



COUN 5314: Applied School Counseling Summer 2026

Asynchronous & synchronous
Live Class Meetings: Mondays 5-7:45 pm

Contact Information

Instructor: Bonnie Stice, Ph.D., LPC

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Course Description

Welcome to COUN 5324 and to the program! My name is Bonnie (you can call me Bonnie) and we'll embark on your first-semester journey at UT Tyler. I can't wait to get to know you – please feel free to reach out to me personally at any point in the semester.

COUN 5314: Applied School Counseling. Essential counseling skills development with role-playing lab practice with video. Focus on building therapeutic relationships, accurate empathy, and prioritizing client concerns. Develops proficiency in basic counseling response skills. Grade of B or better required to take more Clinical Skills courses. This online course contains **both asynchronous and synchronous** components using Canvas and Zoom. Links to synchronous course components will be found in Canvas.

Course Student Learning Objectives

After successful completion of this course, the student will be able to:

1. Develop basic counseling skills including verbal and non-verbal attending, observation, active listening, paraphrasing, reflection of feelings, questioning, summarizing, and confrontation.
2. Understand the core conditions of counseling including unconditional positive regard, genuineness, and empathy.
3. Have practice, observation of, and experience in basic counseling.
4. Develop cultural sensitivity within the counseling arena.
5. Develop an awareness of yourself, your place in the counseling field, and how to get the most out of your experiences in the counselor education program.
6. Gain experience in role of counselor and develop realistic assessment of skills and potential.
7. Discuss current issues in the field of counseling.
8. Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary (e.g., skills, professionalism, multicultural competence, advocacy, and counselor wellness).
9. Be aware of the need to maintain confidentiality and to protect the rights of clients at all times.
10. Understand the need to develop cultural self-awareness and cultural competence.

*Each learning outcome will be assessed with written assignments, role play, class discussions, and/or participation.

Course Topics:

This course will focus on the following primary topics:

1. Therapeutic Rapport Building

Syllabus content and schedule subject to change

2. Cultural Considerations
3. Common Factors in Counseling
4. Counseling Micro-Skills (Reflective Responding)
5. Assessment/Goal Setting
6. Clinical Progress Evaluation

2016 CACREP Standards Addressed:

CACREP Common Core Standards (3)

- 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
- 2.F.1.l. self-care strategies appropriate to the counselor role
- 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 2.F.5.f. counselor characteristics and behaviors that influence the counseling process
- 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
- 5.C.2.j. cultural factors relevant to clinical mental health counseling
- 5.C.2.l. legal and ethical considerations specific to clinical mental health counseling

TEXAS EXAMINATIONS OF EDUCATOR STANDARDS (TEXES 252) SCHOOL COUNSELOR TEST FRAMEWORK

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

- Competency 004 (Responsive Services):** Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development. For example:
- A. Distinguish between preventive, remedial, and crisis levels of responsive services.
 - B. Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).
 - C. Apply knowledge of how to design, implement, and evaluate intervention plans within a multi-tiered system of supports, linking interventions to assessment data and considering factors (e.g., cultural, socioeconomic, race, ethnicity, linguistic, experiential) related to the use of data.
 - D. Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.
 - E. Use appropriate methods and procedures for counseling individuals in given situations.
 - F. Use appropriate methods and procedures for group counseling, and demonstrate knowledge of group dynamics as well as productive group interaction.
 - G. Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.

Instructional Methods

Due to the nature of course content, this course is highly experiential. We will utilize both synchronous and asynchronous components, including recorded lectures, live class meetings and supervision, discussions, readings, mock sessions, and video demonstrations.

Professionalism and Confidentiality
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Students are expected to demonstrate counseling dispositions and behaviors consistent with those of professional counselors-in-training and engage in ethical behavior as defined in the American School Counseling Association *Ethical Standards* and American Counseling Association *Code of Ethics*. While academic discourse is encouraged, respectful

communication is expected and disrespectful language and/or behavior will not be tolerated. Furthermore, this course contains several assignments requiring adherence to confidentiality standards. Violations of professionalism and/or confidentiality expectations may impact a student's final grade in the course and require remediation.

Student Performance Evaluation & Grade Assignment

1. **Live Class/Supervision Participation (25 points)**

These points are earned through active participation and engagement in live classes and supervision meetings, *not attendance alone*. Students are expected to attend all synchronous meetings.

Synchronous Large Class Meetings: Students will attend 3 synchronous class meetings throughout the semester. There is also a final check-in meeting with the instructor the last week of class.

Synchronous Supervision Meetings: Students will attend 2 synchronous small group supervision meetings throughout the semester. Supervision will take place on the weeks outlined in the course schedule.

Due to the abbreviated nature of our live meetings, one absence from a live class or supervision will result in one full letter grade reduction and require the completion of an additional remediation assignment, and **more than one absence from a live class or supervision will result in a failing grade for this course**. Students who arrive to a synchronous component more than 15 minutes late or leave more than 15 minutes early will not receive attendance credit.

2. **Discussion Boards (4 total @ 5 points each/20 points total)**

Due Fridays and Sundays @ 11:59pm CST on weeks assigned (unless stated otherwise – last assignment differs).

On assigned weeks, there will be 1 discussion prompt posted to Canvas. The prompt will be visible to students by Monday at 9am CST of each week. Students must make 1 original post AND 2 response posts to receive full credit for that week's discussion. Students will have until Friday 11:59pm CST to post their own original post, and until Sunday at 11:59pm CST to complete their response posts.

Students are free to respond to the discussion prompts using written OR video format. Students can use varied formats for responses each week.

Written posts: To foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of "Good job!", "I agree", "Thanks!", etc. are welcome but do not count towards the 50 word minimum. **Abbreviated posts will not receive full credit.**

Video posts: Alternatively, students may fulfill both original and response discussion requirements by recording themselves. Please be thoughtful about the length (not too short *or* too long) and professionalism exhibited.

3. **Skills Posts (5 total @ 5 points each/25 points total)**

Due Fridays and Sundays @ 11:59pm CST on weeks assigned.

On assigned weeks, students will use the discussion boards to post practice videos demonstrating the skills reviewed that week. Students will be assigned to pairs to complete practice skills recordings via Zoom. Each student will upload a video demonstrating their use of skills while in the role of mock counselor, while the other student serves as the mock client. Students have the right and personal responsibility to monitor content shared in role play for appropriateness. Partners will swap out the mock counselor/mock client roles to ensure each

student can post their skills demonstration to their individual discussion post. Each student's skills demonstration video will be 5 minutes in length.

After each skills post, please email the instructor with:

- What you did well
- What you would change
- Comments regarding your intentionality throughout session
- If you asked a question in the session (for each one) – include your intentionality behind them and what you could have said/done instead
- Any additional thoughts or reflections

Students must also watch and comment on 2 skills post, outside of their own partner. In the response, students will note areas of strength (what went well/what responses you liked) and identify 1 alternative response (this does not mean the response the mock counselor provided was not effective, only that the student could identify an alternative response *they* may have used in that role if they were the counselor).

4. Mock Sessions & Transcript Reflections (15 points each, 30 points total)

Due Fridays @ 11:59pm CST on weeks assigned (unless stated otherwise – last assignment differs).

Students will be assigned to clinical rotation pairs to complete **two 20-minute** recorded mock sessions at two times throughout the semester (these pairings will differ from skills post partners). Students will submit session recordings demonstrating their role as mock counselors and complete transcripts with reflection questions designed to evaluate their clinical skills. Students have the right and personal responsibility to monitor content shared in role play for appropriateness. Full assignment instructions and rubrics will be posted in Canvas.

Assignments	Points
1. Live Class/Supervision Participation	25
2. Discussion Boards	20
3. Skills Posts	25
4. Mock Sessions & Transcripts	30
Total Points	100

Grades will be assigned as follows:

A = 100-90 points	B = 89 – 80 points	C = 79 –70 points	D = 69 – 60 points	F = 59-0 points
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Required Text and Materials

Required Textbook:

- Young, Mark E. (2024). *Learning the Art of Helping: Building Blocks and Techniques* (8th ed.) Pearson.

Other Required Materials:

- Zoom + Webcam and Microphone
- You will need to secure a quiet and private place to attend class. Please plan to engage as you would in an in-person classroom setting (video on, not engaging in external tasks, etc.)
- You will need to consistently secure a strong enough internet connection to support both audio and video options on Zoom for synchronous meetings and mock session recordings.

Syllabus content and schedule subject to change

Liability Insurance

Professional liability insurance is required for all students prior to commencing any counseling activity. **Proof of insurance must be provided to the instructor by the second week of class.** You may choose any insurance provider you wish for your liability coverage. As a student member of ASCA, you receive insurance through ASCA at no cost to you through their website.

Class Policies and Procedures

Attendance: This is a blended synchronous/asynchronous course. You are expected to attend all synchronous classes. Due to the abbreviated nature of our live meetings, **one absence** from a live class or supervision will result in one full letter grade reduction and require the completion of an additional remediation assignment, and **more than one absence from a live class or supervision will result in a failing grade for this course.** Students who arrive to a synchronous component more than 15 minutes late or leave more than 15 minutes early will not receive attendance credit. For asynchronous components, Canvas assignments are required weekly, and students are required to check their UT Tyler e-mails regularly.

Late Policy: All assignments submitted after the designated due date/time will be reduced by 10% per day. No assignment will be accepted if submitted more than one week past the due date, and none will be accepted after the final day of classes.

Course Schedule

Please note: This schedule is an overall outline for the progression of the class. Changes may be made at the instructor's discretion depending upon the varying needs of the class as the semester progresses. Please stay attentive to Canvas for updates.

Week	Dates	Topic	Readings	Assignments
1	Monday, 5/11 – Live Class Meeting via Zoom	Helping as a Personal Journey	Chapter 1	○ Discussion Board due 5/17; comments due 5/19
2	Week of 5/18	The Therapeutic Relationship and Cultural Considerations	Chapters 2 & 3	○ Discussion Board due 5/22; comments due 5/24 ○ Liability insurance due by 5/24
3	Week of 5/25 – Memorial Day	Invitational Skills + Broaching	Chapter 4	○ Discussion Board due 5/29; comments due 5/31
4	Week of 6/1	Reflecting Skills: Paraphrasing	Chapter 5	○ Skills Post #1 due 6/5; comments due 6/7
5	Week of 6/8	Reflecting Skills: Reflecting Feelings	Chapter 6	○ Skills Post #2 due 6/12; comments due 6/14
6	Monday, 6/15 – Live Class Meeting via Zoom	Skills Review and Practice – Reflection of Meaning Activity		<i>Record Mock Session #1 after class meeting</i>
7	6/22 – Live Supervision (Ms. Torres Zoom) – Date & Time TBD	Live Supervision		○ Mock Session and Transcript #1 due 6/26
8	Week of 6/29	Advanced Reflecting Skills: Reflecting Meaning and Summarizing	Chapter 7	○ Skills Post #3 due 7/3; comments due 7/5

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9	Week of 7/6	Challenging Skills & Assessment and Goal Setting	Chapters 8 & 9	○ Skills Post #4 due 7/10; comments due 7/12
10	Week of 7/13	Evaluation and Termination Skills Suicide Assessment	Chapter 12	○ Skills Post #5 due 7/17; comments due 7/19
11	Monday, 7/20 – Live Class Meeting via Zoom	Skills Review and Practice – Treatment Planning Activity	Chapters 10 & 11	<i>Record Mock Session #2 after class meeting</i>
12	7/27 – Live Supervision (Ms. Torres Zoom) – Date & Time TBD	Live Supervision		○ Mock Session and Transcript #2 due 7/29 (note this is a Wednesday)
13	Week of 8/3 – Live Class 1x1 Meetings with Students via Zoom	<i>Finals Week, no new content</i>		○ Discussion Board due 8/5 (Wednesday instead of regular Friday) comments due 8/7 (Friday instead of regular Sunday)

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

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Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the 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.

- i. "Cheating" includes, but is not limited to:
 - o copying from another student's test paper;
 - o using, during a test, materials not authorized by the person giving the test;
 - o failure to comply with instructions given by the person administering the test;
 - o possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - o using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - o collaborating with or seeking aid from another student during a test or other assignment without authority;
 - o discussing the contents of an examination with another student who will take the examination;
 - o divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)