

## GRADUATE COUNCIL: NEW COURSE PROPOSAL

**Originating Unit:**

**Type of action:**      New course      Full online course\*\*

**Semester and year course will take effect:**

**New course title:**

**Appropriate computer abbreviation (30 spaces or less):**

**Course instructional methodology:**

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

**New course number:**

**Prerequisites for new course:** *include an attachment if additional space is needed*

**Description of new course (catalog copy):** *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on  
View > Show/Hide > Navigations Panes > Attachments

## **Fully Online Courses\*\***

All online 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.)

**Describe the intended outcomes of the course and how they will be assessed:** *include an attachment if additional space is needed*

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**Additional resources required:**

**Faculty:**

**Space:**

**Equipment:**

**Library:**

**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:**

**Name:**

**Unit:**

**Signature:** *Ashley Tull*

# Syllabus: EDHE 62373 Helping Relationships for Higher Education Administrators

**Instructor Name:** TBD  
**Semester and Year:** Fall 2023  
**Number of Credits:** 3  
**Class Location:** TBD  
**Class Meeting Day(s) & Time(s):** TBD  
**Office Location:** TBD  
**Office Hours:** TBD  
**Telephone:** TBD  
**Email:** TBD  
**Response Time:** TBD

## Final Exam Date & Other Important Dates

**Type Final Exam details here.** Final Exam will take place December 13<sup>th</sup> in class (see schedule below).

**Rescheduling of Finals Policy:** According to the *Faculty/Staff Handbook "Rescheduling of Finals"* section, rescheduling a final exercise must be made one week prior to the last day of classes. Rescheduling of finals is permitted 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5pm of finals week. Unless the student is graduating, the exam must be taken during final examination week.

## Course Description

This course is committed to the examination and practice of the counseling skills needed by higher education administrators for their work with students in mentoring, advising, and supervising capacities. Students will receive a general orientation to the major counseling theories. Students will learn more about themselves in relation to others while also learning beginning counseling techniques. There is a strong emphasis on skills development including: listening, interviewing, non-verbal rapport building, and relationship management. This course will equip students with basic skills to develop and maintain helping relationships.

## Learning Outcomes

By engaging actively in class and completing the learning experiences, readings and assignment, students will:

1. Demonstrate knowledge, understanding, and skills in applying helping processes while incorporating solution-focused (also referred to as SF, SFBT, SFP, or SFT) interviewing skills in the helping relationship.
2. The student will consider the professional and ethical issues relating to helping that occur in student affairs settings.

3. The student will demonstrate a helping style that reflects rapport building, facilitative communication skills for working with students in higher education settings, and a brief/solution-focused theoretical frame of reference.
4. The student will demonstrate appropriate interpersonal skills to facilitate goal setting and problem solving in student affairs settings.
5. The student will demonstrate the knowledge and application of basic helping strategies as well as solution-focused theory and skills.

## Prerequisites

Admission into Higher Education program.

## Required Texts / Materials

Harper, R., & Wilson, N. L. (2010). *More than listening: A casebook for using counseling skills in student affairs work*. Washington, D.C.: National Association of Student Personnel Administrators (NASPA).

Shennan, G. (2019). *Solution-focused practice: Effective communication to facilitate change* (2nd edition). London: Red Globe Press/Macmillan. ISBN-13: 978 - 1352005998

Videos: <http://www.lib.tcu.edu>

Readings: D2L Modules/TCU ONLINE can be downloaded at no cost (list on the last page).

## Teaching Philosophy

The purpose of education, particularly at the graduate level, is to best prepare students for the professional roles that they will assume, as well as a broader appreciation for the field they are entering. To best do this, students should be provided with both historical and contemporary context for topics that are presented through the curriculum.

My greatest hope as a counselor educator is to influence students in a way that encourages higher levels of thinking and provides a context in the classroom environment where it is safe to try out new ideas and develop strong counseling and helping skills. My specific goal for the Helping Relationships higher education course is to inspire excitement and passion in students who want to become the best helpers they can be. I strive to help students move from wanting to know what to think to how to think.

I believe that students learn best through a variety of activities. In every course I teach, I provide a mix of activities that are aimed at all types of learners, no matter their preferred learning style or experience with the topic. My class activities and assignments are applied in nature and are aimed at providing students with opportunities for reflection, as well as pragmatic connections to administrative practice. My classes are very engaging with several types of activities planned for each class session.

One of the most important aspects of my teaching philosophy is to expect students to explore course content through the lens of multiple student demographic and institutional types. In each of my courses, no matter the topic, we focus on how each is experienced by various student

subpopulations. I want students to view themselves through other's eyes. This is important for students to develop insights into how to best serve students whose experiences are different than their own.

## **Instructional Methods**

Class sessions will consist of information provided by the instructor, presentations by class members, and recorded group work. Class members are expected to actively engage in discussion and debate. We will learn from the insights and experiences of each other so active participation is important.

In general, we will be together for part of the class meeting and in breakout groups part of the time; therefore, being fully present for each class is required. I will bring unique experiences from my life in private practice, print, film, television, etc. for us to discuss together. I am very intentional in my obligation to create a safe environment for every student so we have an optimal learning experience... so there may be times I redirect conversation, postpone responding to questions, or ask that I meet with you personally to discuss something that is not conducive to everyone's learning or too personal to discuss publicly. Thank you for joining me to create a safe whole-class experience.

My lectures on required readings will be minimal — you are responsible to prepare for class by completing the assignments and being prepared to summarize and even question the material you have read and your experience with the readings and videos. This requires critical thinking skills, and you are capable! I may give quizzes, if I find people are not prepared prior to class. A brief self-reflection form will be given at the end of every class that you will submit to me for points; this is to give you an opportunity to reflect on your experience and learning, and gives me a chance to correspond with you individually as you learn throughout the semester.

Every handout we use, including PowerPoints, will be provided via D2L. You will need to have access to these during class for reference and working in groups.

Group work is critical in this course. Learning to listen carefully and respectfully is key to your learning success. You may grapple with not knowing what to say or feel the need to have the "right" answer, but learning SF skills is very conducive to practice and figuring out how to ask questions, so please feel free to think out loud. Group learning will require your full attention and participation.

Working with me in breakout groups is a major aspect of this course. This is vital to applying ideas for building helping relationships. To optimize your learning, you'll need to engage and take risks. Do not be afraid to ask questions. For group work and role plays, one-two students at a time will be the "student-client" and sit at the front with proper distance separating, and everyone else will be "helpers" and ask questions. This may take some practice and trial and error until we find what works. I ask for your patience and flexibility.

## **Course Policies and Requirements**

### **Assignments**

### **Exams**

First Exam (October 4th)	60 points
Second Exam (November 15th)	75 points
Third Exam (December 13th)	90 points

Exams may be a combination of short answer, case studies, objective, and essay questions and are administered during regular class time and the week of finals. All students are to be present for the exams. If you are absent for Exam #1 or #2, you will take a different make-up examination alone with me outside of class time. Exams #1 and #2 will be administered during regular class time (the only exception is ADA-approved accommodations).

**Exams #1** will be based on all printed materials (readings and handouts), videos, and lectures from the start of the semester to that date. Exam #1 related to student learning outcomes 1, 3, and 5.

**Exam #2** will be based on the same sources of information since Exam #1 and will include more case study discussion from the text. Exam #3 will be comprehensive, covering material from the entire semester. Emphasis for exams will be placed on the processes related to developing your personal interpersonal skillset for helping and the solution-focused approach. A general study guide will be provided, but it is imperative that you read on a weekly basis; you will not have time to do all of the reading during the exam. The exams are intended to check out your basic understanding of concepts related to the readings and class content and are not forums for innovative thinking. Grades will be posted on TCU Online approximately one week after completion of each exam. Exam #2 related to student learning outcomes 1, 2, 4, and 5.

**Exam #3** is a final exam and will be given during finals week. According to TCU policy, final exams cannot be taken any time except during the assigned day/time for that class. If I opt for a written exam, this will take approximately 75-90 minutes. If I opt for a group oral exam (groups of 4-6), this will take approximately 60-75 minutes per group. Exam #3 related to student learning outcomes 1, 2, 3, 4 and 5.

Grading Criteria for all exams:

- |   |     |
|---|-----|
| 1. Clarity  | 20% |
| 2. Comprehension of the essence of the questions demonstrated | 20% |
| 3. Completeness in responding to the question                 | 50% |
| 4. Correct use of terms                                       | 10% |

### **Video Recordings, Transcriptions and Critical Analyses**

**Video #1:** **50 points** **DUE: September 13th**

*A demonstration of your listening and attending skills (8-10 minutes)*

Video #1 is related to student learning outcomes 1 and 5.

**Video #2 (transcription):** **50 points** **DUE: November 18th**

*A SFT "first session," demonstrating SFT skills (13-15 minutes)*



Video #2 is related to student learning outcomes 1 and 5.

**Video #3 (transcription and critical analysis): 75 points DUE: November 26th**

*A SFT “solution building” session, demonstrating additional SFT skills (17- 20 minutes)*

Video #3 is related to student learning outcomes 1, 2, 3 and 4.

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**TOTAL: 175 possible points**

### **Video Interview Requirements**

1. You will pair up with a partner and practice designated helping/interviewing skills and techniques. You will create these recordings outside of class by coordinating with your partner. All partners must be adults. Partners will role- play with you, hopefully for the entire semester; if you wish to work with more than one partner, please check with me before creating recordings. For continuity of videos and your demonstration of skills, it is least stressful to work with the same person for all three videos. Video recordings must show both persons in the frame with no backs to the camera. Position the camera as close to the parties as possible to maximize sound quality. Record on a mid- to high-level quality. Use a tripod or steady, level surface for the camera (not handheld!). If you need a video camera you can check one out at TCU – ask at least two (2) weeks prior to the due date. Make sure you TEST the camera prior to recording your role play for sound and quality. LEARN about the camera before you use it, which means you must experiment with it prior to your final video recording time.
2. All recordings and transcripts are to be turned in via TCU Box, the university’s official cloud storage. I will create a folder for each student. Only I will be able to access your videos, critical analyses, and transcriptions. You will have tested this video on a Windows-based computer to make sure it plays with standard Windows video software (Windows Media Player or VLC) prior to submission. You will have tested the transcript, and MS Word document, on a Window-based computer prior to turning this in as well. If I cannot play it or read it on my computer, it will be considered late (see elsewhere in this document for late submission penalties.)
3. Each interview will consist of a continuous, one-take (no editing) interviewing session with minimum and maximum time limits within each rubric. Some videos may include an assigned 5-minute closure with appropriate feedback and compliments (creating a video 20-25 minutes in total length). The assignments will be clear via rubrics to be distributed.
4. Student-interviewers will turn in their videos and other documents related to the videos at the designated time and place stated in the syllabus calendar. The third and final video will be submitted with a transcript and critical analysis (format and grading templates will be provided via TCU Online). Videos and accompanying documents will be reviewed together. Grades will be posted on TCU Online approximately one week after submission.
5. There will be no make-ups or re-dos for videos.

Points will be awarded for achievement of each of the assignments in this class. The value of the points is as follows:

A	94-100	Excellent graduate level work
A-	90-93	Excellent work, some minor weaknesses regarding content and structure
B+	87-89	Solid work
B	84-86	Average graduate level work, lacks depth, contains content , structural or technical errors
B-	80-83	Barely adequate graduate work
C+	76-79	Unacceptable graduate work but shows promise.
C	70-75	Unacceptable graduate level work, major weaknesses
F	0- 69	Awarded for any assignment not completed.

## Grading

### Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Points
1,3,5	Exam #1	60
1,2,4,5	Exam #2	75
1,2,3,4,5	Exam #3	90
1,5	Video #1	50
1,5	Video #2	50
1,2,3,4	Video #3	75

### Grading Scale

Grade	Score	Grade	Score
A	94.00-100.00	B-	80.00-83.99
A-	90.00-93.99	C+	77.00-79.99
B+	87.00-89.99	C	74.00-76.99
B	84.00-86.99	C-	70.00-73.99
		F	0.00-69.99

Grades below a “C” are not allowed in graduate courses.

## Late Work

Assignments must be turned in on time. Here are the guidelines: (a) 1-24 hours late = one full letter grade deduction; (b) 24-48 hours late = two full letter grades deduction; (c) more than 48 hours late = not accepted. E-mail attachments will only be accepted if: (a) the assignment requires it, (b) TCU Online Assignment functions are malfunctioning, or (c) previously arranged with the professor.

## Grading Concerns

If you have a grading concern, please contact me as soon as possible. I am open to re-reading assignments and regrading them. The second time I grade an assignment could mean a lower grade as well as a better grade, so keep that in mind. You have 5 business days after I have posted grades on d2L to request I regrade an assignment. I am open to regrading final projects and adjusting grades with the Registrar after the semester ends if you contact me within 5 business days. Please know that I do read, watch, and individually grade every assignment and I give feedback as well.

## Attendance and Participation

1. Class attendance is *mandatory, and professionalism is expected in all aspects of the course*. This is TCU's requirement as detailed in the Higher Education Leadership Student Handbook, and it is critical to your success in this class and your graduate program. The student must attend class to be a part of the process of role playing, observing, and participating in the class discussions. An absence is missing more than one-half of the scheduled class.
2. First absence = no point deduction; Second absence = -20 points; Students who miss more than two classes may have to repeat the course, at my discretion. I will take attendance at the beginning of every class.
3. From the Higher Education Leadership Graduate Student Handbook: "Because most of our students will eventually hold positions of authority and be responsible for the safety and well-being of many people, including children, the faculty and staff of the Educational Leadership program are committed to identifying and intervening to assist students who demonstrate difficulties maintaining expected norms in their academic progress or in terms of professionalism. Any faculty member in the College of Education who has a concern about a candidate's performance and/or professionalism may initiate the Academic performance and Professionalism Warning (APPW) process" (p. 35). Here is a link to the Academic Performance and Professionalism Warning form: [http://2u3yf82pgfnx3wajn4bul3ve-wpengine.netdna-ssl.com/wp-content/uploads/2020/06/APPW\\_2020.pdf](http://2u3yf82pgfnx3wajn4bul3ve-wpengine.netdna-ssl.com/wp-content/uploads/2020/06/APPW_2020.pdf)
4. A person is considered "tardy" if (a) you are more than 15 minutes late or (b) you leave class more than 15 minutes before the schedule permits. Two "tardies" = one absence (see Course Requirement #1). Professionalism is expected. Monitor yourself, please, so this does not become a problem.
5. Students will participate for the entire class period.

6. Students are responsible for all assignments including (but not limited to) readings, videos, lectures and class discussions, handouts, and role plays. Students must keep up with the reading weekly – our discussion cannot thrive without everyone contributing. Lectures will *supplement* the required texts and articles, as I expect students will grasp the *content* through reading and ask questions to seek clarification.
7. Quizzes may be given randomly or scheduled throughout the semester. Each quiz will cover (a) handouts from the previous class meeting, (b) videos viewed during the previous class meeting, and (c) all assignments due that class period. See #3 above. If you are absent for a quiz, you must make an appointment with me for an oral (Zoom) makeup quiz.
8. In addition to quizzes, a self-reflection form will be completed at the end of each class that gives you an opportunity to reflect on your learning, discussion, and class preparation. This is a very brief form but it is critical for your reflection and gives us a unique way to communicate about your learning and progress throughout the semester. For every reflection that is completed, points will be earned toward your final grade.
9. Three (3) exams will be given. Exam #3 will only be administered on the scheduled finals date. Attendance for Exam #3 is required by the University and cannot be rescheduled without meeting the University criteria. If you miss Exams #1 or #2, you must make an appointment with me for a different make-up exam.
10. Students will submit three (3) videos. Students will create these videos outside of class time; you can utilize a class peer if you like. You must recruit “clients/interviewees” for these videos. More regarding video recording will be discussed in the first few weeks. *“Seeing is believing; doing is learning”* (Steve de Shazer).
11. Additional assignments, including quizzes, may be administered.
12. APA style (7<sup>th</sup> edition) is required for any and every written assignment. See [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style\\_apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style_apa_formatting_and_style_guide/general_format.html) as a beginner’s guide on the APA 7th edition) format and contact the TCU Writing Center for assistance.
13. Professional Behavior: I expect professionalism in all aspects of this course. This includes (but is not limited to):
  - Interacting respectfully with all present in the classroom as well as outside-of-class interactions with peers, including electronic communication, TCU Online, discussions, etc.;
  - Practicing honesty in all aspects of the course, including writing assignments.
  - I reserve the right to dismiss a student from the classroom for disruptive or disrespectful behavior. Such a dismissal will count as an absence (see attendance policy) and may result in an Academic Performance and Professionalism Warning (APPW-Yellow Flags) disciplinary meeting for the College.

## 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 the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

## 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://tcu.policytech.com/dotNet/documents/?docid=55&public=true>.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. 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 (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) (<http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) (<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>).

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 proper credit.
- **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)

Option 1: Access via [my.tcu.edu](http://my.tcu.edu) > Student Quick Links > TCU Online

Option 2: Login at <http://d2l.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

This course will utilize TCU Online in several ways. All course assignments are explicated online. Each assignment will be uploaded as well as graded for your review on TCU Online. Additionally, all supplemental readings will be provided here.

## 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](https://www.d2l.com/products/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](https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/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

- Academic Advising (817-257-7486, Jarvis 104)

- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2<sup>nd</sup> floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Coats Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1<sup>st</sup> floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2<sup>nd</sup> floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2<sup>nd</sup> floor)

## Anti-Discrimination and Title IX Information

### Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct 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. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email [oe@tcu.edu](mailto:oe@tcu.edu), visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/](https://inclusion.tcu.edu/campus-community-response-team/)

### Title IX

TCU's Title IX Coordinator works within OIE. Andrea McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email [oe@tcu.edu](mailto:oe@tcu.edu) or [a.mcdew@tcu.edu](mailto:a.mcdew@tcu.edu), or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

### Mandatory Reporters



ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

### **Confidential On-Campus Resources**

Campus Advocacy, Resources & Education

<https://care.tcu.edu> | 817-257-5225

Counseling & Mental Health Center

[www.counseling.tcu.edu](http://www.counseling.tcu.edu) | 817-257-7863

Religious & Spiritual Life

[www.faith.tcu.edu](http://www.faith.tcu.edu) | 817-257-7830

### **On Campus Resources**

TCU Police

[www.police.tcu.edu](http://www.police.tcu.edu) | 817-257-8400 Non-emergency | 817-257-7777 Emergency

### **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. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. 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.

## **Audio Recording Notification:**

Audio recordings of class lectures may be permitted by the instructor or 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.

## **Emergency Response Information**

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

View the [TCU Building Safety Maps](https://publicsafety.tcu.edu/less-safety-maps/) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

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

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

## 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.

Week	Class Date	Topics/Activities	Reading Schedule
1	<b>8/23</b>	Welcome & Introductions  1st Class Exercise - Round Table Format  Syllabus Review  Role of Self - Reflection in Learning & Development  Skills Demonstrations via Videos  Interview Paper Assignment	Course Syllabus
2	<b>8/30</b>	Pre-Test: Listening  Counselor/Helper Agendas, Assumptions, & Biases - Awareness  Nonverbal Communication & Power of Presence	<ul style="list-style-type: none"> <li>• Harper et al., (2010): pp. 1-9, 13-15, 36-40, 47-64 (33 pages total)</li> <li>• Ueland (1992) 6p.</li> <li>• Gurin (1990) 3p.</li> <li>• Shannon (2019): pp. 1-11</li> </ul>
3	<b>9/6</b>	<p style="text-align: center;"><b>Interview Paper Due</b></p> Unit 1.3: Observing/Attending, Active Listening  Unit 1.4: Not-Knowing, Curiosity	<ul style="list-style-type: none"> <li>• Univ of Adelaide (2014), active listening</li> <li>• Shannon, Ch.3</li> </ul>

4	9/13	<p><b>Video #1 Due, 5:00pm</b></p> <p>Unit 1.4: Not-Knowing, Curiosity (cont't)</p> <p>Unit 1.5: Summarizing</p>	<ul style="list-style-type: none"> <li>• Iveson (2005)</li> <li>• Painter (2014)</li> <li>• Cade (2007)</li> <li>• Hanus (2008)</li> </ul>
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5	9/20	Unit 1.6: Validation, Pacing, Self-Disclosure	<ul style="list-style-type: none"> <li>• Zur (2009)</li> <li>• Zur et al. (2011)</li> </ul> <p>And the 3 commentaries that follow</p>
6	9/27	<p>Unit 2: Becoming Solution-Focused</p> <p>Unit 2.1: From Problem to Solution; SF Assumptions</p>	<ul style="list-style-type: none"> <li>• Shennan, Ch. 2</li> <li>• Review, 15, &amp; Appendix,</li> <li>• Ratner et al.,</li> <li>• Part 1 Thomas &amp; Nelson chapter in Nelson &amp; Thomas (2007), pp. 3-24)</li> </ul>
7	10/4	<p><b>Exam #1 - in Class</b></p> <p><i>50-75 minutes</i></p>	
8	10/11	<p>Unit 2.2: The Basics: The Miracle Question and Scaling Questions</p> <p>Unit 2.3: SF Relationships</p> <p>Unit 2.4: Goal-ing and the Miracle Question</p>	<ul style="list-style-type: none"> <li>• Shennan, Ch. 4-6</li> <li>• Korman (2005)</li> <li>• Ratner (2020)</li> <li>• Iveson et al. (2009)</li> </ul> <p>Video: SFT Part I (Berg, "Brief Therapy for Addictions")</p>

9	<b>10/18</b>	Unit 2.5: Exceptions & Instances Questioning & Complimenting  Unit 2.6: End-of Session Tasks, Feedback, and Messages	<ul style="list-style-type: none"> <li>• Shennon, Ch. 5 &amp; 7</li> <li>• Thomas (2016)</li> </ul> <p>VIDEO: SFT, Part II (Berg, "Brief Therapy for Addictions")</p>
10	<b>10/25</b>	Unit 2.7: Putting It All Together in the First Session  Review of SFT First Session	<ul style="list-style-type: none"> <li>• Shennon, Ch 8.</li> <li>• Nyland &amp; Cosiglia (1994)</li> </ul>
11	<b>11/1</b>	Unit 3: Continuing the Conversation (The "Next" Session in SFBT; Special Client Topics)  Unit 3.1: EARS and Solution Building	
12	<b>11/8</b>	<b>Video #2 Due, 5:00pm</b>  Unit 3.1: EARS and Solution Building	<ul style="list-style-type: none"> <li>• Korman (2006b, Second Session)</li> </ul>
13	<b>11/15</b>	<b>Exam #2 in class</b> <i>(50-70 minutes)</i>	
14	<b>11/22</b>	<b>Thanksgiving Holiday</b> <i>(No Class Meeting)</i>	
15	<b>11/29</b>	Work on Final Review/ Video #3	

16	12/6	<p><b>Video #3 Due, 5:00pm</b></p> <p>Unit 3.2: SFT Interventions (cont.) Client “fit” and feedback</p> <p>Unit 3.3: Professional Values &amp; Ethics</p>	<ul style="list-style-type: none"> <li>• Ratner et al., Part 16</li> <li>• Thomas (in Nelson &amp; Thomas, 2007, pp. 391-408)</li> <li>• Shennon, Ch 9</li> <li>• Rosenberg &amp; Pace (2010)</li> </ul>
	12/13	<p><b>Final Exam</b></p> <p><i>(In Class)</i></p>	

## 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.

## TCU Mission Statement

The mission of Texas Christian University, a private comprehensive university, is to educate individuals to think and act as ethical leaders and responsible citizens in the global community through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.