Instructor

Dr. Katrina Harris, Ph.D.
Office: CEB 110A
Office Phone: 895-2912

Class Location and Time: CBC C213 4:00pm – 6:45pm

E-mail Communication

Course related communication with the professor should be sent via the Blackboard Learn e-mail system. However, please review my course e-mail policy before you attempt to e-mail me on Blackboard Learn.

Office Hours

Tuesdays 2:00pm – 3:45pm (By Appointment Only)

Special Note

This syllabus contains the policies and expectations I have established for CED 727 Counseling Process and Procedures. 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 the basic techniques and dispositions you need to become an effective counselor.

The Department of Educational and Clinical Studies Counselor Education Program requires high levels of academic success and excellent interpersonal skills. Students are regularly evaluated throughout the program for academic progress and demonstration of appropriate interpersonal skills, professional demeanor, and social and ethical judgment necessary for a successful career as a professional counselor. If concerns arise about a student for academic and/or interpersonal reasons, the faculty will meet to evaluate the severity and nature of the concern and will suggest an appropriate course of action. Such remedial actions may include: desisting temporarily from course work, repeating courses, seeking personal counseling, performing volunteer work in a human services setting, or withdrawal from the program permanently. The Counselor Education Program faculty reserves the right to make recommendations based on their professional judgment concerning student needs and concerns.
I. COURSE DESCRIPTION

Students learn the necessary skills to establish counseling relationships, identify relevant counseling issues, and translate their understanding into an action plan for promoting lasting change. Stages of the counseling process will be identified, practiced, and applied. This 3-unit, lecture/lab course is extremely intense and is designed to help you acquire the 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.

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 (e.g., CED 741). Students will examine their intrapersonal and interpersonal styles and will follow ACA Ethical Standards.

II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core program standards. CACREP core standards addressed in this course include:

<table>
<thead>
<tr>
<th>CACREP II.G.5.b</th>
<th>Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP II.G.5.c</td>
<td>An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.</td>
</tr>
<tr>
<td>CACREP II.G.5.d</td>
<td>Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.</td>
</tr>
<tr>
<td>CACREP II.G.5.f</td>
<td>A general framework for understanding and practicing.</td>
</tr>
</tbody>
</table>

A. Knowledge

Upon completion of this course, counselors-in-training will understand:

1. Core elements of effective counseling (CACREP II.G.5.b);
2. Stages of the counseling process (CACREP II.G.5.c); 
3. Procedures for conceptualizing client concerns (CACREP II.G.5.d);
4. Facilitating counseling goals (CACREP II.G.5.a); and,
5. Termination and evaluation of counseling interventions (CACREP II.G.5.d).

B. Skills

Upon completion of this course, counselors-in-training will be able to:

1. Establish and maintain a counseling relationship (CACREP II.G.5.b);
2. Skillfully utilize attending, active listening, and empathic responding (CACREP II.K.G.c);
3. Identify and conceptualize client concerns (CACREP II.G.5.d);
4. Identify and co-construct appropriate goals for counseling (CACREP II.G.5.a);
5. Evaluate the counseling process (CACREP II.G.5.c); and
6. Effectively terminate counseling (CACREP II.G.5.c).

III. RESULTS

Students will demonstrate attainment of course objectives through:

1. Regular attendance, consistent preparation for class, and participation in small group and full class discussions;
2. Participation as a client in counseling sessions with assigned class peers;
3. Successfully completing self-reflection papers;
4. Successful performance on a Structuring of Counseling DVD assignment;
5. Successful performance on a Listening Skills DVD assignment;
6. Successful performance on a Counseling Session DVD and, demonstrating effective counseling skills and techniques; and,
7. Successful performance on the Midterm Exam and Final Exam.

IV. TEXTS, READINGS, & WEB-BASED COURSE CONTENT

Required text


Readings

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

Blackboard Learn
Students are responsible for activating and accessing Blackboard Learn for this course. Please be sure to access/login to Blackboard Learn regularly—I will send announcements to the class via Blackboard Learn.

You may access Blackboard Learn at: https://webcampus.nevada.edu/

The professor cannot be responsible for technical difficulties or troubleshooting in the use of Blackboard Learn. Students are encouraged to contact the Student Computing Support Center for help with Blackboard Learn.

V. 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 in role-play, classroom exercises, and 1:1 counseling practice. All members of the class will serve both as counselor and client. This class is essentially an experiential process, and you will have to be involved and supportive of each other to maximize the professional growth opportunities for all. Student counselor-client interactions will be recorded for additional evaluation and study.

B. Because this is a graduate-level course, the expectation is that you will conduct yourself at a level suitable of a graduate student and appropriate for graduate learning. The work that you submit should be of graduate-level quality (e.g., free of grammatical errors, well thought out ideas that are supported by research/literature, creative, etc.) and suitable for submission for publication. Please write in a professional manner. Please remember who your audience is when submitting your work. **Work that is deemed inappropriate or unacceptable at the graduate level will be returned and no grade will be issued.**

The following gives and outline of acceptable graduate-level course expectations:

1. **Active learning:** This involves active reading and participation as described below:
   
   a. **Active Reading.** Active reading means doing the following for each reading: list points you think are important, questions that you have, inconsistencies that 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. 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. **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).** Assignments are due no later than the **start of class on the due date.** Unless otherwise noted, 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 resubmitted 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. No assignment is accepted after 2 days. 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.**

### V. COURSE ASSIGNMENTS, EVALUATION, & GRADES

**Course Assignments:**

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 more than **one (1)** absence or **two (2)** late arrivals 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.

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:

   a. How do you approach a new relationship? What conditions do you require to be met before you open yourself to a closer relationship?
   b. 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?
   c. If you were a client, what conditions would you look for in your counselor?
d. 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: 9/8/14. Total Points = 50

3. Structuring of Counseling DVD Assignment (Graded E/S/U)*

4. Listening Skills DVD Assignment (Graded E/S/U)*

5. Midterm Exam  The mid-term evaluation will be divided into two (2) parts: (a) Large-group Fishbowl activity and (b) Multiple Choice Exam.

   a. 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 one of your peers 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. Total Points = 100

   b. Multiple Choice Exam. The multiple choice exam will be take place in class and will consist of 25 questions. Specific details of the exam will be covered in class. Total points = 50

6. Final Reflection Paper - 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 paper should be 3-4 pages of text (i.e. not including the cover page). It is important that you take advantage of this opportunity to include the things that are important to you. Must follow APA standards. Due Date: 12/1/14. Total Points =50

7. Counseling Session DVD - (Grades E/S/U)* Due Date: 11/24/14

8. Final Exam – The final exam will take place in class and will consist of 50 multiple choice questions and two case vignettes. For each vignette 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. Total points = 150

*Specific requirements and performance assessment rubrics for DVD assignments will be distributed in advance of their due date.
**Final course grades will be calculated as follows:**

Final point total from reflection papers, the midterm multiple choice exam will be adjusted based on the fish bowl activity and DVD assignment (Structuring DVD, Listening Skills DVD, Final Exam DVD) grades.

- For each “E” you will **add 40** points to your final point total. (+40)
- For each “S” you will **add 20** points to your final point total (+20)
- For each “U” you will **subtract 30** points from your final point total (-30)

**Note:** Failure to submit a DVD assignment will result in a 100 point reduction in your final point total.

Final course letter grades will then be assigned based on the following point distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>468-520</td>
</tr>
<tr>
<td>B</td>
<td>416-467</td>
</tr>
<tr>
<td>C</td>
<td>364-415</td>
</tr>
<tr>
<td>F</td>
<td>0-363</td>
</tr>
</tbody>
</table>

This course will not use the +/- system for final course grades.

To illustrate:

<table>
<thead>
<tr>
<th>Student 1 – Polly Perfectionist</th>
<th>Student 2 – Satisfactory Sallie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structuring DVD</td>
<td>Structuring DVD</td>
</tr>
<tr>
<td>“E” (+40)</td>
<td>“S” (+20)</td>
</tr>
<tr>
<td>Listening Skills DVD</td>
<td>Listening Skills DVD</td>
</tr>
<tr>
<td>“S” (+20)</td>
<td>“S” (+20)</td>
</tr>
<tr>
<td>Counseling Session DVD</td>
<td>Counseling Session DVD</td>
</tr>
<tr>
<td>“S” (+40)</td>
<td>“S” (+20)</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>Reflection Papers</td>
</tr>
<tr>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
<tr>
<td>1 4 0</td>
<td>130</td>
</tr>
</tbody>
</table>

**Total Points:**

- **Student 1:** 480
- **Student 2:** 420

**Course Grade:**

- **Student 1:** A
- **Student 2:** B
Student 3 – Reynaldo Redo

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structuring DVD</td>
<td>S</td>
<td>(+20)</td>
</tr>
<tr>
<td>Listening Skills DVD</td>
<td>S</td>
<td>(+20)</td>
</tr>
<tr>
<td>Counseling Session DVD</td>
<td>S</td>
<td>(+20)</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>120</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>370</strong></td>
</tr>
<tr>
<td><strong>Course Grade</strong></td>
<td></td>
<td><strong>C</strong></td>
</tr>
</tbody>
</table>

Student 4 – Samuel Sayonara

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structuring DVD</td>
<td>S</td>
<td>(+20)</td>
</tr>
<tr>
<td>Listening Skills DVD</td>
<td>U</td>
<td>(-30)</td>
</tr>
<tr>
<td>Counseling Session DVD</td>
<td>S</td>
<td>(+20)</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>325</strong></td>
</tr>
<tr>
<td><strong>Course Grade</strong></td>
<td></td>
<td><strong>F</strong></td>
</tr>
</tbody>
</table>

- A grade of B (416 points minimum) or better is required in this course to be eligible for CED 741 Practicum. Students earning less than a B (416 points) but at least a C (364 points) will be required to successfully repeat this class before enrolling in CED 741 Practicum in Counseling.

- Students earning less than 364 points will fail the class.

**CEP Academic Progress Policy**

All full and part-time students entering into the M.Ed. and M.S. programs are required to enroll in CED 701 Introduction to Counseling and CED 727 Counseling Process and Procedures during their first fall semester. A grade of B or better is required in both CED 701 and CED 727 in order to continue taking coursework in the M.S. and M.Ed. programs. Students who make a grade of B- or lower (but not an F) in either CED 701 or CED 727 may not continue taking other coursework in the M.Ed. or M.S. programs until successfully repeating these courses. If after a second attempt a student does not make a B or better in CED 701 or CED 727, the student will be officially separated from the graduate program.

Students must make a grade of B or better in CED 741 Practicum in Counseling in order to enroll in CED 751 Internship in Counseling. A grade of B or better is required for all internship courses (CED 751 and CED 775) or they must be repeated.

A student receiving a grade of F in any required course in the degree program will be officially separated from the graduate program. Students must repeat any course in
which they make a grade of C- or lower. Students making three or more grades of B- or lower will be officially separated from the graduate program.

In order to earn the degree, students must have a cumulative GPA of 3.0 or better.

VI. GRADING & COMMUNICATION POLICIES

**Late assignments:** Late assignments will not be accepted and no credit will be given. This is not negotiable. Do not ask the professor to make exceptions for you. This policy also applies to the fish bowl activity for the midterm.

**Grade Inflation/Extra Credit:** In recent years academia has evidenced widespread grade inflation. UNLV faculty members are charged with ensuring that grades accurately characterize each student’s level of mastery of course material. At the graduate level, grades of A are awarded to reflect outstanding/excellent performance. Grades B reflect good/acceptable performance in the course. A grade lower than B represents less than acceptable performance in this course.

Extra credit is a form of grade inflation and WILL NOT BE OFFERED. Do not ask your professor to provide you with alternate assignments or additional work to adjust your grade.

**Grading:** Assignment grades are NON-NEGOTIABLE. Please carefully review all requirements for assignments. The professor will not honor requests to review assignment grades unless you believe I have made an error in calculation or have recorded your grade incorrectly.

**E-mail Policy:** I prefer to deal with students’ course related questions and concerns during our regular face-to-face class time or with an individual appointment. Personal questions, including concerns about your grades or performance, will be handled face-to-face, either after class or with an individual appointment. If you would like to arrange a meeting, please touch base with me to schedule an appointment. Other than to request a specific appointment, please only e-mail me about this course if you have a personal emergency situation that arises between class meetings that will impact your upcoming class attendance. In this situation, please use the Blackboard Learn e-mail function.

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. Please note that I will not respond to emails if they are not from a student’s Rebelmail account.

Please note that “flaming”, “thrashing” or otherwise inappropriate, disrespectful, or
unprofessional e-mail communications will be shared with the CEP faculty, ECS Department Chair, and the COE Dean and appropriate action will be taken. If you are unable to communicate something in person, then you should not put it into an e-mail.

VII. PROFESSIONAL BEHAVIOR & ATTENDANCE

**Attendance policy:** Due to the interactive and experiential nature of counseling coursework, prompt and regular class attendance is critical for successful course performance. **Beyond one absence, each additional absence will result in the lowering of your final course grade by one full letter grade for each absence.** In addition, after a second class absence, students are required to conference with the professors and the department chair to discuss attendance difficulties before returning to class. Students missing three or more classes will automatically receive a failing (F) grade. Other than the official UNLV Policy on class absences the above attendance policy will be enforced.

If you must miss a class, send a mail message in Blackboard Learn to the professor **prior** to the class meeting, indicating your absence, the date you are missing class and the reason for your absence.

**Please arrive to class on-time:** Punctuality is an expected behavior of professional counselors. Any tardiness greater than 5 minutes at the beginning of each class or after a break is equivalent to one “tardy”. **Tardiness beyond 10 minutes** will be recorded as an absence. Leaving class early will also be recorded as an absence. **More than two tardies** will result in the lowering of your final course grade by one full letter grade.

**Cell phone and electronic devices:** Please turn off all electronic devices (cell phones, laptops, iPads, etc.) during class time. Making or receiving phone calls, text messages, or instant messages during class is not a professional behavior and you will be asked to leave class and an absence recorded.

**Dropping/Withdrawing from the Class:** If you choose to formally drop/withdraw from this class, you will not be permitted to continue attending class meetings and **we will not authorize any petitions for you to be re-enrolled into the class**. Please refer to the class schedule for the final drop/withdraw date.

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

VIII. ACADEMIC INTEGRITY & COPYRIGHT

UNLV, the College of Education, and the Department of Educational and Clinical Studies demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic
assignments and procedural steps for dealing with academic integrity are delineated within the UNLV Student Academic Misconduct Policy which is available online at: http://studentlife.unlv.edu/judicial/misconductPolicy.html

Academic Misconduct is defined as any of the following:

A. Using the words or ideas of another, from the internet or any source, without proper citation of the sources, commonly called plagiarism.

B. Receiving external assistance during an examination or any academic exercise for credit unless expressly permitted by the instructor. This includes, but is not limited to:

   1. Providing or receiving aid not permitted by the instructor in connection with any academic assignment;
   2. Unauthorized use or possession of camera telephones, text messages, computer disks, audio recorders, calculators, solution materials, photocopies, materials from previous classes, commercial research services, notes or other means to copy or photograph materials used or intended for academic evaluation not authorized by the instructor for use during the academic evaluation or assignment;
   3. Communication in any manner with another student not permitted by the instructor during an examination;
   4. Working with others on graded coursework, including in-class and take-home examinations, unless expressly permitted by the instructor; or
   5. Possessing, reading, buying, selling or using any materials intended for an academic evaluation or assignment in advance of its administration without the knowledge and consent of the instructor.

C. Turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor.

D. Falsifying information for inclusion in an assigned paper, project or exercise; including inventing or altering data from a laboratory or field project, or creating fictional citations for a paper.

E. Attempting to influence or change any academic evaluation, assignment or academic records for reasons having no relevance to academic achievement. This includes, but is not limited to, bribery, threats and making unauthorized changes to any academic record.

F. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity.

G. Acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment.

H. Facilitating, permitting or tolerating any of the above-listed items.

Please note that all assignments for this course are to be the sole work of the student.

The University requires all members of the University Community to familiarize themselves with 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 and 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. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright

**IX. SPECIAL NEEDS**

Learning Enhancement Services (LES) houses Disability Services, Tutoring Services, and Learning Strategies. If you have a documented disability that may require assistance, you will need to contact LES for coordination in your academic accommodations. LES is located in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 702-895-0652. You may also visit the LES website at [http://www.unlv.edu/studentlife/les](http://www.unlv.edu/studentlife/les).

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, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/).

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 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/](http://writingcenter.unlv.edu/)
# CED 727 Counseling Process & Procedures (Pre-practicum) Fall 2014

Tentative Class Schedule - Subject to Change

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/14</td>
<td>Course overview, Confidentiality Agreement, On becoming a counselor, Utilizing feedback and supervision</td>
<td></td>
</tr>
<tr>
<td>9/1/14</td>
<td>LABOR DAY – No Class</td>
<td>Watch “Gloria” Videos</td>
</tr>
<tr>
<td>9/8/14</td>
<td>Building your foundations as a helper, Invitational skills and nonverbal communication, Structuring the counseling process</td>
<td><strong>DUE:</strong> Personal Goals as a Client, Confidentiality Agreement, Student Contract, First Reflection Paper Due in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings/Video:</strong> Young Chapters 2 &amp; 3, Gloria Video Review</td>
</tr>
<tr>
<td>9/15/14</td>
<td>Practice Lab</td>
<td><strong>Readings/Video:</strong></td>
</tr>
<tr>
<td>9/22/14</td>
<td>Nonverbal communication</td>
<td><strong>Readings/Video:</strong> Young Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due:</strong> Structuring of Counseling DVD</td>
</tr>
<tr>
<td>9/29/14</td>
<td>Listening responses: • Paraphrasing</td>
<td><strong>Readings/Video:</strong> Young Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>10/6/14</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>10/13/14</td>
<td>Listening responses: • Reflecting Feelings</td>
<td><strong>Readings/Video:</strong> Young Chapter 7</td>
</tr>
<tr>
<td>10/20/14</td>
<td>Reflecting Meaning and Summarizing</td>
<td><strong>Due:</strong> Listening Skills DVD, <strong>Readings/Video:</strong> Young Chapter 8</td>
</tr>
<tr>
<td>10/28/14</td>
<td>Challenging Skills</td>
<td><strong>Readings/Video:</strong> Young Chapter 9, <strong>FINAL DAY TO DROP/WITHDRAW (October 31st)</strong></td>
</tr>
<tr>
<td>11/3/14</td>
<td>Assessment and the initial interview</td>
<td><strong>Readings/Video:</strong> Young Chapter 10</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Readings/Video</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>11/10/14</td>
<td>Goal setting skills</td>
<td>Readings/Video: Young Chapter 11 &amp; 12</td>
</tr>
<tr>
<td>11/17/14</td>
<td>Practice Lab</td>
<td>Readings/Video:</td>
</tr>
<tr>
<td>11/24/14</td>
<td>Review for Exam</td>
<td>Due: Counseling Session DVDs</td>
</tr>
<tr>
<td>12/1/14</td>
<td>Final Exam</td>
<td>Due: Final Reflection Paper</td>
</tr>
</tbody>
</table>
CED 727 Counseling Process and Procedures Fall 2014 Student Contract

Instructor: Katrina Harris, PhD
Class Meeting: Mondays 4:00pm – 6:45pm

Email: katrina.harris@unlv.edu
Office Hours: Tuesdays 2:00 – 3:45 p.m.
(By Appointment)

Office: CEB 110A
Office Phone: 702-895-2912

Course Description:

This 3-unit, lecture/lab course is extremely intense and is designed to help you acquire the 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!! Students are advised to be completely familiar and compliant with the policies established in this syllabus before deciding to continue in this course.

I ____________________________(print your name) understand that I am required to maintain consistent participation and successfully complete all assignments, 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, Fall 2014.

Student Signature:_____________________________________
Date:________________2014

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