Please monitor the Chadron State College COVID-19 website (https://www.csc.edu/covid19/index.csc) for continuing updates.

Part 1: Course Information

Instructor Information

Instructor: Dr. Kathleen Woods
Office: Old Admin 116
e-mail: kwoods@csc.edu
Office Phone: 308.432.6239
GOOGLE Voice Phone or Text: 307.439.4116
Office Hours: Monday 9:00-12:00 am|Tuesday 10:00-11:00 pm|Thursday 10:00-11:00 am.
- **Canvas Address:** https://chadron.instructure.com/
- **Facebook**: https://www.facebook.com/groups/csccounseling

Credit Hours

3 credit hours

Course Description

Introduction to counseling techniques and interviewing skills for the counseling profession. Note: Satisfactory completion of this course is a prerequisite for COUN 601 & 602. Requirements: None. Prerequisites: None.(CSC General Catalog, 2022-2023). **Please note that a final grade of B or higher is required in this course to graduate.**

Textbook & Course Materials

Required Text & Resources:

1. Ivey & Ivey (2023) Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (10th ed.) MindTap Cengage Unlimited 9780357700006. You must purchase a MindTap Access Code. You do not need to purchase the printed version of this text. Cengage/MindTap provides an integrated ebook in the MindTap program.

2. **Tevera:** If you haven't already, you will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted the Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and have access to Tevera during your time in the program and beyond graduation. This helpful resource allows you to access your

clinical records after graduation and log clinical hours post-graduation to ease licensure/ certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from <u>Tevera</u>. <mark>Though you will see this requirement in all your syllabi, you will purchase Tevera only once.</mark> Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.

3. You must have a computer webcam for this course; most modern computers have a built-in camera. If you do not have this feature, you must own/purchase a computer webcam.
4. Cengage Student office hours for access to MindTap. You will have the ability to have your questions answered regarding registration and pricing and learn best practices to ensure a successful semester. You can Join during any of the times listed below by using the following link: https://info.cengage.com/DTS_OfficeHours_Professional

Method of Instruction

1. This course will require you to attend **six synchronous online class meetings** via ZOOM. **Please see the schedule to ensure you reserve these dates for class attendance**. You will join each synchronous class through the ZOOM Meetings Tool in your CSC Online course.
2. The course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.
3. **Course Connection to Program Portfolio (Degree-Seeking Students):** A completed, approved e-portfolio is a requirement for graduation. It is a <u>visual showcase</u> of your work that demonstrates professional growth, achievement, and competence in counseling. Your portfolio must include a syllabus and key assignments from nine completed courses that contain a KPI assignment. **For this course, your portfolio must include the syllabus and KPI 5—Transcript Assignment.**

Course Requirements

Unless otherwise indicated, all written assignments must follow APA formatting guidelines: http://owl.english.purdue.edu/owl/resource/560/1/

Most assignments for this course are due Sunday evening of each week. This schedule is designed to provide maximum opportunity to work on your assignments over the weekend. However, like most of you, please know I am not expected to teach and am less available on the weekend; Thus, I may not respond to assignment questions until Monday morning, the day after assignments are due.

1. **Forums:** Each week, you will have many opportunities to share your ideas. I will provide the topic, and you will give unique reflection, insight, and discussion. Original posts are your thoughts and opinions, not lifted from the text or a website. Please see the rubric at the end of this syllabus. A new forum will be available Sunday through Saturday of

each week. To receive total points, you must participate with at least one original post and two replies in three of the seven days the forum is open. I will not grade a post/reply when submitted after the forum closes.

a. Read a majority of your classmates' replies and posts.
b. Each post must be a minimum of 250 words, and each reply must be a minimum of 200 words. Other posts and replies over the minimum can be any length. I recommend you NOT rely on MSWord's word count. It tends to result in a lower count than CSC Online. Your posts should be your original ideas that thoughts. Your initial post should be made by Wednesday each week, and replies are due by Sunday.
c. The faculty's role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
d. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a picture of your family, favorite park, or pet. The purpose of the photo is to recognize each other's faces. You will not write any posts for this particular forum.
e. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.

2. **MindTap Assignments/Quizzes** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr.

3. **Syllabus Quiz:** You will find this quiz in CSC Online-Weekly Lesson 1.

4. **Synchronous Online Class Meetings:** You must attend a minimum of **Six (6) of the Eight (8) scheduled synchronous online course meetings (see course schedule).** These meetings will be 1.5 hours long and include skills training through small group role-play opportunities. You will join each synchronous class through the *ZOOM Meetings* tool in your CSC Online course.

    Each group member will complete a Triad RolePlay Feedback Sheet each time you participate in the *observer* role. You will then email the feedback sheet to the person performing the counselor role you were observing. You will find an email link for everyone in the class in the class Roster.

    Role Play Instructions: Your role play will be devoted to simulated or practice counseling sessions in which you will rotate among the following three roles: counselor, client, and observer. **During each session, every group member will have the opportunity to play each role at least once.** Every group member should practice the

counselor role at least once each week. Some of the ideal characteristics of each role include:

- *Counselor:* This role calls for practice and demonstrating skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, and congruence; engagement with the process, person, and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.
- *Client:* A student in this role should exhibit genuineness, openness, and a present orientation. In the client role, students are asked to draw upon real-life experiences, the content of which is totally within the student's discretion. Students should take responsibility for determining and monitoring the level of self-disclosure they contribute to the learning experience. Students may also choose to role-play the part of "client," understanding that such simulation may detract from the realism and quality of the learning experience. Also, in this role, students will be expected to provide feedback to the individual in the counselor role.
- *Observer:* This role calls for close attention to the process between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for the development of the ability to give constructive feedback. **You will complete a *Feedback Sheet* for the *Counselor* each time you serve as an *Observer.***

Role-Play Suggestions (but not limited to):
- Your client lacks motivation in school and has suggested that all is not well at home, especially when her stepfather comes in late at night.
- The client has been coming in late and missing work on an increasingly frequent basis. The reasons for his tardiness and absenteeism are not clear.
- The client is having more and more problems with her child. Her work schedule and time required for taking classes do not allow much time for parent-child interactions.
- The client thinks she is pregnant, and she is upset. She has no idea what to do and cannot think straight. Or, your client's girlfriend is pregnant; he is distraught and sees all his plans disappearing.
- Your client (age 35 to 55) is dissatisfied with life. His present circumstances are not very rewarding, and he is beginning to search for "something more meaningful to do."

4. **Transcript Assignment—KPI-5 (key assignment for your Counseling Portfolio):** The transcript is a verbatim record of approximately 15 minutes of a counseling interview conducted with a member of your group, family, or friend. I must see that you have attempted to use many interventions beyond encouragers. The transcript should be computer generated and in tables; The tables are used to make it easier to see how your response affects the client's response; thus, **do not deviate from this format.** This transcript is a good deal of work. Please see the instructions, rubric, and example at the end of this syllabus. Please submit your PDF document to the Canvas Assignment when completed.

Mental Health and Wellbeing

As a student, you may experience various issues that can cause barriers to learning. These might include strained relationships, anxiety, high-stress levels, alcohol/drug problems, feeling down, or losing motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at https://www.csc.edu/healthserv/counseling-services/ or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-credit hour course, Nebraska State College Board Policy 4141 (http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) suggests that you spend at least 45 hours per credit hour in learning activities. Since COUN 637: Advanced Human Development is a 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	*Hours Per Week*	*Total for Course*
Direct Online Instruction	1 X 16 weeks	16
Synchronous Online Classes	1.5 X 8 weeks	12
Reading & Interactive Multimedia	**3** X 16 weeks	48
Assignments	1 X 16 weeks	16
Weekly Forum Postings and Discussions	**2** X 16 weeks	32
Exams	**1** X 16 weeks	16
Total	*9.5*	*140*

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student. **Disclaimer: Completing the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

Student Learning Outcomes

In addition to the following course learning outcomes, the School Counseling Program meets the *CSC Education Unit Intended Program Outcomes:*

Visionary Leader Model Components: Communication, Thinking Skills, *Methodology, Leadership, Assessment,* Inclusive Learning Environment, Professionalism.

InTASC Outcomes: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction,

Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	CACREP	COUN SLO	Related Assign/Assessment
1	Identify evidence-based counseling practices	2.F.8.b	5 & 9	Readings, Exams, & Assignments: • Ch 1-An Introduction to the Clinical Interview • Ch 7-Evidence-Based Relationships
2	Recognize ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d	1, 5 & 9	Readings, Exams, & Assignments: • Ch 1-An Introduction to the Clinical Interview • Ch 2-Preparation • Ch 15-Electronic and Telephonic Interviewing • Synchronous Class Role-Plays • Transcript Assignment Assignment & Rubric
3	Recognize the impact of technology on the counseling process	2.F.5.e	5 & 9	Readings, Exams, & Assignments: • Ch 15-Electronic and Telephonic Interviewing • Synchronous Class Role-Plays
4	Practice counselor characteristics and behaviors that influence the counseling process	2.F.5.f	5 & 9	Readings, Exams, & Assignments: • Synchronous Class Role-Plays • Transcript Assignment & Rubric
5	Recognize essential interviewing, counseling, and case conceptualization skills	2.F.5.g	5 & 9	Readings, Exams, & Assignments: • Ch 3-An Overview of the Interview Process • Ch 8-Intake Interviewing and Report Writing • Ch 11-Diagnosis and Treatment Planning • Synchronous Class Role-Plays
6	Identify developmentally relevant counseling treatment or intervention plans	2.F.5.h	5 & 9	Readings, Exams, & Assignments: • Ch 11-Diagnosis and Treatment Planning
7	Recognize the development of measurable outcomes for clients	2.F.5.i	5 & 9	Readings, Exams, & Assignments: • Ch 11-Diagnosis and Treatment Planning
8	Recognize evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	5 & 9	Readings, Exams, & Assignments: • Ch 7: Evidence-Based Relationships • Role Play Assignments
9	Recognize techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	5 & 9	Readings, Exams, & Assignments: • Ch 12-Challenging Clients and Demanding Situations • Ch 13—Interviewing Young Clients • Ch 14—Interviewing Couples and Families
10	strategies for interfacing with the legal system regarding court-referred clients	5.C.3.c	5 & 9	Readings, Exams, & Assignments: • Ch 11-Diagnosis and Treatment Planning

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you must manage your time to make the most of the student learning process and deliver your course assignments by the agreed-upon due dates. The issue of time

management is, therefore, crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. Complete details can be found on the Canvas site associated with this course to learn more about the assignments listed below.

Grades will be based on a weighted scale, with final grades determined by the following percentages:

Assignments	Grading Opportunities	Percentage Breakdown
Synchronous Class Attendance & Feedback Forms	10	30%
Discussion Forums	16	15%
Transcript Assignment	1	25%
MindTap Assignments	15	20%
MindTap Quizzes		10%
Total		100%

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Late Work Policy: I do not accept late submissions for assignments, forums, or exams. Late work due to extreme emergency conditions will be considered individually with supportive documentation such as a doctor's note or obituary. You must contact me promptly to determine if the work is acceptable and if you will be granted a late exception. The student must check the Canvas grade book to determine whether I have graded assignments.

Viewing Grades: *I will update grades in the Canvas Grade Book* each time a grading session has been completed—typically within **1-week** following the completion of an activity.

Part 4: Course & Institution Policies

Student Behavior

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards concerning academic honesty. Violation of college, state, or federal standards concerning plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:
1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in the act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's original work. The following acts are examples of plagiarism:
   a. Submitting an assignment that someone else has written and claiming the work as one's own.
   b. Submitting an assignment that contains sections, paragraphs, sentences, or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
   c. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

   Note:
   - "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
   - Appropriation or imitating language, ideas, and thoughts of another author and representing them as one's original work is not tolerated. I will use Turn-it-In software to determine the originality of your work. The first instance of plagiarism will fail the assignment, while more than one instance will fail the course.
   - View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences and for arranging potential make-up rests with the students. In courses that utilize an online format, students are expected to participate appropriately and frequently, as determined by the course instructor. View the Class Attendance and/or Participation Policy on CSC's Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

1. ***Internet Access:*** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. ***On Handling Technical Issues:*** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology, and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Don't hesitate to contact

helpdesk@csc.edu or 308-432-6311 for assistance if you have any additional technical questions.

3. ***Confidentiality:*** This course, like other courses in the Counseling Program, requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one violates confidentiality, the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the CSC Counseling Website and Counseling Student Handbook regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is always expected. The academic climate welcomes a difference of opinion, discourse, and debate within a civil environment. All class members are expected to follow rules of common courtesy in all communications (including email messages, discussions, and chats). You may find these guidelines helpful:

1. Don't hesitate to contact me via kwoods@csc.edu for all questions and concerns regarding this course. I am not always in my office, and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note that I may not be able to respond to an email on the day or hours before an assignment is due or on weekends. Thus, please begin your assignments early. Label posts and emails with a relevant subject heading.

2. Use complete sentences and Standard English grammar. Write in proper paragraphs.

3. **Always remember, when emailing professionally, to begin with a salutation, provide course information, and a signature. It is essential that you address people with the proper title. When you address professors with an earned doctorate (Ph.D. or Ed.D.), please address them with their academic titles.** All the Counseling Program professors at CSC should be addressed with the title Dr. or Professor rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by their first name; however, never assume this to be the case.

4. Should you not receive a response to your email, check to ensure that you have met all the above expectations, as I may not respond to emails resembling an informal text message.

5. **Check your official CSC Eagle email account daily,** as all campus communications are sent to your Eagle mail.

6. Use capital letters sparingly. THEY LOOK LIKE THEY ARE SHOUTING.

7. Forward emails only with a writer's permission.

8. Be considerate of others' feelings and use language carefully.

9. Cite all quotations, references, and sources.

10. Use humor carefully. It is hard to "read" tone; sometimes, humor can be misread as criticism or a personal attack. Feel free to use emoticons to let others know you are being humorous.

Writing Style Requirements for All Papers:

1. The student must submit work in the format required by the class (MS Word, PDF) or another method (cut and paste, rich text format, etc.). CSC cannot open Word Perfect or Pages.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at http://owl.english.purdue.edu/owl/resource/560/01/; include a cover page, reference page, page numbers, and headers; the paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it before submitting the first written assignment. Here are a few links to help you get started:
   - http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml
   - http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/
   - http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment and to provide procedures that assure equal treatment of all students and employees. The College administers its academic and employment programs and related support services in a manner that does not discriminate based on gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or the Library Learning Commons, along with the provisions of the Americans with Disabilities Act and the rights provided. View the Equal Employment and Education Opportunity Policy on CSC's Policy Website. (https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs,

activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Personal Emergency & Academic Attendance

If a personal emergency (such as hospitalization, accident, death of an immediate family member, or family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework later.

If the extended absence is near the end of the current term, students are encouraged to talk about the Incomplete process with their instructors. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the proper paperwork to be approved by the Dean of Curriculum. If a student's situation is such that they can no longer complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student-athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any required assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs, who will communicate this to all instructors and, if appropriate, the Disability Services office.

If a student must be away from campus for CSC-approved athletic, academic, or co-curricular events, they should inform each instructor in advance and will not be penalized. If a student must be away from campus due to circumstances outside their control, they should inform each of their instructors and contact the Dean of Student Affairs at 308.432.6231 for consideration of academic accommodation. In both instances, once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. Students who miss instructional time for elective reasons are subject to the faculty member's classroom policies for attendance and makeup work.

Additional Recommended Reading, Websites, and Training:

- All CEUs (http/www.allceus.com/) offer e-therapy training
- The American Counseling Association, American Psychological Association, and National Association of Social Workers have position statements on ethical practices for distance counseling and psychotherapy. They also occasionally post articles on their websites regarding online counseling and psychotherapy. Go to www.counseling.org or www.apa.org, or www. socialworkes.org.
- American Association for Marriage and Family Therapy (20112). *AAMFT code of ethics*. Washington, DC: Author. This is the code of ethics for members of the American Association of Marriage and Family Therapy. Go to http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx.

- Kottman, T. (2011). *Play therapy: Basics and beyond.* Alexandria, VA: American Counseling Association. Kottman describes how counselors can use toys, art supplies, games, and other play media to communicate with children on their developmental level. She also focuses on the power of play to address issues from communication to catharsis.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2011). How to listen so parents will talk and talk so parents will listen. Hoboken, NJ: Wiley. The authors focus on the professional knowledge and skills needed to work effectively with parents. Because parents are a special population, they recommend that you obtain ongoing education, supervision, and training on how to work with them effectively.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- *People –* Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership

- *Purpose –* Student Learning and Growth Pedagogy, Support Services, Wellness

- *Place –* Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Part 5: Course Schedule & Assignment Rubrics

Schedule

Week	Dates	Chapters	Assignments
1	Jan 9-15	N/A	- Forum 1 - **Syllabus Quiz** - Register for Cengage/MindTap

Week	Dates	Chapters	Assignments
2	Jan 16-22	1	• **Week 2-Online Synchronous Class-Monday, Jan 16, 5:30-6:30 MT** • Ch 1 Reading • Forum 2 • MindTap Assignments & Quiz
3	Jan 23-29	2	• **Week 3-Online Synchronous Class-Monday, Jan 23, 5:30-7:00 MT** • **Ch 2 Reading** • Forum 3 • MindTap Assignments & Quiz
4	Jan 30-Feb 5	3	• **No Synchronous Class** • Ch 3 Reading • Forum 4 • MindTap Assignments & Quiz
5	Feb 6-12	4	• **Week 5-Online Synchronous Class Meeting—Monday, Feb 6, 5:30-7:00 MT** • **Ch 4 Reading—Observation Skills.** • Forum 5 • MindTap Assignments & Quiz
6	Feb 13-19	5	• **No Synchronous Class** • Ch 5 Reading—Questions: Opening Communication. • Forum 6 • MindTap Assignments & Quiz
7	Feb 20-26	6	• **Week 7-Online Synchronous Class Meeting—Monday, Feb 20, 5:30-7:00 MT** • **Ch 6 Reading—Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition.** • Forum 7 • MindTap Assignments & Quiz
8	Feb 27-Mar 5	7	• **No Synchronous Class** • Ch 7 Reading—Observing and Reflecting Feelings: The Heart of Empathic Understanding. • Forum 8 • MindTap Assignments & Quiz
9	Mar 6-12	N/A	• **Week 9-No Synchronous Class Meeting for MidTerm Break** • **No Forum, Reading or MindTap Assignments**
10	Mar 13-19	8	• **No Synchronous Class** • **Ch 8 Reading—How to Conduct a Five-Stage Counseling Session Using Only Listening Skills.** • Forum 9 • MindTap Assignments & Quiz
11	Mar 20-26	9	• **Week 10-Online Synchronous Class Meeting—Monday, Mar 20, 5:30-7:00 MT** • **Ch 9 Reading—Focusing the Counseling Session: Contextualizing and Broadening the Story.** • Forum 10 • MindTap Assignments & Quiz
12	Mar 27-Apr 2	10	• **Week 6-Online Synchronous Class Meeting—Monday, Mar 27, 5:30-7:00 MT** • **No Synchronous Class** • Ch 10 Reading—Empathic Confrontation and the Creative New: Identifying and Challenging Client Conflict. • Forum 11 • MindTap Assignments & Quiz

Week	Dates	Chapters	Assignments
13	Apr 3-9	11	• **Week 13-Online Synchronous Class Meeting—Monday, Apr 3, 5:30-7:00 MT** • Ch 11 Reading—Reflection of Meaning and Interpretation/Reframing: Helping Clients Restory Their Lives. • Forum 12 • MindTap Assignments & Quiz
14	Apr 10-16	12	• **No Synchronous Class-Spring Break** • Ch 12 Reading—Action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instruction, and Psychoeducation. • Forum 13 • MindTap Assignments & Quiz
15	Apr 17-23	13	• **Week 15-Online Synchronous Class Meeting— Monday, Apr 17, 5:30-7:00 MT** • Ch 13 Reading—Counseling Theory and Practice: How to Integrate the Microskills Approach with Multiple Approaches. • Forum 14 • MindTap Assignments & Quiz
16	Apr 24-30	14	• **No Synchronous Class** • **Ch 14 Reading—Skill Integration and Determining Personal Style.** • Forum 15 • MindTap Assignments & Quiz
17	May 1-5	N/A	• **No Synchronous Class** • No Forums, Readings, or MindTap Assignments due this week. • **Transcript Assignment—Due 11:55 pm MT, Wednesday, May 3**

Assignment Instructions/Rubrics

Discussion Forum-Rubric

- This course works well when everyone is involved in discussing the material. Your participation throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the total number of days/times you post in the forum, and the minimum word count. Students are expected to offer comments, questions, and replies to the discussion questions posed for each week, as well as to classmate postings. The faculty's role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
- I grade each of the discussion forums separately on a 3-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for a grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries but entered them only on two different days. This will result in 2-points. To be clear, to earn total points each week, you must, at a minimum, participate:
  - Day 1-enter an original post that meets a minimum word count of 250 words,
  - Day 2-enter a reply that meets a minimum word count of 200 words,
  - Day 3-enter a reply that meets a minimum word count of 200 words,

- Read a majority of classmates' entries.
  - **3 Points—Have met ALL minimum expectations:** Students earning 3-points for discussion activities have participated three or more times on at least three separate days in the week's forum (with at least one post and two replies), met the minimum word count requirements (each post must be a minimum of 250 words, and each reply must be a minimum of 200 words), read a majority of your classmates' entries, and posted outstanding information.

    Discussion postings:
    - are made in time for others to read and respond
    - deliver information that is full of thought, insight, and analysis
    - make connections to previous or current content or to real-life situations
    - contain rich and fully developed new ideas, connections, or applications
    - provide outside resources supporting your ideas.
    - posted a minimum of 3 days over the week, meeting word counts.
    - meet the minimum word count requirements.
    - read a majority of classmates' entries.
- **2 Points—Have met 2, but not all, of the following expectations:**
  - are made in time for others to read and respond
  - To deliver information that shows that thought, insight, and analysis have taken place,
  - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too obvious
  - To contain new ideas, connections, or applications, but they may lack depth and/or detail.
  - posted a minimum of 3 days over the week, meeting word counts.
  - meet the minimum word count requirements.
  - read a majority of classmates' entries.
- **1 point—Have met 1, but not all, of the following expectations:**
  - are made in time for others to read and respond
  - deliver information that shows that thought, insight, and analysis have taken place
  - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too obvious.
  - To contain new ideas, connections, or applications, but they may lack depth and/or detail.
  - posted a minimum of 3 days over the week, meeting word counts.
  - meet the minimum word count requirements.
  - read a majority of classmates' entries.
- **Zero points—Below Expectations:** Students earning zero points for discussion activities have not participated or have posted information that was below expectations.

Transcript Assignment Instructions

The transcript is a verbatim record of approximately 15-20 minutes of a counseling interview conducted with a member of your group, family, or friend. I must see that you have attempted to use a significant number of interventions beyond encouragers. The transcript should be computer generated and in tables; The reason for the tables is to make it easier to see how your response affects the client's response, thus do not deviate from this format. This transcript is a good deal of work. Please see instructions, rubric, and an example at the end of this syllabus. When completed, please submit your PDF document to the CSC Online Assignment Tab.

Step 1 ~ Record 20-30 minutes with a classmate or friend who is discussing a real problem or who is role-playing. You will not submit the recording, only the transcript. During the recording, your goal as a helper is to:

- Demonstrate the nonjudgmental listening cycle
- Demonstrate challenging skills
- Demonstrate goal-setting skills including boiling down the problem to a specific goal and focusing on the client

Step 2 ~ Choose the best 15–20 minutes of the recording and transcribe every word of both client and helper, using the format in this syllabus. It is important that the client's statements appear directly below your helping responses so that the connection between the two can be examined. Be sure you have permission to record from the client. You can do this aloud on the recording and/ or in writing.

Step 3 ~ Listen to the recording or read the transcript and make comments, naming each of the skills that your response exemplifies. Sometimes students describe their responses rather than categorizing them. It is important to identify the skills using the terminology in the book so that you can count and evaluate their appropriateness . The comments column is a place for you to reflect on your responses. Do not just note weaknesses; identify strengths as well.

Step 4 ~ Self-Evaluation Paper: This paper will encompass your experiences with your peers and your overall experience in this class. Papers should be in APA format including complete cover page, page headers and numbering, headings, and double-spacing. You do not need an abstract for this assignment. Please discuss the following areas:

- Discuss in a specific and concrete manner your current strengths.
- Discuss in a specific and concrete manner the progress you have made in the development of counseling skills.
- Discuss in a specific and concrete manner your current areas in need of improvement.
- Describe and discuss areas of personal/professional growth and awareness. What insights have you gained regarding your counseling skills, personal concerns, or interpersonal relationships? How do these insights enhance your skills as a counselor? What are some of your personal values that might affect your ability to work with specific populations?

Transcript Rubric:

95-100 pts	Surpasses skill level required. Shows evidence of mastery	At this level the student is listening to the client using reflecting and advanced reflecting skills appropriately. In addition, the client is urged to explore more deeply by the use of challenging and to act through the use of goal setting skills.
90-95 pts	Consistently shows skills required but not mastery	At this level, the student is consistently reflecting feelings and occasionally reflects meaning and paraphrases when needed. The student is listening and responds to the client's message by moving the client to deeper levels.
85-90 pts	Shows average ability to perform the required skills	Students at this level are listening and using minimal encouragers with occasional paraphrasing and perhaps a few reflections of feeling. At this stage, the student has not yet established regular reflections of feeling or meaning. Paraphrases outnumber reflections of feeling and meaning combined.
80-85 pts	Developing skills but not yet performing them consistently	Students at this level are listening but are not usually intervening to help the client explore more deeply with consistent use of paraphrasing, reflection of feelings or meanings. Helper is usually too silent and uses too many minimal encouragers rather than risking a reflection.
75-80 pts	Shows some evidence of skills but mostly detracting behaviors	Students at this level are not listening but merely waiting for the client to stop talking so that they can intervene. Excessive use of questions. A student at this level is not responding to the last client statement but changes the focus rather than asking the client to stay on topic. Detracting behaviors include personal opinions by the helper, roadblocks, advice giving and an excess use of closed questions.
0-75 pts	Shows no evidence of required skills and shows mostly detracting behaviors.	At this level the student is listening to the client using reflecting and advanced reflecting skills appropriately. In addition, the client is urged to explore more deeply by the use of challenging and to act through the use of goal setting skills.

Transcript Example:

In your write-up, include a short description of the client and the nature of the issue to be discussed. Note that each helper and client response is numbered so the instructor can refer to them.

Client and Helper Responses	The Skill you Used	Comments
H1: "What would you like to talk about today?"	Open Question	Looking at this now, it seems a little trite. I think I will try something else next time.
C1: "Well, I have been having a problem with a nosy neighbor H2: "Really? Tell me more"	Minimal encourager and door opener	Seems appropriate at this stage

Client and Helper Responses	The Skill you Used	Comments
C2: "Well, she comes over every day. I can't get anything done. I need to work on the computer. I need to do some work around the house. But she won't let me." H3: She doesn't have anything else to do?"	Closed Question	I notice that the client is blaming the neighbor. She is not owning the problem. Maybe next time I will get the client to focus more on that. Whoops, I missed the boat. I think it might have been better to reflect on the client's frustration.

Triad Role Play Feedback Sheet - Observer

Your name:_____   Role: Observer l Session #____
Therapist name:_____
Client name: _____

Instructions: Each participant in the triad role play (client, therapist, and observer) will complete this sheet about your own experience. Please provide detailed, constructive feedback on your experience in observing the session.

1. Starting and Ending – Comment on the start and ending of the session; what did you observe? Did you notice changes in energy throughout the session? How effective were the beginning and closing of the session?

2. Key therapy processes/skills – What skills and processes were used? What others might have been useful?

3. Key moments – Can you identify key moments? What were they? What happened? How did they arise? How do you think these were dealt with by the therapist?

4. What worked – Can you identify the things you felt worked well? Be specific in terms of art therapy skills and processes.

5. Sticky moments – Were there any moments of dissonance or tension? How did these arise? How do you think these were dealt with? Could anything different have been done by the therapist?

6. Identify your key learning. What did you learn? What would you have done differently?

KWoods Jan 16, 2023