CED 315 Counseling Skills in Human Services Spring 2016 (3 Semester Hours) CBC #C222
Department of Educational and Clinical Studies

**Instructor Information:**
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Email: oscarsida@unlv.edu | FAX: 702-895-0984
Virtual Office Hours: M-Th 9:00AM–5PM (email, Skype, call)
Office: CEB #242, Available by appointment and during posted office hours:

**Mondays 10AM-4PM**
Bio: I am a bilingual (Spanish) mental health and addictions counselor from Las Vegas, Nevada. I am a licensed clinical mental health counselor, a licensed alcohol and drug counselor, and a licensed problem gambling counselor. I serve as program coordinator and visiting lecturer in the college of Education and Clinical Studies at UNLV where I teach courses in mental health counseling, human services, and assessment and treatment of addiction disorders and as an adjunct professor at Nevada State College where I teach courses in mental health counseling and addictions treatment. I also work as a clinical supervisor for counseling interns at The Practice at UNLV a Community Mental Health Agency. I specialize in process addictions and psychological trauma. I also provide teen support groups at local high school through a cooperative agreement with Clark County School District, The Bower School Based Health Center, and Nevada State College School of Nursing. I have worked extensively with clients suffering from psychological trauma, addictions, and problem gambling and pathological gambling related issues. For the basis of my clinical practice, I work from a humanistic client-centered approach. In my work with addictions I utilize a strength based perspective and find motivational interviewing techniques an invaluable part of the change process. My clinical interests are in developmental processes and their relationship to mental illness, addictions and substance dependence. I have been featured in television and film for my expertise in the area of pathological gambling and addictions and I have presented as a speaker for regional and national conferences. I hold a Master of Science degree in Clinical Mental Health Counseling and a Bachelor of Science in Psychology, both from The University of Nevada Las Vegas.

**Brittnee Smith, Co-Instructor**
Bio: I am currently in my final year of my master’s program in Clinical Mental Health Counseling. I am a student clinician at the PRACTICE in addition to a graduate assistant in the Clinical and Educational Studies department. I enjoy researching to improve the counseling profession and will be presenting research on cultural competency in Canada and England this year. My most recent hobby is rock climbing.

**Sara Peterson, Co-Instructor**
Bio: I am a native Las Vegan. I hold a Bachelor of Psychology and Masters in Educational Psychology from UNLV. I am currently pursuing my Master's in Clinical Mental Health Counseling. My interests are military psychology, trauma, and addiction. In my spare time, I like to travel, read, and get out in nature with my dogs.
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:

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

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

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

Course and Text Readings
- 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 be better prepare you for online quizzes and exams.

Online Activities
- 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.

- 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.

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

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.

- You must complete each quiz/exam by the posted deadline.
- There will be no makeup quizzes or exams
- Each member of the community will receive a unique exam.
- 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

**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**

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

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<thead>
<tr>
<th>A = 94%-100%</th>
<th>A- = 90%-93%</th>
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<tbody>
<tr>
<td>B+ = 87%-89%</td>
<td>B = 84%-86%</td>
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<tr>
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<td>B- =80%-83%</td>
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<tr>
<td>C+ = 77%-79%</td>
<td>C = 74%-76%</td>
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<tr>
<td></td>
<td>C- =70%-73%</td>
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<tr>
<td>D+ = 67%-69%</td>
<td>D = 64%-66%</td>
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<td>D- =60%-63%</td>
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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)

**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 DISHONESTY POLICY
Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism (presenting as one’s own intellectual or creative accomplishments of another without giving credit to the source(s)). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. Please see the Student Code of Conduct for further information. 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 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: “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 http://studentconduct.unlv.edu/misconduct/policy.html.

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DISABILITY SERVICES
Disability Resource Center (DRC) – 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 before or after class in front of others to discuss your accommodation needs.

RELIGIOUS HOLIDAY POLICY/MISSED CLASSES)
Since this is an online class, the attendance policy includes attending all scheduled class activities unless the absence meets UNLV’s criteria for medical and family illness. 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 no later than the end of the first two weeks of classes, September 4, 2015, 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/ Academic Policies webpage. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official
extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

TUTORING
The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/

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.

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignment</th>
<th>Assignment, class discussion, &amp; Activities</th>
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| **Week 1**  
01/18 – 01/24 | Introductions, Course Overview, and Organization | • Student introductions  
• Orientation to syllabi: Read syllabi for CED 315 |
| **Week 2**  
01/25 – 01/31 | CH. 1: The Ingredients of Successful Helping  
Workbook pages: 3-11 | • Review lecture material for this week’s chapter  
• Complete CH. 1 Quiz by Sunday 11:59 PM |
| **Week 3**  
02/01 – 02/07 | CH. 2: The Helping Relationship and the Values That Drive It  
Workbook pages: 12-17 | • Review lecture material for this week’s chapter  
• Complete CH. 2 Quiz by Sunday 11:59 PM |
| **Week 4**  
02/08 – 02/14 | CH. 3: Empathetic Presence: Turning In and Listening  
Workbook pages: 18-33 | • Review lecture material for this week’s chapter  
• Complete CH. 3 Quiz by Sunday 11:59 PM |
| **Week 5**  
02/15 – 02/21 | CH. 4: Empathetic Responding: Working at Mutual Understanding  
Workbook pages: 34-46 | • Review lecture material for this week’s chapter  
• Complete CH. 4 Quiz by Sunday 11:59 PM |
| **Week 6**  
02/22 – 02/28 | CH. 5: The Art of Probing and Summarizing  
Workbook pages: 47-58 | • Review lecture material for this week’s chapter  
• Complete CH. 5 Quiz by Sunday 11:59 PM  
• Article Review Due Sunday 11:59 PM |
| **Week 7**  
02/29 – 03/06 | CH. 6: Facilitating Client Self-Challenge: From New Perspectives to New Behavior  
Workbook pages: 59-82 | • Review lecture material for this week’s chapter  
• Complete CH. 6 Quiz by Sunday 11:59 PM |
| **Week 8**  
03/07 – 03/13 | CH. 7: Helper Self-Challenge  
Workbook pages: 83-91 | • Review lecture material for this week’s chapter  
• Complete CH. 7 Quiz by Sunday 11:59 PM |
| **Week 9**  
03/14 – 03/20 | Review: The Skilled Helper Problem-Management and Opportunity Development Approach to Helping  
Workbook pages: 92-101 | • Review lecture material for this week’s chapter  
• Midterm Examination |
| Week 10 03/21 – 03/27 | CH. 8: An Introduction to the Problem Management Process  
Workbook pages: 102-120 | • Review lecture material for this week’s chapter  
• Complete CH. 8 Quiz by Sunday 11:59 PM |
| Week 11 03/28 – 04/03 | ***Spring Break*** | ***Spring Break*** |
| Week 12 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 | • Review lecture material for this week’s chapter  
• Complete CH. 9 and 10 Quiz by Sunday 11:59 PM  
• Group #1 and Group #2 Presentation |
| Week 13 4/11 – 4/17 | CH. 11: Stage II: Designing Problem-Managing Goals  
Task II-A: Possibilities for a Better Future  
Workbook pages: 130-145 | • Review lecture material for this week’s chapter  
• Complete CH. 11 Quiz by Sunday 11:59 PM  
• Group #3 and Group #4 Presentation |
| Week 14 4/18 – 4/24 | CH. 12: Task II-B: Goals, Outcomes, Impact  
Task II-C: Commitment  
Workbook pages: 146-162 | • Review lecture material for this week’s chapter  
• Complete CH. 12 Quiz by Sunday 11:59 PM  
• Group #5 and Group #6 Presentation |
| Week 15 4/25 – 05/01 | CH. 13: Stage III: Planning the Way Forward  
CH. 14: Implementation: Making it All Happen | • Review lecture material for this week’s chapter  
• Complete CH. 13 Quiz by Sunday 11:59 PM  
• Group #7 and Group #8 Presentation |
| Week 16 05/02 – 05/08 | ***STUDY WEEK*** | ***STUDY WEEK*** |
| Week 17 05/09 – 05/15 | Final Examination | Final Examination |