Course Information

Course Description

A study of counseling techniques within the context of Employee Assistance (EA) programs. Topics include EA careers and professional affiliations, the range of EA services in the workplace, intervention techniques, and ethics and codes of conduct. Issues in mental health counseling include substance abuse, emotional distress, health care concerns, financial and legal concerns, interpersonal conflict resolution, workplace safety concerns, and adjustment to major life events such as births, accidents, and deaths.

Course Credits

Three Semester Hours Graduate Credit

Prerequisite and Co-requisite Courses

None
Prerequisite Skills
This is a live and interactive course conducted via teleconferencing platforms like Collaborate and Zoom. Students must be familiar with teleconferencing platforms.

Required Texts and Materials

The Employee Assistance Handbook
Edited by James M. Oher
John Wiley & Sons, 1999

Important reads for mental health professionals who balance the profit driven goals of Corporate America with the individual lives that make productivity and profitability possible.

Student Learning Objectives
Upon completion of the program of study for Employee Assistance Counseling, the graduate will be prepared to:

1. Discuss social policy issues and ethical questions relevant to an Employee Assistance Program (EAP).
2. Develop strategies for marketing EAP Services to developing businesses.
3. Differentiate between an industry managed EAP program and an entrepreneurial EAP management organization.
4. Teach supervisors to recognize employees in need of EAP services.
5. Consult with EAP Coordinator regarding the needs of a referred employee.
6. Differentiate between an employee’s communications that must remain confidential and communications that may not remain confidential.
7. Explain ethical responsibilities of EAP’s to the populations they serve.

Course Delivery

This is a live, online course. The course will meet virtually once each week for two hours. At the beginning of the semester, students will divide into two-person workgroups. One member of the workgroup will assume the role of an industrial entity’s EAP coordinator, the other will take the role of an independent service provider contracted by the industry’s EAP. The instructor will provide each workgroup with a vignette describing a fictional employee referred or self-referred to the Employee Assistance Program. The workgroups will conduct one-hour virtual meetings each week to devise strategies for resolving the problem that brought the employee to the attention of the EAP.

During the weekly two-hour class meetings, workgroups will present their interventions for peer review. Other workgroups will conduct the peer evaluations of each workgroup’s interventions. If peer reviewers determine the interactions were reasonable and ethical the peer reviewers shall assign the workgroup’s choices up to three points for reasonable and ethical choices. Peer reviewers may assign fewer points if they deem the choices unreasonable or unethical.

Each workgroup shall follow its fictional employee for the entire semester. Intervention strategies should evolve as the class progresses through the text and gains increased sophistication. Each week when the peer reviewers assess the workgroup’s interventions, the peers shall create a new crisis in the life of the fictional employee. The instructor shall assign peer reviewers up to three creativity points for concocting unique and challenging life events for the fictional employee. The severity of each fictional employee’s situation will probably deteriorate as the class members develop skills for dealing with workplace trauma and devise more horrific events in the lives of the fictional employees. The instructor may observe and/or participate in the weekly workgroup meetings. Course delivery shall be via the Blackboard Learning Management System. The course site is accessible at ASU's Blackboard Learning Management System.

Technology Requirements

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
- Audio capability

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

**Communication**

The Instructor will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.
Grading

The first meeting will be Tuesday, August 18. Students will receive two points for attending the two-hour meeting. Students will receive up to three points for participating in the discussion, asking for clarification, finding a flaw in the syllabus and other interactions.

Thirteen of the fifteen weekly class meetings will involve discussion of the reading assignment. Students shall receive two points for attending class and three points for engaging in the discussion sufficiently to show compliance with the reading assignment. Students who miss class due to a serious illness, religious holiday or other significant life event may make up for the absence by watching the Blackboard video of the class meeting and discussing the reading assignment with the instructor. This is an online class. Germs and viruses cannot spread via teleconferencing. Missing class to avoid spreading a cold or flu is not necessary. Students with obvious runny noses or coughs will receive sympathetic now-not and there-there from classmate. Taking advantage of a free trip to somewhere fun is not a good reason to be absent. Bring your laptop or tablet to the fun place and take time to attend and complete the assignments. Please take along a device with a good camera so you can share the fun.

Each week students may receive up to three peer review points if class members determine interventions in the ongoing fictional cases were ethical and appropriate.

Each week students may receive up to three creativity points for devising realistic situations for the fictional employees assigned to other workgroups.

The course will include five quizzes. Each quiz will include two vignettes. One vignette will have four multiple choice responses the other will require an essay response. Students will respond to the quizzes online before Monday of the next week. We will discuss each quiz in class. Multiple choice vignette items often have more than one correct or partially correct answer. I welcome your comments and will consider the classes opinion for reasonable arguments. Each quiz will be worth a maximum of six points.

The final exam will include five vignettes. Four will have multiple choice responses and one will require an essay response. Students will complete the final exam online before Friday, November 20. Class will meet Tuesday, November 24 to discuss the final and determine whether any of the multiple-choice items deserve partial credit. Course grades will be determined as indicated in the table below.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending class (two points); Participating in the discussion sufficiently to demonstrate completion of the reading assignment (three points)</td>
<td>70 possible points</td>
</tr>
<tr>
<td>Peer review score assigned for ethical and appropriate interventions. (up to three points per class)</td>
<td>39 possible points</td>
</tr>
<tr>
<td>Creativity score for devising realistic crises in the lives of the fictional employees (up to three points per class)</td>
<td>39 possible points</td>
</tr>
<tr>
<td>Five Quizzes (two points for the multiple-choice item and three points for the essay item)</td>
<td>60 possible points</td>
</tr>
<tr>
<td>Final Exam (four points for each correct multiple-choice item and four points for the essay item)</td>
<td>20 possible points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>228 possible points</strong></td>
</tr>
</tbody>
</table>

**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 200 to 228 points
- B = 180 to 199 points
- C = 160 to 179 points
- D = 140 to 159 points
- F = 0-139 points (Grades are not rounded up)

**Teaching Strategies**

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
Late Work or Missed Assignments Policy
This is an online graduate class. The assignments include reading chapters, meeting in workgroups to devise intervention strategies for crisis situations in the lives of fictional characters you serve and devising creative crises for the fictional characters others serve. Failure to meet these assignments will result in a conspicuous silence when your turn comes to describe a strategy or present a crisis for other workgroups.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance
Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.
Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Use of Masks/Facial Coverings Policy
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.
Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of
gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: **www.angelo.edu/incident-form**
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: **michelle.boone@angelo.edu**

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: **www.angelo.edu/title-ix**.

### Course Schedule Fall 2020

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, Class meets online for the first time Tuesday, Aug. 18 at 6:00 PM</td>
<td>Welcome and get acquainted. Introduce yourselves and describe how you plan to use your education. Review the syllabus. Receive Vignettes in the lives of the fictional employees</td>
</tr>
<tr>
<td>Week 2— Tuesday, Aug. 25 at 6:00 PM</td>
<td>Read Chapters 1 and 2 before class. Discuss the reading assignment in class. Peer review of each group’s intervention strategies.</td>
</tr>
<tr>
<td>Week 3— Tuesday, Sep. 1 at 6:00 PM</td>
<td>Read Chapters 3 and 4 before class. Discuss the reading assignment in class. Peer review of each group’s intervention strategies. Quiz One will cover Chapters 1 through 4. Respond to Quiz One online before Monday, September 7</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 4—</td>
<td>Read Chapters 5 and 6 before class. Discuss the reading assignment in class. Discuss Quiz One in class. Peer review of each group’s intervention strategies</td>
</tr>
<tr>
<td>Tuesday, Sep 8 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 5—</td>
<td>Read Chapters 7 and 8 before class. Discuss the reading assignment in class. Peer review of each group’s intervention strategies. Quiz Two will cover Chapters 5 through 8. Respond to it online before Monday, September 21</td>
</tr>
<tr>
<td>Tuesday, Sept. 15 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 6—</td>
<td>Read Chapters 9 and 10 before class. Discuss the reading assignment in class. Discuss Quiz Two in class. Peer review of each group’s intervention strategies</td>
</tr>
<tr>
<td>Tuesday, Sept. 22 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 7—</td>
<td>Read Chapters 11 and 12 before class. Discuss the reading assignment in class. Peer review of each group’s intervention strategies. Quiz Three will cover Chapters 9 through 12. Respond to it online before Monday, October 5</td>
</tr>
<tr>
<td>Tuesday, Sept. 29 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 8—</td>
<td>Read Chapters 13 and 14 before class. Discuss the reading assignment in class. Discuss Quiz Three in class. Peer review of each group’s intervention strategies</td>
</tr>
<tr>
<td>Tuesday, Oct. 6 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 9—</td>
<td>Read Chapters 15 and 16 before class. Discuss the reading assignment in class. Peer review of each group’s intervention strategies. Quiz Four will cover Chapters 13 through 16. Respond to it online before Monday, October 19</td>
</tr>
<tr>
<td>Tuesday, Oct. 13 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 10—</td>
<td>Read Chapters 17 and 18 before class. Discuss the reading assignment in class. Discuss Quiz Four in class. Peer review of each group’s intervention strategies</td>
</tr>
<tr>
<td>Tuesday, Oct. 20 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 11—</td>
<td>Read Chapters 19 and 20 before class. Discuss the reading assignment in class. Peer review of each group’s intervention strategies. Quiz Five will cover Chapters 17 through 20. Respond to it online before Monday, November 2</td>
</tr>
<tr>
<td>Tuesday, Oct. 27 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 12—</td>
<td>Read Chapters 21 and 22 before class. Discuss the reading assignment in class. Discuss Quiz Five in class. Peer review of each group’s intervention strategies</td>
</tr>
<tr>
<td>Tuesday, Nov. 3 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week 13—</td>
<td>Read Chapters 23 and 24 before class. Discuss the reading assignment in class. Peer review of each group’s intervention strategies</td>
</tr>
<tr>
<td>Tuesday, Nov. 10 at 6:00 PM</td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 14—Tuesday, Nov. 17 at 6:00 PM</td>
<td>Review Chapters 1 through 24 before class. Discuss the entire semester in class. Peer review of each group’s intervention strategies</td>
</tr>
<tr>
<td>Week 15—Tuesday, Nov 24 at 6:00 PM</td>
<td>Complete the Final Examination before Friday November 20. We will meet online Tuesday, November 24 to discuss the final exam.</td>
</tr>
</tbody>
</table>

* all due times are 11:59 pm CST, unless otherwise specified

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Discuss social policy issues and ethical questions relevant to an Employee Assistance Program (EAP).
2. Develop strategies for marketing EAP Services to developing businesses.
3. Differentiate between an industry managed EAP program and an entrepreneurial EAP management organization.
4. Teach supervisors to recognize employees in need of EAP services.
5. Consult with EAP Coordinator regarding the needs of a referred employee.
6. Differentiate between an employee’s communications that must remain confidential and communications that may not remain confidential.

**End of Syllabus**

1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of