



COUN 8030 | COUNSELING PRACTICES | FALL 2023

PREREQUISITES

N/A

COURSE DESCRIPTION

Course Information: The major purpose of Counseling 8030 is to assist students in skill development as noted in Ivey's Intentional Interviewing and Counseling Model. Candidates practice, develop and improve counseling skills in an environment of professional and constructive criticism. Candidates will continue to develop counseling skills through additional coursework leading to practicum and internship experiences.

Course Description:

- This course is a pre-practicum course for all counseling majors. The course is designed to develop basic counseling skills.
- This course is required for all graduate students in the counseling master's degree program.
- Students are responsible for providing their own subjects for taping purposes. A grade of B or above must be earned in this class before COUN 8220 or any practicum course may be taken.

Rationale for Course: All tracks within the master's in Counseling degree require candidates to learn and apply the basics of attending and listening sequence and develop skills for initial intentional interviewing of clients. These skills serve as the basis for developing an individual counseling approach and theoretical application in practice.

Course Goals: The candidates are to be involved in the development of basic counseling skills and relates to the Conceptual Framework of the College of Education which prepares professionals as dedicated practitioners, reflective scholars, and responsible citizens.

- Candidates will demonstrate skills to provide individual counseling to meet client remedial, preventative, and developmental needs.
- Candidates will demonstrate and apply an awareness of environmental, social, multi-cultural, nationality, gender, relationships, commitment, and other factors that influence client growth.

COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#).



Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP Standards Chart

Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.1.j Technology’s impact on the counseling profession	Barnett, J. E., & Kolmes, K. (2016). The practice of tele-mental health: Ethical, legal, and clinical issues for practitioners. <i>Practice Innovations</i> , 1(1), 53-66: Discussion Board 1
F.1.k. Strategies for personal and professional self-evaluation and implications for practice	In-class role play and feedback session; Self-evaluation 1-3
F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Chapter 2: Ivey, Ivey, & Zalaquett. <i>Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society</i> (9th). Cengage.
F.5.e. The impact of technology on the counseling process	Barnett, J. E., & Kolmes, K. (2016). The practice of tele-mental health: Ethical, legal, and clinical issues for practitioners. <i>Practice Innovations</i> , 1(1), 53-66: Discussion Board 1
F.5.g. Essential interviewing, counseling, and case conceptualization skills	Chapter 3-11: Ivey, Ivey, & Zalaquett. <i>Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society</i> (9th). Cengage.

Key Performance Indicator

Key Performance Indicator	Courses and Assessment Assignments	CACREP 2016 Standards
<u>KSPI 5</u> Students will demonstrate and apply evidenced-based counseling theories, essential interviewing, and case conceptualization skills with diverse clients.	COUN 8030 Practices <i>Counseling Session Final Role Play Assignment (3)</i> : Students will conduct a 50 minute recorded session and transcribe the session to demonstrate knowledge of interviewing, counseling, and case conceptualization skills.	2.F.5.a. theories and models of counseling 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 5.C.1.b theories and models related to CMHC

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- F.1.j Technology’s impact on the counseling profession



- F.1.k. Strategies for personal and professional self-evaluation and implications for practice
- F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- F.5.e. The impact of technology on the counseling process
- F.5.g. Essential interviewing, counseling, and case conceptualization skills

CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

COURSE REQUIREMENTS

Required Text

Ivey, Ivey, & Zalaquett. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (9th). Cengage. ISBN-13: 978-1305865785

Recommended Text

Yalom, I. D. *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. Harper Perennial. ISBN-13: 978-0061719615

Recommended Reading

Additional reading materials are provided via Canvas.

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser



TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Eppley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

CHAPTER QUIZZES (10 POINTS EACH X 6 = 60 POINTS)

You will complete six quizzes covering content from your textbook. All quizzes will be multiple choice and/or true/false format. You will complete these open-book quizzes on Canvas prior to the class meeting covering those chapters. Please see your course calendar for your quiz schedule. Quizzes will be available on Canvas a week ahead of the class time on Monday. You must complete each quiz in the allotted window of time other than in exceptional circumstances. If such circumstances arise, you must notify me in advance. No makeup quizzes are allowed when missed without notification.

DESCRIPTION OF ROLEPLAY PERSONA (10 POINTS)

Each student will create a client persona for use in the roleplay counseling sessions that will be assessed by the instructor who will approve, edit, &/or request a new persona be developed. This persona will be used for three roleplay sessions with your partners. The persona being role-played should not represent the students themselves involved in the roleplay. It is suggested that students create a persona with which they could easily identify or relate, thus, it might be helpful to create a persona based on attributes of friends, family, movie characters, etc. Specific guidelines and a sample persona will be provided on Canvas.

ROLEPLAYS I, II, & III (60 POINTS)

There will be three roleplay counseling sessions. All three sessions should be recorded, and students will discuss sessions with peers and the professor. Students can use the in-house clinic to record the session or find another confidential and appropriate place (e.g., library study room). Sessions are not to be recorded in a public place. Students will work with three different partners to complete the three roleplay sessions. The form related to this assignment (i.e., transcription, progress note) will be provided/discussed in class & will be posted to CANVAS. Your assigned partners will serve as your client for these sessions, and you will also



serve as a client for your partners with your persona. Time management during a counseling session is an important skill and you will be expected to adhere as closely as possible to the time limit. For sessions II & III, you will upload your recordings to UNO Academic Video (VidGrid) in advance of the class. It will be discussed on VidGrid in class.

Students must demonstrate appropriate skill acquisition prior to moving on to the next role-play session. Thus, the Instructor holds the right to request of any student that 1) additional counseling sessions be recorded, and/or 2) extra one-on-one review/critique sessions occur with Instructor if deemed necessary for the personal or professional growth of the student and/or 3) the class is repeated.

- Roleplay I (10pts): You will do a 15-20 minute counseling session in which you will demonstrate basic competence in the skills you have learned thus far in the course. Sessions should be at least 15 minutes long and no longer than 20 minutes. You must record the session to complete the transcription, but the recorded session does not need to be submitted this time.
 - What to submit: Transcription (10pts)
- Roleplay II (20pts): The second role-play session will be a 30-minute recorded session in which you will demonstrate basic competence in the skills you have learned thus far in the course. You must complete the Transcription form by transcribing 5-10 minutes of this session; please complete the Transcription form by transcribing both the five minutes of the session where you were at your best as well as the five minutes of the session where you struggled the most in order to assist you in assessing your skillset. The Transcription Form will be discussed in class and posted to Canvas. Each student and their partner will have a 20~30-minute triadic meeting with the instructor to discuss skill acquisition in the following week (which I name Conference Week in the course schedule).
 - What to submit: Recorded session (10pts), Transcription (10pts)
- Roleplay III (30pts): The final roleplay session will be a 50-minute recorded session. You will demonstrate competency in all the skills learned during the entire semester. Approximately 5-10 minutes of the session must be transcribed. Again, select the 3-5 “best” minutes of the session and the 3-5 minutes where you struggled the most. Progress Note also must be completed for this session. The format for the progress note will be also provided on Canvas. You will complete this assignment with the same partner you had in the intake roleplay. Students will have a 25–30-minute triadic feedback meeting with the instructor to gain specific feedback on skill acquisition in the following week. Written feedback from your peer will also be provided.
 - What to submit: Recorded session (10pts), Transcription (10pts), Progress Note (10pts)



SELF-EVALUATIONS I, II, & III (30 POINTS; 10PTS EACH)

After each role-play, you will submit the self-evaluation of your clinical strengths and growth edges based on your experience in the role-play as well as feedback received from your peer and instructor. The form will be provided/discussed in class & will be posted to the class Canvas site.

PEER EVALUATIONS I, II, & III (30 POINTS; 10PTS EACH)

Each student will provide ratings and written feedback to a partner after each roleplay. You will also meet with your partner for a review/critique of your session based on this evaluation during class time. Note that your peer evaluation will be shared with your partner. This assignment will be graded based on the quality of the “feedback” and “observation” provided to your peer. These peer evaluations that you receive as a counselor will not be included in your grading. Please be specific when providing your comments on your peer’s performance and actively use your experience as a client. The form will be provided/discussed in class & will be posted to the class Canvas site.

	Roleplay I (15-20 mins)	Roleplay II (30 mins)	Roleplay III (50 mins)	Total Points
Self-Evaluation (10pts)	O*	O	O	30pts
Peer Evaluation (10 pts)	O*	O	O	30pts
Transcriptions (10 pts)	O*	O	O	30pts
Video Recording (10pts)		O	O	20pts
Progress Note (10pts)			O*	10pts
Total Points	30pts	40pts	50pts	120pts

* Written feedback will be provided for those assignments

DISCUSSION BOARDS (30 POINTS)

Three discussion boards will be opened throughout the semester, and students are required to participate in the discussion following guidelines in each discussion board. Discussion topics are as follows:

- Discussion Board 1: Technology in Counseling



- Discussion Board 2: Advocacy in Counseling
- Discussion Board 3: Practitioner Distress

FINAL REFLECTION PAPER (30 POINTS)

At the close of the semester, you will submit your final reflection paper. This final assessment paper will include Self-Evaluations and Peer Evaluations for your counseling sessions as well as a comprehensive reflection on your professional development throughout the semester. This reflection will be primarily based on your experience of three role-play sessions, as well as your sense of your clinical strengths and growth edges, noting any differences between your and your partners' evaluations. In this reflection, please note any changes or plans you intend to make as you move into your practicum in the upcoming semesters. The format is found on Canvas and will be discussed in class.

ATTENDANCE / PARTICIPATION/ PROFESSIONAL DEMEANOR (50 POINTS)

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities (e.g., role plays). Come to class each week prepared to discuss the material, ask questions, and participate in role plays for the purpose of skill-building. Students will also be required to participate in **two review presentations**. The presentations will not be graded on a letter-grade basis, but students are expected to partake in their group presentation to get the full credits.

Attendance is "critical" in this course. Absences and lack of class readiness can lower the final grade in this course. Each student will have a **one-time grace absence** to be absent without any penalties. If a student anticipates using the 'absence card', the student's primary responsibility is to let the instructor know as soon as possible (desirably at least 24 hours before the class meeting). No detailed reason for absence is required to share with your instructor. If a student is absent for an extended period (more than one time), **15 points (5%) will be deducted from the student's Attendance scores for each additional absence** unless accommodation arrangements have been made appropriately. No excuse will be accepted for additional absences except for medical reasons or personal tragedies (e.g., loss of a loved one) with formal documentation.

Counselor candidates who are absent for more than **20% of scheduled meetings** (class meetings and/or meetings with your peers and instructor) will be given a failing grade for the semester and will need to repeat the course.

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points
Chapter Quizzes (6 quizzes)	60



Description of Roleplay Persona	10
Roleplays I, II, III	120
Discussion Boards	30
Final Reflection Paper	30
Attendance/Participation/Demeanor	50
Total	300

GRADING SCALE

90-100% (270pts and above) = A;

80-89% (240pts ~ 269pts) =B;

70-79% (210pts ~ 239pts) =C;

69pts and below = F

Note: A grade of "B or above" must be earned in this class before COUN 8220 or any practicum

course may be taken.

UNIVERSITY POLICIES

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Academic and Student Affairs for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit Title IX website to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the Counseling and Psychological Services (CAPS) or Gender and Sexuality Resource Center.



It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see Student Conduct and Community Standards.

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook:

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the Academic Calendar. If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript.

Withdraws can be completed up until the last day to withdraw for the semester. If you



withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

COURSE EXPECTATIONS

NAMES AND PRONOUNS

If you use a name and/or pronouns other than what is provided on university systems, please let me know the name and/or pronouns you would like me to use. I will be glad to honor your request.

COVID-19 POLICY

Mask guidance is subject to change as the UNO Office of Health Security monitors trends and receives guidance from local, state, and federal health officials. If you get positive for Covid-19, you have to complete the University reporting form found online (<https://www.unomaha.edu/maverick-covid-response/index.php>; more guidance and resources are available on the webpage). You will be provided accommodations as appropriate only when the form is submitted. You are not likely to be allowed to have accommodations when you say, "I might have close contact with a person who has the virus." You are recommended to use the 'grace absence' in those cases. You will be required to submit a recent test result to get an accommodation (e.g., Zoom attendance).

ZOOM OPTION

Participation in the class meeting via Zoom is not optional in this course. Official accommodation requests through the Accessibility Services Center will be considered for providing Zoom class attendance, but this accommodation cannot be applied to the entire term for this fundamental clinical course per the department policy.

COMMUNICATION

I frequently utilize Canvas to post course materials and communicate with you as needed. As such, you are responsible for any information posted/emailed ("I didn't check my email/Canvas" is not an excuse for being uninformed about anything related to the course).

- Email Communication: Practicing professional email etiquette is good preparation for the job search process and your future professional roles. It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text



messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended for asynchronous communication. Typically, I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email, there are extenuating circumstances, and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- Always include a subject line.
- Always include a proper greeting or salutation and closing.
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. The use of emoticons might be helpful in some cases.
- Respect the privacy of other class members.

ASSIGNMENT SUBMISSION

All assignments are due at the beginning of the class meeting. Assignments turned in late will receive an automatic 10% deduction and will only be accepted until the beginning of the class meeting of the following week it is due. If an assignment is not turned in by the extended time, it becomes an automatic zero. Please consult with the instructor as early as possible if there are extenuating circumstances. All assignments will be turned in on Canvas. Emailing assignments is not an acceptable format except for special circumstances.

STATEMENT OF PROFESSIONAL INTEGRITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

PARTICIPATION AND ABSENCE



This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

LATE WORK

Assignments are due at the time provided on canvas. At the beginning of the semester, I recommend going through and noting all of the times for submissions. Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date. I typically am willing to provide an extension on an assignment as long as you are proactive in asking for one. Please consult with the instructor as early as possible if there are extenuating circumstances.

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

FAIR USE POLICY



Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Dr. Adams is prohibited. All copies and recordings remain the property of UNO and Professor Dr. Adams. UNO and Professor Dr. Adams reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing asynchronous and face-to-face, synchronous active participation and attendance for course lectures, class discussions, and guest speakers.
2. Ongoing asynchronous and face-to-face, synchronous group collaboration for the group presentation project, including active remote synchronous participation and attendance for group presentations;
3. Consistent online access to Canvas, VidGrid, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.
4. Due dates on assignments that require peer interaction, including but not limited to: group assignments, discussion boards, peer reviews, and video discussions are inflexible and do not qualify for an extension or modified due date

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.