

Preparing Professionals for Changing Educational Contexts



CED 727 - Counseling Process and Procedures

University of Nevada, Las Vegas. College of Education, Counselor Education Program, Department of Educational and Clinical Studies

Instructor:
Office:
Email:
Office Phone:
Class Meeting Time:
Office Hours:
Virtual Office Hours:

This syllabus contains the policies and expectations I have established for CED 727. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning environment for all students. However, only with your willing participation and commitment can this class be a meaningful and successful experience for you and your classmates. You can and should, of course, expect me to do my best to help you acquire and further develop the basic techniques and dispositions you need to become an effective counselor.

Course Description: This 3-unit, lecture/lab course is extremely intense and is designed to help in a variety of settings. You will not emerge from the course as a polished counselor, but you will be provided the basic tenets on which many outstanding counselors base their technique. You have permission to make mistakes!! Particular attention will be given to multicultural considerations in counseling.

Special Note: This extremely demanding course is an introduction to the basic concepts of individual counseling. These include the attitudes and skills necessary to establish and maintain facilitative counselor/client relationships and to encourage client self-exploration, self-understanding, and change. The course provides the foundation for all practicum and internship experience. Students will learn under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in practicum. Students will examine their intrapersonal and interpersonal styles and will follow ACA Ethical Standards. Furthermore, students are expected to demonstrate the willingness and commitment to learn and master these prerequisite skills of a professional counselor. Students are expected to recognize and acknowledge their skills deficits and

strive to work towards refinement of said counseling skills. Finally, students are expected to monitor their personal and professional growth and to be able to identify those attitudes, beliefs, feelings, and personal characteristics, which facilitate or hinder their growth as a professional counselor.

Prerequisites: Classified standing and admission into the CED program.

Course Objectives:

Students will:

- Learn and understand about professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. Furthermore, students will understand current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2.F.1.g,h)
- Learn and understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d)
- Learn and consistently demonstrate ethical and culturally relevant theories, models, and strategies of counseling and consultation that promote the establishment and maintenance of in-person and technology-assisted relationships (CACREP 2.F.5.a,c,d)
- Learn and consistently demonstrate counselor characteristics and behaviors that influence the counseling process, including: (a) essential interviewing, counseling, and case conceptualization skills from both individual and systems perspectives; (b) developmentally relevant counseling treatment or intervention plans; (c) development of measurable outcomes for clients; and (d) evidence-based counseling strategies and techniques for prevention and intervention (CAREP 2.F.5.f,g,h,i,j)
- Learn and begin the process for developing a personal model of counseling (CACREP 2.F.5.n)

Additional Areas of Specific Mention or Focus for CED 727:

1. Introduce students to an understanding of the nature and needs of individuals at all developmental levels; theories of learning and personality development.
2. Actively participate in class activities, which include assuming the role of both counselor and client as requested.
3. Observe peers and offer critique on the appropriateness of their counseling behaviors.
4. Compare and contrast counseling techniques appropriate for various client populations, including multicultural and social equity populations.
5. Introduce "professional identity" - studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. Review current literature and practice on the nature of the helping relationship.
6. Introduce professional organizations, primarily ACA, including membership benefits, activities, services to members, and current emphases.

Required Texts:

Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques (5th ed.)*. Upper Saddle River, NJ: Pearson

Furthermore, the instructor will assign supplementary articles and resources that complement the course. These articles will be made available online through Blackboard or will be provided to you

in class. Any supplemental readings assigned by the instructor are considered “required reading” and thus are mandatory.

Recommended Readings:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C: American Psychological Association.

Note: Please recognize that the writing style of the American Psychological Association (APA) is the standard for professionals in counseling, including graduate students. As such, it is expected that advanced students in their internship portion of their training are familiar and well-versed in APA style. If APA and academic writing is **not** your strong suite, it is **strongly recommended** that you seek assistance from the UNLV Writing Center.

Note: Students may consult with a librarian on research needs. For this class, the subject librarian is Samantha Godbey. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/> and <http://guides.library.unlv.edu/c.php?g=332886>

General Course Overview

A. Organization of the Course

In this extremely demanding and intense course you will have the opportunity to practice the skills taught to members of the experiential program to maximize the interactions with

B. Course Expectations

acceptable graduate-level course expectations:

requires active reading and participation as described below:

Active reading means doing the following for each reading you think are important, questions that you have, and connections you find, areas of interest, and connections with other

readings both in this course and in others. Active learning means that you not only read the readings, but that you develop points of view about what the authors say and do some critical analysis of the ideas on the readings. The nature of the course necessitates completing the assigned readings **prior to class**. Our discussions will hinge on the readings and the quality of the discussion will depend on class members' understanding of the readings.

- b. **Active Participation.** Active participation means that you bring your insights and contribute them to the class discussion. It also means engaging actively with the thoughts of your colleagues, listening carefully, responding openly to, and making connections with others' contributions. Therefore, attendance in class is essential. Although I know that circumstances sometimes prevent attendance, it is your responsibility to minimize absences.
- c. **Quality Participation:** is based on the professor's assessment of the student's involvement in bringing noteworthy materials and actively participating in class. The information or material is informative and provokes insightful discussions in class. This must be observed on a consistent basis outside of the structured activities arranged by the professor. Quantity of participation is based on the professor's assessment of the amount of the student's involvement by bringing into class cogent information (e.g., professional articles) and active participation that contributes to the topics covered in class sessions.

Please note that you will receive a grade of "0" for any absences that occur on days when assignments or presentations are due. Simply submitting the paperwork is not sufficient. There is a participation "grade" assigned for both pre-mid-term and post-mid-term portions of the course. On average, you should be asking 4-5 relevant questions as assessed by the professor during each class session and offering 2-3 insightful remarks on the topics for that day.

2. **Prompt, Complete, and Regular Attendance:** Prompt and full attendance at each class is extremely important. Any tardiness greater than **5 minutes** at the beginning of each class or after a break is equivalent to one "tardy." **Every two tardies constitute one absence.** Please note because attendance is attached to other class grades, any lowering in this attendance will also result in a reduction in other areas of this class. Additionally, **missing two (2) class sessions (i.e., absences) will result in the decrease of a full letter grade; missing three (3) will result in a grade of no higher than a "D." Students who miss four (4) or more classes will receive a grade of an "F" and/or may be asked to consider dropping or repeating the course.** This information on attendance is the only official notice (i.e., fully informed) students will receive regarding this matter.
3. **Professional Deportment:** This is the professor's evaluation based on classroom observation of the student's approach to the class in general. A part of this grade is determined by the professor's judgment of the student's demeanor (e.g.,

receptiveness to instruction and ability to give full attention to the topics being addressed, respect for colleagues, etc.) during class-based activities.

4. **Third Rail Issues Avoidance:** Third rail issues are student behaviors that interfere with the flow of the course. Some of these behaviors include, but are not limited to: **side bar conversations during class time, returning late from break, reading or doing other work during class time, being diverted in discussing other topics during specific small group exercises, etc.** It is important to recognize that these issues **will** lower department and participation grades. This caution here is the only notification the professor will make during the semester.
5. **Ethical Code Compliance:** All students are required to become familiar with and comply with the ethical codes of the American Counseling Association (ACA) and the Counselor Education program here at UNLV. Students violating these codes or supervisory directives will have the professor's supervision withdrawn and may be requested to drop this course and report the ethical violation.
6. **Submitting Required Assignments:** Required assignments and their submission deadlines are described in this syllabus. All assignments **must** be in accordance to the latest publication and formatting standards of the **American Psychological Association (APA)**. Unless otherwise noted, assignments are due no later than the **start of class on the due date**. Unless otherwise noted (either in class or through the syllabus), assignments are to be submitted electronically through the Blackboard site in **Microsoft Word** format **ONLY**, no other format is acceptable (e.g., pdf, rtf, pages, etc.). The number of required pages for your assignments does **NOT** include your cover page, abstract, and references page. Your papers are to be double-spaced, typed in 12-point font, and use 1-inch margins. Failure to comply with the proper formatting style will result in a reduction of your grade for the assignment.

When submitting your assignments, be sure to name your Word files in the following way: **"Last name—Name of the assignment."** Assignments that are not labeled appropriately will be sent back to the student and must be re-submitted via the Blackboard site. Students who must resubmit their assignments may be assessed a late penalty. Late assignments are dropped 1 letter grade for each day they are late. With the exception of an extreme hardship, no assignment is accepted after 2 days tardy. Please see the assignment descriptions and schedule sections for specific criteria related to each assignment. **Please talk to me beforehand if you foresee any problems with submission deadlines and assignments.**

C. Communication with Professor

Please remember that your communication with the instructor will contribute to the professional department evaluation. When sending emails to your instructor, students must include an appropriate subject in the "subject" line (DO NOT simply reply to a group/class email, but instead provide a specific and unique subject to your email), include a proper salutation, and avoid writing in poor and improper grammar. Writing an email to your instructor is NOT the same as sending a text message to a friend. The instructor reserves the right to not respond to student emails that are not properly addressed and/or formatted. You will typically receive a response within 48 business

hours, **excluding weekends**. That is, emails sent over the weekend will be responded to within 48 hours from the following Monday; additionally, please note emails sent after 5:00 pm on Fridays will be considered to have been sent over the weekend, thereby starting the 48 hour “clock” from the following Monday.

D. Method of Instruction

This course will utilize various instruction methods to meet the unique and individual needs of students. In particular, students can expect to be engaged in class discussions with each other and the instructor, group exercises and activities, textbook and supplementary readings, didactic lecturing, and experiential learning.

Supplementary course materials will be on Blackboard (<http://webcampus.unlv.edu>). If you are having difficulties using Blackboard, please contact the Office of Information Technology at <http://oit.unlv.edu/> for assistance.

E. Curriculum Material in Digital Format

Notes and other relevant material will be in Microsoft Word, Power Point, and Quicktime video. You will be provided with relevant websites (check External Links in Blackboard periodically) to expand your knowledge of the course content.

F. Computer Technology and Accessibility

Because this course will utilize the Blackboard learning module, each student is expected to have access to a computer. If you do not own your own computer, there are various computer labs located across our campus. It is also important that you are familiar with the technology in order to utilize Blackboard effectively. If you have any questions or concerns regarding the suitability of your software please contact the Office of Information Technology (<http://oit.unlv.edu/>) for assistance.

The instructor will not be responsible for technical difficulties or troubleshooting in the use of WebCampus. Students are encouraged to contact the *OIT Help Desk* (702-895-0777) for help with WebCampus

CED 727 Requirements, Assignments, and Evaluation Procedures

- 1. Participation and Leadership.** Because specific counseling skills will be discussed, demonstrated, and practiced during each class session, **class attendance and participation** are critical in this class. Missing classes or arriving late will impact your development and will reduce your grade. Students with **one (1)** absence may not receive a grade higher than a “B.” Students should notify the professor prior to any anticipated absences. Students are responsible for all materials, information, and assignment(s) covered on the days they are absent. It is suggested that you contact a classmate to get pertinent class notes, handouts, etc. in the event of an absence. Please review the section on “Active Learning” under the “Course Expectations” header for information on the participation expectations of this class. This includes using the online Blackboard website to access supplementary materials necessary for the class (CACREP 2.F.1.g,h; CACREP 2.F.2.d; CACREP 2.F.5.a,c,d).

2. **First Reflection.** The focus of your first reflection is for you to start thinking about the “helping relationship” and become self-aware of personal values that might affect the way you view and engage in relationships with future clients. This reflection should be between 2-4 pages of text (i.e., not including cover page) and adhere to the most current APA writing manual standards. The following prompts may guide you in this reflection:
- How do you approach a new relationship? What conditions do you require to be met before you open yourself to a closer relationship?
 - What were the “unwritten” rules in your family and in your culture about interactions with nonfamily members? How might these rules affect the kind of relationship you are able to offer clients?
 - If you were a client, what conditions would you look for in your counselor?
 - Under what conditions do you feel safe? Open and disclose? Trusting? Does this vary with persons of different ages, gender, values, ethnic origins, and/or other cultural variables?

APA style, 2-4 pages. Due Date: Week 3, September 12, 2016. (CACREP 2.F.2.d; CACREP 2.F.5.n)

3. **Recorded practice counseling sessions, aka “Tapes”.** The purpose of this requirement is to give you experience using active listening skills and a chance to critique your work while working with a student-client (CACREP 2.F.5.f,g,h,i,j,n).

You will meet with a student in our class (to be assigned by the second class session) for three (3) 25-30 minute sessions. You will play the role of both the counselor and the client. You will need to record each of your counseling sessions. These recorded sessions will be the basis for your typescripts and supervision and a major component in your overall evaluation (explained below). **If throughout the course of counseling you find that the client needs more assistance, you are required to talk to the class instructor immediately so that appropriate referrals can be made.**

When conducting these taped counseling sessions, please keep in mind the following guidelines:

- As a client, you can either role play a scenario or present an actual (not simulated) concern. However, the concern should not be one that requires crisis intervention, like suicidal ideation, current domestic violence, or sexual abuse issue.
- As the counselor, you are responsible for maintaining confidentiality of the materials disclosed by your client;
- You are expected to be respectful and cooperative when arranging appointments with your client;
- You are advised to maintain a counselor-client relationship for these sessions. Engaging in “small talk” before or after the session is not helpful;
- Do not stop recording in the mid-session because you feel uncomfortable or made a “mistake;”
- Do not ask your client for feedback on your skills;
- The skills demonstrated in your tape should reflect progressive improvement.

- h. You may consider using appropriate skills addressed in your texts before they are covered in class. Reading ahead is not a bad thing, but do not get carried away!
- i. The more you listen to your tapes and reflect on your skills and personal reactions the more you will learn in this class. Learning about yourself is as crucial as learning the techniques.

Supervision Experience:

For each of your three (3) recorded practice counseling sessions, you are to prepare for peer-group and/or individual supervision. This includes:

- a. Selecting a 10-minute segment from your recorded session that you would like to share in supervision. Please note that supervision is most beneficial when you can select a portion of your tape that demonstrates an area that you desire the most help in. Show your worst work!! Remember: you have permission to make mistakes!
- b. Creating a typescript for the 10-minute segment*. Instructions on what to include in your typescript is included below.
- c. Completing the “skills checklist” and the “self assessment” form (see Blackboard).
- d. Bring all of these materials with you to supervision. We will discuss this in class.

Peer-group feedback and supervision will allow you to share your recorded session with a small group of your classmates and receive feedback on your recorded session. The professor will oversee each group and also provide feedback and supervision. You must submit a copy of your materials to your professor so that it can be evaluated and given credit.

Individual supervision will be offered by the professor and involves submitting all of your work directly to the professor. Additional supervision sessions may be necessary depending on developmental needs of the student. **Note:** The professor will be reviewing and evaluating ALL taped sessions.

Guidelines for Typescripts:

As part of submitting your recorded sessions, you are required to include three (3) typescripts based on your taped counseling sessions. **Typescript ONE** will be based on your **FIRST** taped counseling session, **Typescript TWO** will be based on your **SECOND** taped counseling session, **Typescript THREE*** will be based on your **THIRD** taped counseling session. Taped session **THREE*** will be submitted for your **Final** evaluation.

When creating your typescripts, please follow these guidelines:

- a. Transcribe verbatim the selected 10-minute segment that you wish to present. At least 10 counselor responses should be included within these 10 minutes;
- b. Start and end your transcript with statements from your client;
- c. Please number each of your client and counselor responses (see example below);
- d. Minimal encouragers (e.g., umm, hmmm, uh-huh, etc.) are **not** considered a verbal response. They are to be included or embedded within the larger response;
- e. Following every counselor response, provide the following information: (a) type of response/skill, (b) intent of said response/skill, (c) outcome of using said response/skill, and (d) alternate response/skill. See example below.

- CL1: Not a single-person even came to me and asked if I was OK or if I needed help.
Nobody would talk to me...
- CO1: You felt ignored and that nobody cared about you or your son while you waited in the hospital
- Reflection of feeling
 - To let the client know that I understood how he felt
 - Good facilitation, client seemed to appreciate that I recognized his feelings
 - It must have been very scary to be there yet have nobody talk to you or ask if you needed help...

Skills Checklist:

Based on your 10 responses, complete the “Skills Checklist” and “Self Assessment” form, including the reflection summary section at the end (CACREP 2.F.5.f,g,h,i,j). All forms can be found on the Blackboard site.

What? When?

Peer-group supervision and feedback will occur for:

- Typescript 1/Tape 1
- Typescript 2/Tape 2.

Individual supervision will occur for:

- Final Typescript*/Tape 3

Due Dates:

- Tape 1: Week 5, September 26, 2016**
- Tape 2: Week 10, November 7, 2016**
- Tape 3: Week 15, December 5, 2016**

Important Note:

Please note that successful completion and “passing” of all three recorded sessions is required before being allowed to take Practicum. Students who do not satisfactorily meet the performance expectations in their tapes may be asked to repeat the course. See Note on Academic Progress Policy.

Process and Reflection Journals. You are required to submit two (2) personal process journals about your experiences and learning during the course of the semester. Please note that these two reflections are separate from your First and Final reflections papers. **Each reflection should be between 2-3 pages in length and adhere to the latest APA style manual.** Your textbook offers many ideas on what to include in such reflective journals. Whenever possible, you are encouraged to reflect on any cultural values that are surfacing for you as a counselor. These journals are to be submitted online through the Blackboard site by the start of class on the day they are due. (CACREP 2.F.2.d; CACREP 2.F.5.n)
Due Date: Week 6 October 3, 2016 and Week 14 November 28, 2016.

4. **Mid-Term Evaluation.** The mid-term evaluation will be divided into three (3) parts: (a) Large-group Fishbowl activity, (b) Written Case Vignette, and Multiple Choice exam. (CACREP 2.F.1.g,h; CACREP 2.F.2.d; CACREP 2.F.5.a,c,d,f,g,h,i,j)
- a. **Multiple Choice Exam.** This exam will consist of multiple-choice questions covering content from Chapters 1-7 of the book and will be hosted on the Blackboard site. You will have one (1) chance to complete the exam. Details of the exam will be provided in class (CACREP 2.F.5.a,c,d,f,g,h,i,j). **Due Date: Week 8; No Later than 4:00 pm on Monday October 17, 2016.**
 - b. **Large-Group Fishbowl.** In front of the whole class, each student will participate in a Fishbowl activity and play the role of “Counselor.” Your professor or a selected student will play the role of the client. Each student is to demonstrate an appropriate level of skill learned up to the current point in the semester. Students will play the counselor role for a minimum of 5 minutes (CACREP 2.F.5.f,g,h,i,j,n). **Due Date: Week 9; October 24, 2016.**
 - c. **Written Case Vignette.** The written vignette will take place during class and students must complete the vignette on site. Students will be expected to demonstrate a conceptual understanding of the appropriate skills, techniques, format, and structure of a counseling session. Specific details of the written case vignette exam will be covered in class (CACREP 2.F.1.g,h; CACREP 2.F.2.d). **Due Date: Week 9, October 24, 2016, IN CLASS.**
5. **Final Evaluation.** The Final evaluation will be divided into three (3) parts: (a) Final Recorded Case Presentation, (b) Final Supervision/Meeting, and (c) Multiple Choice exam. (CACREP 2.F.1.g,h; CACREP 2.F.2.d; CACREP 2.F.5.a,c,d,f,g,h,i,j)
- a. **Recorded Session.** The final exam for the class will be comprised of the assessment of your performance during a 30-minute videotaped session with your student-client (i.e., tape 3). You must turn in the entire 30-minute session plus the materials required for the typescript. The student and professor will hold a final individual consultative and supervision meeting during the finals week or the week prior (CACREP 2.F.5.f,g,h,i,j,n). **Due Date: Week 15, December 5, 2016**
 - b. **Final Supervision/Meeting.** Students will individually meet with the professor for a final supervision session that will be based on Recorded Session 3 and the student’s overall performance in class. **Due: Starting Week 15, schedule to be created in class. See Blackboard.**
 - c. **Multiple-choice exam.** This exam will consist of multiple-choice questions covering content from Chapters 8-14 of the book and will be hosted on the Blackboard site. You will have one (1) chance to complete the exam. Details of the exam will be provided in class (CACREP 2.F.5.a,c,d,f,g,h,i,j). **Due Date: Finals Week; Must be completed no later than 5:00 PM on Monday December 12, 2016. NO EXCEPTIONS.**

- 6. Final Reflection.** Your final reflection should focus on what you have learned about counseling and about yourself through the experience of this class. As part of this reflection, include what has surprised you, what has disappointed you, and how you are different now because of the experiences in this class. Reflect on your personal growth throughout the semester. Reflect on how your views about the client-counselor relationship have changed. This reflection should be a minimum of three (3) pages; there is no maximum page requirement. However, it is important that you take advantage of this opportunity to include the things that are important to you (CACREP 2.F.2.d; CACREP 2.F.5.n). **Must follow APA standards. Due Date: Week 16; December 12, 2016.**

Grading

Assignments and Activities	% Value	Bb Points
1. Participation, Attendance, and Leadership	Expected	Expected
2. First Reflection	1.66	10
3. Recorded Practice Sessions (aka "Tapes")		
a. Tape 1	16.66	100
b. Tape 2	20.83	125
c. Tape 3	25	150
4. Process and Reflection Journals		
a. Process Journal 1	3.33	20
b. Process Journal 2	3.33	20
5. Mid-Term Evaluation		
a. Fishbowl	8.33	50
b. Written Vignettes	8.33	50
c. Multiple Choice Exam	4.16	25
6. Final Evaluation		
a. Tape 3	(25)	(150)
b. Supervision Meeting	Expected	Expected
c. Multiple Choice Exam	4.16	25
7. Final Reflection	4.16	25
Total	100%	600

A = 94%-100%		A- = 90%-93%
B+ = 87%-89%	B = 84%-86%	B- = 80%-83%
C+ = 77%-79%	C = 74%-76%	C- = 70%-73%
D+ = 67%-69%	D = 64%-66%	D- = 60%-63%
F = 59% and below		
To compute your letter grade divide your total points by the total points possible (e.g., 575/600 = 95% = A)		

NOTE: Your grade may be affected by your class attendance and participation in either direction. All required assignments **MUST** be submitted in order for a grade to be given in CED 727.

All full and part-
enroll in *CED 70*
during their first
CED 727 in ord

better in *CED 774 Practicum in Counseling* in order
Counseling. A grade of B or better is required for all
(*CED 775*) or they must be repeated.

any required course in the degree program will be
the program. Students must repeat any course in which

es of B- or lower will be officially separated from the

must have a cumulative GPA of 3.0 or better.

F

ng Required Assignments”) under the heading “Course
submitting late assignments.

In recent years academia has evidenced widespread grade
s are charged with ensuring that grades accurately
of mastery of course material. At the graduate level, grades
t outstanding/excellent performance. Grades of **B+** and **B**
nce in the course. A grade of **B-** or lower represents less
his course.

flation and **WILL NOT BE OFFERED**. Do not ask your
ernate assignments or additional work to adjust your grade.

NON-NEGOTIABLE. Please carefully review all
e professor will not honor requests to review assignment
made an error in calculation or have recorded your grade

V

This version supersedes all previous versions

All assignments will be evaluated for content, effort, accuracy, and timeliness.

University Policies

Please click on the link and read very carefully: http://provost.unlv.edu/policies.html#list_s

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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This version supersedes all previous versions

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Additional Statements and Policies on:

Guests/Children:

Because of the sensitive nature of class material and peer interaction, no guests, including children, will be permitted in the classroom.

Videotaping:

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to regularly videotape counseling contact with clients. In the school setting, this involves videotaping individual and small group counseling as well as large group guidance activities.

***** If a student is unable to videotape at their site he/she must provide a thorough case analysis per the case presentation outline and reconstruct a portion of the counseling session. *****

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a "0" or "F" on a particular assignment, through an "F" for the course, to expulsion from the university.

Electronic Devices in the Classroom:

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the

instructor, and be a nuisance for all. As such, the program has adopted guidelines for appropriate use of electronic devices within the classroom.

- **Cell Phones:** Students must put cell phones on “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities.
- **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, twitter etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited.
- **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action ..."

Make up Policy for Planned and Unplanned Absences

In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

Tentative Schedule:

This syllabus and schedule are subject to change in the event of extenuating circumstances and class needs. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Week and Date	Topic and Readings	Assignments/Submissions
I. 8/29	Course Orientation, Syllabus, Introduction to Blackboard, Labs, Graduate Writing.	
II. 9/5	Labor Day Holiday-No Class	
III. 9/12	Young: Chapters 1-4: Introduction, Nuts and Bolts, Therapeutic Relationship, Invitational Skills	<input type="checkbox"/> First Reflection <input type="checkbox"/> ACA Code of Ethics
IV. 9/19	Young: Chapter 5: Reflecting Skills-Paraphrasing	<input type="checkbox"/> Class/Student Contract
V. 9/26	Young: Chapter 6: Reflecting Skills-Feeling	<input type="checkbox"/> Tape 1
VI. 10/3	Young: Chapter 7: Reflecting Skills-Meaning	<input type="checkbox"/> Process Journal 1
VII. 10/10	Young: Chapter 7/8: Challenging Skills	
VIII. 10/17	Review for your Midterm Exam	<input type="checkbox"/> Mid Term <input type="checkbox"/> Multiple Choice Exam
IX. 10/24		<input type="checkbox"/> Mid Term <input type="checkbox"/> Fishbowl <input type="checkbox"/> Written Vignette
X. 10/31	Young: Chapter 9: Assessment and Interview	
XI. 11/7	Young: Chapter 10: Goal-Setting Skills	<input type="checkbox"/> Tape 2
XII. 11/14	Young: Chapter 11: Change Techniques	
XIII. 11/21	Young: Chapter 12: Outcome Evaluation and Termination Skills	
XIV. 11/28	Young: Chapter 13: Advanced Change 1	<input type="checkbox"/> Process Journal 2
XV. 12/5	Young: Chapter 14: Advanced Change 2, Class Wrap Up and Termination	<input type="checkbox"/> Tape 3
XVI. 12/12	Finals Week	<input type="checkbox"/> Final Reflection <input type="checkbox"/> Final <input type="checkbox"/> (Tape 3) <input type="checkbox"/> Supervision Session <input type="checkbox"/> Multiple Choice Exam

Notes:



Office Hours: 2-5:30 PM (M) and by appointment
Virtual Office Hours: Please email to schedule
Skype: doctorjaredlau
Website: <http://webcampus.unlv.edu>

Course Description: This 3-unit, lecture/lab course is extremely intense and is designed to help you acquire theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. You will not emerge from the course as a polished counselor, but you will be provided the basic tenets on which many outstanding counselors base their technique. You have permission to make mistakes!! Particular attention will be given to multicultural considerations in counseling.

I _____ (print your name) understand that I am required to maintain consistent participation, as outlined in this syllabus, at a high quality level throughout each class session. I also understand that I may receive a final grade of "C" or lower in this class if the aforementioned requirement is not fulfilled based on the professor's assessment of my performance.

(Refer to course syllabus for course requirements and assignment modifications)

My signature here verifies that I have received, understand, and accept the course syllabus and its terms for CED 727. Student Signature: _____

Date: _____ 2016

Note: Failure to sign and submit this contract to the professor by the fourth week of the semester will result in being dropped from this course.