between main ideas and details. Order of ideas not effective. No opening sentence; no attention to closing. Piece seems incomplete.</td>
<td>Evidence of attempts to respond to prompt. Focus on topic not sustained. No opening or closing. Piece is not complete.</td>
</tr>
<tr>
<td><strong>Elaboration and Support Style</strong></td>
<td>Each main idea supported by details; narrative brought to life by details. All details related to topic. Choice of details was effective. Ideas/events related by effective transition words and phrases. Precise, interesting, and vivid word choice. All of the reader’s questions were answered within the text.</td>
<td>Each main idea supported by details, but details in some paragraphs may be sketchy; narrative details sufficient to flesh out events. All details related to topic. Some details not used effectively. Transitions used. Word choice adequate to convey meaning; some precise, vivid words. A few of the reader’s questions were not answered within the text.</td>
<td>Uneven development; narrative details sketchy. Details may appear to be listed rather than integrated into coherent flow. Some details are irrelevant. Few or no transitions. Overall style choppy. Word choice adequate to convey meaning but few precise or vivid words. Several of the reader’s questions were not answered within the text.</td>
<td>Half or more of main ideas not supported by details. Half or more details may be irrelevant. No transitions. Sentence style choppy. Vocabulary limited. There was insufficient information to formulate a complete/accurate picture.</td>
</tr>
<tr>
<td><strong>Evidence of Integration of Personal Growth Concepts</strong></td>
<td>Very insightful; provides strong evidence of integration of personal growth concepts by thorough elaboration.</td>
<td>Provides some insight and some evidence of integration of personal growth concepts. Elaborates on some concepts.</td>
<td>Listed quotes from personal growth book, but does not support meaningful insight and incorporation of these concepts. Does not elaborate on how these concepts apply to them.</td>
<td>Contains no evidence of insight or integration of personal growth concepts. No elaboration was provided.</td>
</tr>
</tbody>
</table>

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### Personal Social Development-Individual Counseling Reaction RUBRIC

<table>
<thead>
<tr>
<th>Aspects of Paper</th>
<th>4 (25 pts)</th>
<th>3 (20 pts)</th>
<th>2 (15 pts)</th>
<th>1 (10 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Organization</strong></td>
<td>Responds to the prompt. Generally well-developed ideas or narrative. Logical flow of ideas or events. Strong opening that draws in reader and effective closing. Sense of completeness.</td>
<td>Responds to the prompt. Some main points underdeveloped. Ideas may not be in the most effective order. An opening, but not necessarily focused or attention getting; attempt at a closing. Sense of completeness.</td>
<td>Responds partially to the prompt but is off target in some way. Focus on topic not consistently sustained. Some lack of distinction between main ideas and details. Order of ideas not effective. No opening sentence; no attention to closing. Piece seems incomplete.</td>
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</tr>
<tr>
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<td>Each main idea supported by details, but details in some paragraphs may be sketchy; narrative details sufficient to flesh out events. All details related to topic. Some details not used effectively. Transitions used. Word choice adequate to convey meaning; some precise, vivid words. A few of the reader’s questions were not answered within the text.</td>
<td>Uneven development; narrative details sketchy. Details may appear to be listed rather than integrated into coherent flow. Some details are irrelevant. Few or no transitions. Overall style choppy. Word choice adequate to convey meaning but few precise or vivid words. Several of the reader’s questions were not answered within the text.</td>
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</tr>
<tr>
<td><strong>Evidence of Integration of Personal Growth Concepts</strong></td>
<td>Very insightful; provides strong evidence of integration of personal growth concepts. Thorough elaboration.</td>
<td>Provides some insight and some evidence of integration of personal growth concepts. Elaborates on some concepts.</td>
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# Personal Social Development - PROJECT PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>Aspects of Project</th>
<th>4 (20 pts)</th>
<th>3 (15 pts)</th>
<th>2 (10 pts)</th>
<th>1 (5 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Material clearly related to topic; content was represented in logical sequence; flowed together well; strong opening and closing</td>
<td>Material mostly related to topic; content was presented in mostly logical sequence; flowed together fairly well; fairly strong opening and closing</td>
<td>Material somewhat related to topic; content was presented in inadequate sequence; flowed together poorly; weak opening or closing</td>
<td>Material unrelated to topic; little to no thought given to sequence of content; repetitive; transitions choppy; lacked opening or closing</td>
</tr>
<tr>
<td><strong>Craftsmanship, Creativity, &amp; Visual Aid</strong></td>
<td>Very unique project that personally incorporated crisis themes (crisis, reaction to crisis, and resolution of crisis). Captured audience attention throughout by engaging audience; use of visuals was varied and appropriate</td>
<td>Some originality in the project. Personally incorporated crisis themes most of the time. Captured audience attention most of the time; good variety of visuals used and were appropriate</td>
<td>Little originality in the project. Personally incorporated crisis themes some of the time. Captured audience attention some of the time; little variety of visuals and were somewhat inappropriate</td>
<td>Little to no thought was given to the project. Crisis themes were sparingly used or not apparent. Did not capture audience attention; lacked variety of visuals and/or were inappropriate</td>
</tr>
<tr>
<td><strong>Presentation of Project &amp; Effort</strong></td>
<td>Excellent project appearance. Excellent presentation of material. Evidence of a lot of thought and effort on this project (e.g., new medium, intricate work on project).</td>
<td>Good project appearance. Good presentation of material. Evidence of a good amount of thought and effort on this project.</td>
<td>Project appearance is average. Average presentation of material. Some thought and some effort was placed on this project.</td>
<td>Project appearance is poor/inappropriate. Poor presentation of material. Very little thought or no thought given to the presentation of the material; little to no effort was placed on this project.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Poised, clear articulation; proper volume; steady rate of speaking; good eye contact; enthusiastic; confident</td>
<td>Clear articulation but not polished; volume and rate of speaking fluctuated; some eye contact; some enthusiasm and confidence</td>
<td>Some mumbling; volume uneven; little eye contact or enthusiasm</td>
<td>Speaking inaudible or too loud; very little to no eye contact; rate too slow; speaker seemed uninterested</td>
</tr>
<tr>
<td><strong>Evidence of Integration of Personal Growth Concepts</strong></td>
<td>Very insightful; provides strong evidence of integration of personal growth concepts by thorough elaboration.</td>
<td>Provides some insight and some evidence of integration of personal growth concepts. Elaborates on some concepts.</td>
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*Revised 1-3-17 SdY*