

GRADUATE COUNCIL

NEW COURSE/PROGRAM PROPOSAL

ORIGINATING UNIT: _COSD_____

TYPE OF ACTION: __X__ New course _____ New program _____ Fully Online Course/Program**

Semester and year course/program will take effect: _Fall 2021_____

NEW COURSE or PROGRAM TITLE: _Advanced Counseling in Communication Sciences and Disorders

Appropriate computer abbreviation (30 spaces or less): Adv Counseling COSD

Course Instructional methodology ([click here for list & definitions](#)):

- | | | | |
|--------------------------------------|-----------------------------------|---|---------------------------------------|
| <input type="checkbox"/> activity | <input type="checkbox"/> clinical | <input type="checkbox"/> directed study | <input type="checkbox"/> internship |
| <input type="checkbox"/> laboratory | <input type="checkbox"/> lecture | <input type="checkbox"/> lecture w/integrated lab | <input type="checkbox"/> study abroad |
| <input type="checkbox"/> performance | <input type="checkbox"/> research | <input checked="" type="checkbox"/> seminar | <input type="checkbox"/> _____ |

Programs Only

Proposed code (list 2): _____ or _____
(ex:EDCE-PHD)

Proposed CIP Code: _____

*for reference please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

New course number: _COSD 60322_____

Prerequisites for new course: Completion of academic and clinical coursework in 1st year of SLP Master's degree program.

DESCRIPTION OF NEW COURSE OR PROGRAM (catalog copy):

This course teaches a framework for engaging in counseling with special populations and their families, with a focus on the communicatively impaired. Appropriate counseling strategies and tools are explored with practical application experiences included. Multicultural implications for counseling are also considered.

Fully Online Courses/Programs**

All online programs, courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

SUPPORTING EVIDENCE OR JUSTIFICATION (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography. For a new program attach a statement of the mission and objectives of the new program):

This course builds on a sequence of counseling workshops that graduate students in the SLP Master's program take during their first year in the program. These workshops serve as an introduction to basic counseling concepts and skills. This course then builds on those basic concepts and skills by introducing a theory-based framework around which the students can effectively organize their practice of counseling. This course also provides students with the opportunity to actively engage with the material. See the **attached syllabus** for details.

Describe the intended outcomes of the course or program and how they will be assessed.

At the completion of this course, students will:

1. Demonstrate skills of self-reflection
2. Identify the definition of counseling in COSD
3. Describe a framework for engaging in counseling in COSD
4. Identify the components of effective listening skills
5. Evaluate own performance on listening skills in practice sessions
6. Identify tools for engaging clients in counseling conversations
7. Analyze clinical cases to determine approaches to engaging in counseling
8. Demonstrate effective skills for counseling clinical populations and their families

Assessment:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
2, 3, 4, 6	Section Quizzes (4)	16%	40
1, 3, 5, 7, 8	Reflection Papers (2)	8%	20
1, 2, 3, 4, 6, 7	Reading Notes (15)	30%	75
3, 6, 7, 8	Case Examples	4%	10
1, 6, 8	Self-Assessment	12%	30
1-8	Counseling Session Video	30%	75
	Total	100%	250

ADDITIONAL RESOURCES REQUIRED:

Faculty: Dr. DiLollo has taught counseling in COSD for over 20 years.

Space: Miller SLHC Rm. 120

Equipment: None needed

Library:

Copies of the required textbook:

DiLollo, A. & Neimeyer, R. A. (2022). *Counseling in Speech-Language Pathology and Audiology: Reconstructing Personal Narratives (2nd Edition)*. San Diego, CA: Plural Publishing.

Additional resources that could be useful to students include:

Kelly, G. A. (1955). *The psychology of personal constructs*. NY: Routledge.

Luterman, D. M. (2016). *Counseling persons with communication disorders and their families. (6th Ed.)*, Austin, TX: Pro-Ed, Inc.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York, NY: W.W. Norton and Company.

Financial Aid:

Other:

CHANGE IN TEACHING LOAD:

Does this change affect any other units of the University? _____ Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Signature:  _____

Name: Anthony DiLollo _____

Unit: __Davies School of Communication
Sciences and Disorders

Syllabus

Advanced Counseling in Communication Sciences and Disorders

COSD 60322

Instructor Name: Anthony DiLollo, PhD, CCC-SLP

Semester and Year: Fall, 2021

Number of Credits: 2

Class Location: Miller 115/120

Class Meeting Day(s) & Time(s): Tuesday/Thursday, 4:30pm

Zoom Access Information: TBA if needed

Office Location: Miller 105

Office Hours: 9:00-11:00am Tuesday-Thursday

Telephone: 817-257-7621

Email: a.dilollo@tcu.edu

Response Time: I will typically respond to emails or phone messages within 24 hours or less.

Important Note for the 2020-2021 School Year

Campus Life and the Student Experience Will Be Different This Year. The health and safety of students, faculty, and staff is Texas Christian University's highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness: If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

Face Coverings and Physical Distancing: Face coverings are required on campus, unless you are alone in your private office or dorm room. Students are expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session. Failure to comply with the instructor's request to adhere to TCU policy regarding face coverings or repeat violations may be reported to Campus Life.

Final Exam Date & Other Important Dates

There is no formal final exam for this class. The summative assessment for this course is the video assignment described below, with the student's review of their final video being a demonstration of the knowledge and skills that they have learned during the semester.

Course Description

This course teaches a framework for engaging in counseling with special populations and their families, with a focus on the communicatively impaired. Appropriate counseling strategies and tools are explored with practical application experiences included. Multicultural implications for counseling are also considered.

Learning Outcomes

At the completion of this course, students will:

1. Demonstrate skills of self-reflection
2. Identify the definition of counseling in COSD
3. Describe a framework for engaging in counseling in COSD
4. Identify the components of effective listening skills
5. Evaluate own performance on listening skills in practice sessions
6. Identify tools for engaging clients in counseling conversations
7. Analyze clinical cases to determine approaches to engaging in counseling
8. Demonstrate effective skills for counseling clinical populations and their families

Prerequisites

Completion of academic and clinical coursework in 1st year of SLP Master's degree program.

Required Texts / Materials

DiLollo, A. & Neimeyer, R. A. (2022). *Counseling in Speech-Language Pathology and Audiology: Reconstructing Personal Narratives (2nd Edition)*. San Diego, CA: Plural Publishing.

Additional / Supplementary Resources

Kelly, G. A. (1955). *The psychology of personal constructs*. NY: Routledge.

Luterman, D. M. (2016). *Counseling persons with communication disorders and their families. (6th Ed.)*, Austin, TX: Pro-Ed, Inc.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York, NY: W.W. Norton and Company.

Teaching Philosophy

My teaching philosophy is driven by my research in the area of Constructivist Psychology. Constructivism has roots in philosophy, psychology, sociology, and education and suggests that people construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. George Kelly, author of *The Psychology of Personal Constructs* (Kelly, 1955), suggested that people act as “scientists”, continually using hypothesis testing to create meaning out of the stream of events they encounter. Thus, when we encounter any event, it is “tested” against our existing constructs (ideas/beliefs). If it fits, then the construct is “confirmed” and remains intact. If the experience is in contrast to the existing construct, the construct is questioned and may be discarded (usually only after repeated invalidation) or, alternatively, the event may be dismissed as being irrelevant. This depiction of people suggests that we are *active* creators of our own knowledge.

In the classroom, the constructivist view of learning – that knowledge is *constructed* and that it is an *active* endeavor rather than a *passive* one – suggests that in order to learn students must be encouraged to use active techniques (e.g., experiments, real-world problem solving) to construct knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The role of the teacher, then, becomes one of understanding the students' preexisting conceptions, guiding activities to address and then build on those conceptions, and facilitating the students' reflection on the learning process. This contrasts sharply with the more traditional construction of teaching that casts the teacher as the “storehouse” and distributor of knowledge and the students as passive recipients of that knowledge.

Instructional Methods

This course will include a mix of traditional lectures combined with more “seminar” style interactive components. Students are expected to come to class prepared to share their thoughts, beliefs, and questions based on the readings and lectures. Students will also be required to engage in self-reflection and to document their learning through reflective writing. Classes will typically be a combination of lecture, discussion, and active learning in small and large groups.

Course Policies and Requirements

Assignments

1. Section Quizzes: Students will complete a quiz in class at the conclusion of each course section (4). Quizzes will be multiple choice format (10 points each).
2. Reflection Papers: Students will write TWO reflection papers (due on specified dates – see schedule) on their learning. Papers should reflect the student’s learning about counseling, reflecting on content of classes and readings, as well making connections to their use and understanding of counseling in both personal and professional aspects of their life. (10 points each).
3. Reading Notes: Students are required to complete all assigned readings and respond to the questions on the template as preparation for their class participation. These papers will be submitted through TCU Online AFTER each class and should reflect learning and discussion that occurred during the class (5 points each).
4. Case Examples: Students will prepare ONE case example to be discussed in class on (Day 26). These case examples **must be submitted at the class on (Day 25)** (10 points).
5. Self-Assessment: Students will choose TWO of the tools from the Clinician’s Toolbox and use them for a self-assessment. Students will submit a (minimum) 2-page report analyzing the outcomes from the two tools and concluding with a brief reflection on what they learned from the assignment (20 points).
6. Counseling session video: In pairs, students will be required to make a video of themselves conducting a counseling session. These videos will be reviewed by the group late in the semester and presented (in a 15-20 minute presentation) to the class to demonstrate what they have learned from the course. Each group will write a 1-page summary describing their critical review of their first video and their presentation of what they would do differently (75 points: Paper 10 points/Presentation 65 points).

Grading

Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
2, 3, 4, 6	Section Quizzes (4)	16%	40
1, 3, 5, 7, 8	Reflection Papers (2)	8%	20
1, 2, 3, 4, 6, 7	Reading Notes (15)	30%	75
3, 6, 7, 8	Case Examples	4%	10
1, 6, 8	Self-Assessment	12%	30
1-8	Counseling Session Video	30%	75
	Total	100%	250

Grading Scales

Grade	Score (%)	Grade	Score (%)
A	92–100	C	72–77.99
A-	90–91.99	C-	70–71.99
B+	88–89.99	F	0–69.99
B	82–87.99		
B-	80–81.99		
C+	78–79.99		

Late Work

All assignments for this course are designed to facilitate your learning. Consequently, if you miss a deadline to submit an assignment, I still want you to do the work! So, please talk with me if you have situations (including Official University Absences) that will prevent you from completing assignments on-time. Late work must be completed within 1 week of the original deadline, unless an additional extension has been approved by the instructor.

Grading Concerns

If you have questions about any grades, please make an appointment to see me to discuss your questions. If you are not satisfied following such a meeting, please follow the process for appealing a grade that is detailed in the TCU Student handbook (<https://tcu.codes/policies/academic-affairs/grade-appeal/>).

Attendance

Attendance is required and expected. This course will follow the *University Attendance Policy* (<https://tcu.codes/policies/academic-affairs/attendance-expectations-and-official-absence-policy/>). If you miss class for any reason, please contact me as soon as possible. Missed work must be made up within 1 week of the missed class, unless otherwise arranged by the instructor.

Participation

Active learning is a key aspect of my teaching philosophy. As such, participation in classes is expected and necessary. It is expected that you come to class prepared (i.e., having completed any assigned readings/assignments) and that you participate in class discussions, ask and answer questions, and contribute to small group activities.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please [review TCU's guidelines on electronic communications](https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/) (email, text messages, social networks, etc.) from the Student Handbook. (<https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>)

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices

not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the

course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

TCU Online will be used to manage this course. This includes course announcements, grades, lecture materials, assignment instructions, as well as quizzes, and submission of written assignments. Video assignments will not be submitted via TCU Online.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn

more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Support for TCU Students

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, the Harrison 1600)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/.](https://titleix.tcu.edu/title-ix/)
- [Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/](https://titleix.tcu.edu/campus-community-response-team/)

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory

reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

TCU Policy for Religious Observations & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Student Access and Accommodation Audio Recording Notification:

Audio recordings of class lectures are permitted for students as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated. By participating in this course, you are giving your implied consent to this recording. If you anticipate that you will not consent to your audio participation being recorded, please contact the instructor immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

Emergency Response Information

Please review [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU's Public Safety website](#) provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>).

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Topic	Preparation / Homework	Class Activity
Day 1	Orientation Rationale for Counseling	Record Initial Video Reading: Chapter 1 Reading Notes (1)	Orientation Review Initial Videos
Day 2	Framework for Counseling	Reading: Chapter 2 Reading Notes (2)	Small-group discussion
Day 3	Nature of Change	Reading: Chapter 3 Reading Notes (3)	Small-group discussion
Day 4	Review of Adaptive Leadership	Reading: Chapter 4 Reading Notes (4)	Small-group discussion
Day 5	Section Quiz (1)	Prepare for Quiz (Study Guide)	Questions/review Quiz
Day 6	Review of listening skills	Reading: Chapter 7, pp. 97-102 Reading Notes (5)	Application/Practice
Day 7	Practice Listening Skills	Learning Reflection (1) due	Application/Practice
Day 8	Review of Responding	Reading: Chapter 7, pp. 102-117 Reading Notes (6)	Application/Practice
Day 9	Practice Responding		Application/Practice
Day 10	Section Quiz (2)	Prepare for Quiz (Study Guide)	Questions/review Quiz
Day 11	Applying the Framework I	Reading: Chapter 10 Reading Notes (7)	Small-group discussion Application
Day 12	Applying the Framework II	Reading: Chapter 11	Small-group discussion

Date	Topic	Preparation / Homework	Class Activity
		Reading Notes (8)	Application
Day 13	Applying the Framework III	Reading: Chapter 12 Reading Notes (9)	Small-group discussion Application
Day 14	Applying the Framework IV	Reading: Chapter 13 Reading Notes (10)	Small-group discussion Application
Day 15	Section Quiz (3)	Prepare for Quiz (Study Guide)	Questions/review Quiz
Day 16	Cultural Considerations	Reading: Chapter 6 Reading Notes (11)	Small-group discussion
Day 17	Section Quiz (4)	Prepare for Quiz (Study Guide)	Questions/review Quiz
Day 18	Clinician's Toolbox	Reading: Chapter 14, 15 Reading Notes (12)	Small-group discussion Application
Day 19	Clinician's Toolbox		Application
Day 20	Clinician's Toolbox	Reading: Chapter 16, 17, 22 Reading Notes (13)	Small-group discussion Application
Day 21	Clinician's Toolbox	Learning Reflection (2) due	Application
Day 22	Clinician's Toolbox	Reading: Chapter 18, 19 Reading Notes (14)	Small-group discussion Application
Day 23	Clinician's Toolbox		Application
Day 24	Clinician's Toolbox	Reading: Chapter 21, 25, 26 Reading Notes (15)	Small-group discussion Application
Day 25	Clinician's Toolbox		Application

Date	Topic	Preparation / Homework	Class Activity
Day 26	Application	Case Examples	Present case Example
Day 27	Video Presentations	Prepare review of your initial video	Group presentations
Day 28	Video Presentations	Prepare review of your initial video	Group presentations
Day 29	Video Presentations	Prepare review of your initial video	Group presentations
Day 30	Video Presentations	Prepare review of your initial video	Group presentations

Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking you to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

I value your honest feedback and use your comments to modify and improve the course from year to year. Please feel free to provide a critical review of the course as I want to know what worked and did not work to facilitate your learning. Please try to be constructive with any criticisms, with at least some direction for me to know what I need to improve.

TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

Harris College of Nursing & Health Sciences Mission Statement

To impact global health through equitable, accessible and inclusive education, scholarship and innovation.

Davies School of Communication Sciences and Disorders Mission Statement

Our mission is to advance the understanding and practice of communication sciences and disorders through the preparation of graduates who think and practice as ethical leaders by promoting scholarship, community clinical service, and cross-cultural education.