



**College of Education and  
Clinical Studies**

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CED 315 Counseling Skills in Human Services  
Department of Educational and Clinical Studies

**Instructor Information:**

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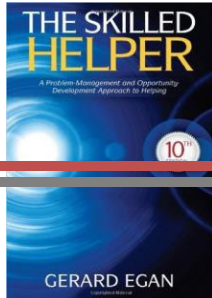
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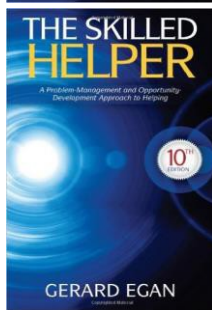
## COURSE DESCRIPTION

This course is an introduction and overview of basic counseling skills in the human services profession with an emphasis on the Egan Helping Model and major counseling theories. Students learn the necessary skills to develop therapeutic relationships assist clients with goal setting and identify strategies to work through the change process. Fundamental active listening, and motivational interviewing skills will be reviewed and student are expected to gain these fundamental skills.

## REQUIRED TEXTBOOK:



The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping (HSE 123 Interviewing Techniques) 10th Edition  
ISBN-13: 978-1285065717



Student Workbook Exercises for Egan's The Skilled Helper, 10th Edition

## GENERAL OBJECTIVES

Demonstrate knowledge of the Egan helping model in counseling and its application to a variety of human services professions

- ① Demonstrate ability to use basic active listening skills
- ① Describe and identify key components of the therapeutic relationship
- ① Identify major counseling theories and apply them to the helping profession
- ① Integrate and apply concepts of the Egan model of helping and the major counseling theories in the therapeutic relationship
- ① Identify and explore client problem behaviors
- ① Articulate decision making skills and the rationale for decision making
- ① Demonstrate effective use of communication skills when working through the change process
- ① Describe the use of goal setting in the therapeutic relationship and strategies to help clients achieve their goals

## LEARNING ACTIVITIES AND EVIDENCE OF ACHIEVEMENT

This course will involve your taking responsibility for completing independent learning activities. These include the following:

- ① In person face-to-face lectures

- ① In class activities and skills rehearsal and training
- ① Review course material review and weekly readings
- ① Online activities such as lecture review, posts conducted in a timely and frequent manner
- ① Online exams and quizzes by
- ① Counseling Theory Presentation
- ① Other assignments

### **Course and Text Readings**

- ① Be sure to read the weekly reading assignments prior to posting weekly discussions. Reading the assigned material will prepare you to make more effective posts and responses (described in the next section). Participation in discussions will better prepare you for online quizzes and exams.
- ① Your competence in achieving the course objectives and intended learning outcomes (which are observable, specific learning events) will be assessed by several techniques, including instructor review of your posts and responses, student conduct, online exam/quiz performance, and the case study project.

### **Online Activities**

- ① Members of this community will be expected to participate in class discussions based on the readings described in each of the course modules. Your participation is essential, both for you and this learning community. This course includes a substantial experiential component, much of which will be shared in the weekly peer discussions. The “Discussion Rubric,” found below and in WebCampus, will provide guidance to you for the expected quality of your work.
- ① Discussion questions will require you to complete activities in the text or online and share the experience in your initial Post. Upon reviewing other members’ Posts, you will submit a Response.

① There are no opportunities for make-up work or to submit work after the deadline.

- ① Consistent with the goals of UNLV and the College of Education, students are expected to develop values and ethics to guide personal and professional decisions and behavior. These dispositions are founded on the concepts of caring, fairness, honesty, responsibility, and social justice. Accordingly, students are expected to respect individual differences, work cooperatively, explore alternative viewpoints, appreciate the unique abilities of self and others, respect various forms of self-expression, and accept responsibility for your own conduct and behavior.

### **Article Review**

**See WebCampus for Assignment Rubric**

### **Quizzes**

There will be a quiz weekly quiz. Quiz dates are located in the schedule. Quizzes will be available on Tuesday at 9AM and will be due every Sunday by 11:59PM. Quizzes will be timed and can only be taken once.

### **Midterm and Final Exams**

You will take two, cumulative, open-book exams in this course. There will be a Midterm Exam covering weekly course material from Week 1-7, and a Final Exam covering Week 8-15 course material. Exam will be derived from course content and your textbooks. Exam dates are located in the schedule. The exams will be available on Tuesday mornings at 9AM and will be due at Sunday

by 11:59PM. Exams will be timed and can only be taken once.

- ⓪ You must complete each quiz/exam by the posted deadline.
- ⓪ There will be no makeup quizzes or exams
- ⓪ Each member of the community will receive a unique exam.
- ⓪ You may ONLY refer to your textbooks, course material and notes while taking each exam. Working with others during exams/quizzes is an academic conduct violation.

**Counseling Theories Group Presentation:**

There is a separate rubric for this project in WebCampus, see assignments tab

**NATIONAL STANDARDS ADDRESSED**

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Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifications for Standard 19 Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum: a. The least intrusive intervention in the least restrictive environment. b. Client self-determination. c. Confidentiality of information. d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity. e. Belief that individuals, services systems, and society can change. f. Interdisciplinary team approaches to problem solving. g. Appropriate professional boundaries. CSHSE, National Standards Baccalaureate, 2013 revised Page 10 h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

Specifications for Standard 20 Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum: a. Conscious use of self. b. Clarification of personal and professional values. c. Awareness of diversity. d. Strategies for self-care. e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

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**Evaluation Procedures:** Students will be evaluated according to the following:

Assignments will be graded according to the following criteria: *material content*, including accuracy of response, depth of thought, integration of supporting literature and research, and overall reflection and creativity; and, *technical content*, including the most recent publication of APA style if applicable, professional presentation, grammar, spelling, and punctuation.

**POINTS DISTRIBUTION AND GRADE BREAKS**

<b>Grading Assignment</b>	<b>Points per Assignment</b>	<b>Total</b>
Class Attendance	10 (14)	140
Class Participation	10 (14)	140
Weekly Quizzes	10 (14)	140
Article Review	80 (1)	80
Theory Presentation	100(1)	100
Mid-Term	100	100
Final Exam	100	100
		<b>800 TOTAL</b>
<b>Total Possible Points Grading Criteria (grade range)</b>		

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		
<b>To compute your %, and determine your letter grade divide your total points by the total points possible (e.g. 777/800 = 97.1% = A, always round the value)</b>		

**PERFORMANCE EVALUATION RUBRICS**

The ability to clearly communicate orally and in writing is critical in the Human Services profession because much of your time is spent either in counseling, advising, explaining, directing, and other communication activities. In your written assignments, discussion posts, and email correspondence be sure to review your spelling, grammar, and punctuation. This degree program is preparing you to become a professional and these are standards in professional practice. The standard for writing quality is the latest edition of the Publication Manual of the American Psychological Association. You must cite all sources in your assignments including course textbooks. Pay particular attention to APA Manual regarding writing style and grammar, as those are the standards used in the grading rubric. **Failure to cite sources is tantamount to plagiarism and is an academic misconduct violation for which a student can be expelled.** As an instructor I take plagiarism very seriously.

**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](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](tel: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/>.

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](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/>.

**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](mailto:@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>.

### COURSE SCHEDULE

Week	Reading Assignment	Assignment, class discussion, & Activities <b>All weekly assignments due by 11:59 PM on Sunday. No late assignments no exceptions.</b>
<b>Week 1 01/18 – 01/24</b>	Introductions, Course Overview, and Organization	<ul style="list-style-type: none"> <li>⓪ Student introductions</li> <li>⓪ Orientation to syllabi: Read syllabi for CED 315</li> </ul>

<b>Week 2</b> <b>01/25 – 01/31</b>	CH. 1: The Ingredients of Successful Helping  Workbook pages: 3-11	<ul style="list-style-type: none"> <li>⌚ Review lecture material for this week's chapter</li> <li>⌚ Complete CH. 1 Quiz by Sunday 11:59 PM</li> </ul>
<b>Week 3</b> <b>02/01 – 02/07</b>	CH. 2: The Helping Relationship and the Values That Drive It  Workbook pages: 12-17	<ul style="list-style-type: none"> <li>⌚ Review lecture material for this week's chapter</li> <li>⌚ Complete CH. 2 Quiz by Sunday 11:59 PM</li> </ul>
<b>Week 4</b> <b>02/08 – 02/14</b>	CH. 3: Empathetic Presence: Turning In and Listening  Workbook pages: 18-33	<ul style="list-style-type: none"> <li>⌚ Review lecture material for this week's chapter</li> <li>⌚ Complete CH. 3 Quiz by Sunday 11:59 PM</li> </ul>
<b>Week 5</b> <b>02/15 – 02/21</b>	CH. 4: Empathetic Responding: Working at Mutual Understanding  Workbook pages: 34-46	<ul style="list-style-type: none"> <li>⌚ Review lecture material for this week's chapter</li> <li>⌚ Complete CH. 4 Quiz by Sunday 11:59 PM</li> </ul>
<b>Week 6</b> <b>02/22 – 02/28</b>	CH. 5: The Art of Probing and Summarizing	<ul style="list-style-type: none"> <li>⌚ Review lecture material for this week's chapter</li> </ul>



	Workbook pages: 47-58	<ul style="list-style-type: none"> <li>① Complete CH. 5 Quiz by Sunday 11:59 PM</li> <li>① <b>Article Review Due Sunday 11:59 PM</b></li> </ul>
<b>Week 7</b> 02/29 – 03/6	CH. 6: Facilitating Client Self-Challenge: From New Perspectives to New Behavior  Workbook pages: 59-82	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① Complete CH. 6 Quiz by Sunday 11:59 PM</li> </ul>
<b>Week 8</b> 03/07 – 03/13	CH. 7: Helper Self-Challenge  Workbook pages: 83-91	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① Complete CH. 7 Quiz by Sunday 11:59 PM</li> </ul>
<b>Week 9</b> 03/14 – 03/ 20	Review: The Skilled Helper Problem-Management and Opportunity Development Approach to Helping  Workbook pages: 92-101	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① <b>Midterm Examination</b></li> </ul>
<b>Week 10</b> 03/21 – 03/27	CH. 8: An Introduction to the Problem Management Process  Workbook pages: 102-120	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① Complete CH. 8 Quiz by Sunday 11:59 PM</li> </ul>
<b>Week 11</b> 03/28 – 04/03	<b>***Spring Break***</b>	<b>***Spring Break***</b>
<b>Week 12</b> 04/04 – 4/10	CH. 9: Stage I-A: Help Clients Tell Their Stories  CH. 10: Stage I: Task I-B: The Real Story Task I-C: The Right Story  Workbook pages: 121-129	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① Complete CH. 9 and 10 Quiz by Sunday 11:59 PM</li> <li>① <b>Group #1 and Group #2 Presentation</b></li> </ul>
<b>Week 13</b> 4/11 – 4/17	CH. 11: Stage II: Designing Problem-Managing Goals Task II-A: Possibilities for a Better Future  Workbook pages: 130-145	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① Complete CH. 11 Quiz by Sunday 11:59 PM</li> <li>① <b>Group #3 and Group #4 Presentation</b></li> </ul>
<b>Week 14</b> 4/18 – 4/24	CH. 12: Task II-B: Goals, Outcomes, Impact Task II-C: Commitment  Workbook pages: 146-162	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① Complete CH. 12 Quiz by Sunday 11:59 PM</li> <li>① <b>Group #5 and Group #6 Presentation</b></li> </ul>
<b>Week 15</b> 4/25 – 05/01	CH. 13: Stage III: Planning the Way Forward CH. 14: Implementation: Making it All Happen	<ul style="list-style-type: none"> <li>① Review lecture material for this week's chapter</li> <li>① Complete CH. 13 Quiz by Sunday 11:59 PM</li> <li>① <b>Group #7 and Group #8</b></li> </ul>

		<b>Presentation</b>
<b>Week 16</b> <b>05/02 – 05/08</b>	<b>***STUDY WEEK***</b>	<b>***STUDY WEEK***</b>
<b>Week 17</b> <b>05/09 – 05/15</b>	<b>Final Examination</b>	<b>Final Examination</b>

### **READING LIST/REFERENCES**

American Counseling Association (1995). Code of Ethics and Standards of Practice. Alexandria, VA: Author.

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Arredondo-Dowd, P., M., & Gonzales, J. (1980). Preparing culturally effective counselors. *Personnel & Guidance Journal*, 58, 657- 663.

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Wrenn, C. G. (1985). Some things I have learned and some things I am still learning. *Journal of Counseling & Development*, 64, 99-102.