UNLV

THE 2008 COUNSELOR EDUCATION DEPARTMENTAL STUDY

Check out our website report section
http://education.unlv.edu/ced/report.html

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Special thanks to CED Webmaster Conrad Oh Young for assistance with Survey development, website enhancement, data collection and dissemination

What follows is the 2008 Counselor Education Departmental Report and Summary. The results of this study were compiled from survey, site feedback and interview data collected from recent alumni, current students, employers, and practicum and internship site supervisors and faculty evaluators. Further, CED program, student and faculty 2008 Report and Current Faculty Scholarship summary are also included.
When appropriate, the CED action steps are contained within the body of the report. Report has been disseminated electronically to CED constituents and is posted on the CED website.

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This section contains the results of all the 2008 surveys. Each survey consisted of over 100 specific questions; these questions were created to align with departmental, college, university and CACREP standards, outcomes and goals. The surveys were disseminated electronically. Results are reported in aggregate/summary manner with relevant comments included to accentuate key points.

**Survey One: Current CED Students**

**Demographics**
These results draw from the electronic survey gathered data from current graduate students who are enrolled in both the school and mental health counseling programs. Survey can be accessed from the CED website. The response rate was 25 percent. Students identified as School Counselor, Community Mental Health Counseling majors, and Addiction certificates. Eighty percent of the students who responded are first year students, 20 percent are second year students. The majority of our current students who responded are female (65 percent), primarily identifying as European American, several students identified as African American, Asian American, Latino/a and Multi-Heritage. Most students fall between the ages of 26 and 35, with the second largest group being 25 or younger. Students primarily speak English, several speak Spanish as well.

In this next section, students ranked aspects of the CED Environment using a likert scale ranging from 4 = Strongly Agree to 1 = Strongly Disagree, 0= Not Applicable/Unsure.

**Counselor Education Department Environment**

- Students in my program are given opportunities for input in Admission Process, Departmental Policy, Course and curriculum content, Course scheduling, Student comprehensive exam.

- Students were encouraged to express opinions and an environment of acceptance of divergent points of view existed in the classroom, department and with individual faculty members.

- The CED Climate has a humane environment characterized by mutual respect and concern between students and faculty. Ethnic, racial & cultural diversity are strongly emphasized, my program provides sufficient opportunities for my personal growth and development. Sufficient opportunities are provided for student-faculty interaction outside of class, diversity of cultural items (pictures, posters, etc.) are represented throughout my program/department, the program/department environment always makes me feel comfortable and valued, faculty make an effort to understand my point of view, minority, underrepresented, and marginalize students can always "speak their minds".

**Strengths:** Students ranked ethnic, racial & cultural diversity as strongly emphasized, diversity of cultural items (pictures, posters, etc.) are represented throughout the program & department, and minority, underrepresented, and marginalized students can always "speak their minds".

**CED Action:** Continue with initiatives in place. However, the CED felt it imperative to infuse a counseling cultural-diversity class to the core curriculum and an elective spirituality-indigenous practices course as well. The social justice class will serve as a foundation; the additional classes will add a specific clinical application into mental health and school counseling practice. These classes will be implemented in 2009.
CED Academic Experience

- Learning Experiences, learn a great deal as a student in my program, academic demands in my graduate program are appropriate, faculty members generally are prepared for their courses. I believe that I receive fair/equitable grades in CED, course syllabi reflect multicultural and diverse issues, program provides me with preparation for my professional work, program offers balance between theory and practice, I have sufficient exposure/preparation for use of technology, program provides stimulating and exciting study, faculty members are culturally competent to teach and work with diverse student and issues, program provides an appropriate balance between experiential and academic learning, academic environment promotes respect for cultural, racial, ethnic and other forms of diversity, extent of course overlap is minimal, but sufficient enough to tie major concepts and procedures together, requirements for my degree are clear, sufficient assistance with thesis or research paper.

Strengths: This section received high ratings, of particular strength was course syllabi reflect multicultural and diverse issues, program provides preparation for professional work, academic environment promotes respect for cultural, racial, ethnic and other forms of diversity, extent of course overlap is minimal, but sufficient enough to tie major concepts and procedures together, requirements for degree are clear.

CED Action: Continue with current initiatives.

CED Coursework (Excluding Practicum/Internship Experiences)

- Students were asked to rank this section in terms of satisfaction with days and times when counseling courses are scheduled, scope of content in the courses, clarity of course expectations and assignments, quality of Web campus and technology use, teaching methods used by the instructors, quality of tests and testing strategies used in the courses, quality of other assigned readings, relevance of tests and other assignments, quality of feedback on performance, quality of other assigned readings, relevance of tests and other assignments reconsidered in some courses, overall satisfaction with courses, availability of needed courses each semester, course availability on specific topics related to my interests.

Strengths: This section yielded average scores.

Improvement: Even though scores were average, the lowest scores indicate that students would like the quality of tests and testing strategies, quality of other assigned readings and relevance of tests and other assignments reconsidered in some courses.

CED Action: Specific courses of concern have already been re-evaluated, upgraded and adjusted. Faculty members have been consulted, core faculty assigned where expertise is in better alignment.

- Students were asked to provide impressions of current/past coursework ranking courses in terms of the course was taught well and meets highest of expectations to not taught well/does not meet expectations and needs considerable improvement.

Strengths: This section yielded a variety of high scores, classes ranked meeting the highest expectations include introduction to counseling, introduction to school counseling, introduction to community mental health counseling, career counseling, counseling and consultation theories, substance abuse prevention & treatment, assessment, treatment and case management in addictions & mental health, psychological aspects of dysfunctional behavior, relationships across the lifespan, counseling with expressive arts & activities, group theories & counseling, counseling practicum and counseling internship.

Improvement: Research Methods received the lowest score; this class is taught by another department. Concern was expressed regarding relevance to counseling practice. Classes that received average but
lower scores received curriculum review for content, relevance and pedagogy. Syllabi have been updated and core instructors assigned where expertise was in better alignment.

CED Action: This concern was brought to the attention of the department chair responsible for teaching this course, the course outline has been revamped and a separate course section will be offered to meet the specific needs of counseling majors.

- Practicum and Internship Experiences, students were asked to provide impressions of current/past ranking these processes or materials are well-done and clear and meet the students needs and expectations to major improvement is warranted. Areas ranked include the quality of the internship handbook, availability of information on sites, assistance in obtaining a site, quality of supervision received by faculty supervisor, quality of supervision received by site supervisor, procedures used to deal with problems/conflict on site, monitoring of progress by faculty, overall satisfaction with practicum placement procedures, with site(s), with practicum component of program, overall satisfaction with internship component of program.

Strengths: Several areas were ranked extremely high by students, these include quality of supervision received by faculty supervisor, quality of supervision received by site supervisor, procedures used to deal with problems/conflict on site, overall satisfaction with site(s) and overall satisfaction with internship component of program.

Improvement: Students ratings indicated that they would like improvement information regarding availability of sites and would like more assistance in obtaining sites.

CED Action: The Internship and practicum site information has been reviewed and updated. New posting of CMCH internship information will be posted winter term 2009. CMCH Internship placements for current students will begin in the spring, fall term placements will be facilitated with a new departmental procedure. School counseling placements continue to be coordinated by the Clark County School District Placement Officer. CED has requested part time clinical coordinator, position is pending funding.

- CED Comprehensive Examination was ranked in terms of being a fair measure of cumulative learning experiences throughout the program; adequate preparation given.

Strengths: Average scores were received in this area.

Improvement: CED has been working on a process to improve the comprehensive exam and portfolio process used by the program; several steps have already been taken as the CED has moved these changes through the Graduate College and the COE curriculum committee.

CED Action: Currently, each year there is a comprehensive examination preparation seminar to prepare the students for their final examination. In the future, students will enter the program and be assigned a comprehensive portfolio electronic file that will be used throughout their entire progression through the program and benchmarks will be noted at critical points throughout their program of study.

- Advising/Mentoring and Student Support Services were ranked in the areas of availability of faculty advisor, knowledge of faculty advisor, clarity of requirements for completing program, accessibility of info for practicum & application procedures, accessibility of information on internship requirements and application procedures, helpfulness of descriptive materials (handbook, website), involvement in counseling student association, career guidance provided by faculty, opportunities for professional involvement as a student, mentorship opportunities for underrepresented students, research opportunities with faculty.

Strengths: Student rankings of the availability of faculty advisor and the knowledge of faculty advisor were extremely high.
Improvement: Student areas of need were in two areas, one dealing with a need for more career guidance provided by faculty and interest in more research opportunities with faculty.

CED Action: During orientation and during professional seminars in the course of student programs this information will be disseminated amongst students. The new CSI student organization has planned a career seminar in the spring of 2009. Website has been upgraded to include all faculty research and recently posted, information regarding research opportunities will also be sent out via student list serve.

- **Satisfaction with Counseling Knowledge & Skill Development** and perception of student ability to gain knowledge, develop skills and practice competently on entry into the counseling profession. Students ranked individual counseling skills, group counseling skills, appraisal, assessment & research skills, career counseling skills, program planning and evaluation skills, legal, ethical and professional Identity/practice and development.

Strengths: Students clearly identified both individual and group counseling skills as an area of major strength.

Improvement: Students ranked appraisal, assessment, research and evaluation skills as an area of concern.

CED Action: These needs were addressed earlier in the report.

- **Employment**: Students described hopes and plans in seeking first position after graduating from this program including: plan to find work closely related to graduate training within six months after graduating from this program, planning on working in current position, choosing to work at home, no longer interested in working as a counselor, continuing education, willing to relocate in order to find employment, not going to seek work compatible with my education.

Strengths: Most students indicated they would be seeking work in their area of preparation within 6 months of graduation, some indicated that they would continue in their current positions.

**Selected Student Survey Narratives:**

1. I feel that UNLV CED has several strengths: the faculty, the organization of the program (including how the department provides information to the students), and the feeling of assured success as we move through the program (no faculty member would allow us to be 'thrown to the wolves'). The program is very supportive.

2. I think the strength of the program is the staff. They are always very positive, caring, knowledgeable, and helpful! It is amazing to be in a program where you are able to feel comfortable and receive guidance when needed. I also enjoyed how topics in classes are relevant and related to the other classes I am taking. I am enjoying this program very much!

3. I wish the summer was stretched out by two more weeks, or the courses were given in two parts. There is so much information given that I feel like I cannot give all of it the needed time for accurate understanding.

4. The sequence and times for the courses have worked well for me. All classes have been educational and enlightening. I have no areas of improvement to state at this time. I really enjoy the interaction and application that occurs in the courses. Keep up the good work! I also really enjoyed the hybrid class I have taken, I think it is a really good balance and could be utilized in other courses!

5. Finally, I feel that we should be able to complete some of our internship over the summer. Being a teacher and having just bought a house I cannot quit my job in order to complete
internship. I think as a teacher it is going to be very hard to complete all 600 of my internship hours during the course of the school year and take other classes without having the opportunity to get a lot of hours in during the summer.

6. Every course I have taken so far except for X has been a very positive and learning experience.

7. Offer more variety in courses available so students can tailor the program to their interests and professional goals.

8. Change nothing.


Survey Two: Alumni CED Students

This electronic survey gathered data from recently graduated students (2007 and 2008) who are enrolled in both the school and mental health counseling programs. Survey is available on CED website.

Demographics

These results draw from the electronic survey gathered data from current graduate students who are enrolled in both the school and mental health counseling programs. Survey can be accessed from the CED website. The response rate was 50 percent; students identified as School Counselor, Community Mental Health Counseling majors. Students identified as having graduated in 2007 or 2008. The majority of our current students who responded are female (95 percent), primarily identifying as European American, several students identified as African American, Asian American, Latino/a and Multi-Heritage. Students primarily speak English; several speak Spanish, one identified as speaking Mandarin and French as well. Students were predominately aged 26-26, with the second highest age group tying, (18-25 and 36-45).

In the next several sections, students ranked aspects using a likert scale ranging from 4 = Strongly Agree to 1 = Strongly Disagree, 0= Not Applicable/Unsure.

Counselor Education Department Environment

- Students in my program are given opportunities for input in Admission Process, Departmental Policy, Course and curriculum content, Course scheduling, Student comprehensive exam.

- Students were encouraged to express opinions and an environment of acceptance of divergent points of view existed in the classroom, department and with individual faculty members.

- The CED Climate has a humane environment characterized by mutual respect and concern between students and faculty. Ethnic, racial & cultural diversity are strongly emphasized, my program provides sufficient opportunities for my personal growth and development. Sufficient opportunities are provided for student-faculty interaction outside of class, diversity of cultural items (pictures, posters, etc.) are represented throughout my program/department, the program/department environment always makes me feel comfortable and valued, faculty make an effort to understand my point of view, minority, underrepresented, and marginalize students can always "speak their minds," CED office personnel were attentive, courteous and helpful, if I could choose my program again, it would be this program, I would advise friends w/similar interests to attend here, there were places provided for me to study, collaborate and work with others in the CED Community of learners.
Strengths: High scores were yielded for: encouraged to express opinions, environment of acceptance of divergent points of view existed in the classroom, department and with individual faculty members. The CED climate has a humane environment characterized by mutual respect and concern between students and faculty, program provided sufficient opportunities for my personal growth and development, inclusive and representative cultural items (pictures, posters, etc.) were included throughout my program/department.

Improvement: Students cited lack of involvement in to be included in the admission process, departmental policy, course and curriculum content and course scheduling.

CED Action: Current students will be surveyed regarding admission process, departmental policy, course and curriculum content and course scheduling in spring of 2009.

CED Academic Experience

- Learning Experiences evaluated include: learning as a student in my program, academic demands in my graduate program were appropriate, faculty members generally were well prepared for their courses, I received fair and equitable grades in this department, course syllabi reflected multicultural and diverse issues, program provided me with preparation for my professional work and offered balance between theory and practice, sufficient exposure/preparation for use of technology, provided stimulating and exciting study, faculty members were culturally competent to teach and work with diverse student and issues, program provided an appropriate balance between experiential and academic learning, academic environment promoted respect for cultural, racial, ethnic and other forms of diversity, extent of course overlap was minimal, but sufficient enough to tie major concepts and procedures together, requirements for degree were clearly stated and sufficient assistance with thesis or research paper.

Strengths: Students scores indicate that they learned a great deal as a student in the program and their program provided them with preparation for their professional work.

Improvement: Though low average scores, students expressed that preparation in the area of technology and the extent of course overlap not being minimal.

CED Action: The curriculum scope and sequences has been revised. All coursework has been upgraded to include technology and matching pedagogy for support. A technology and research orientation will be included as part of the first term.

CED Coursework (Excluding Practicum/Internship Experiences)

- Students responded to questions in terms of their overall satisfaction with the counseling courses taken related to days and times when counseling courses were scheduled, scope of content in the courses, clarity of course expectations and assignments, quality of web campus and technology use, teaching methods used by the instructors, quality of tests used in the courses, quality of other assigned readings, relevance of tests and other assignments, quality of feedback on performance, quality of syllabi and course outline. overall satisfaction with courses, availability of needed courses each semester, course availability on specific topics related to my interests.

Strengths: This area yielded average scores.

CED Actions: Curriculum and course sequence, delivery, offerings and content has been refined and upgraded.
Specific Coursework: Students provided impressions of coursework taken while attending the program, they ranked courses ranging from taught well/met the highest of expectations to not taught well/did not meet expectations and needs considerable improvement.

Strengths: Courses that were ranked high include Introduction to Counseling, Introduction to Community Mental Health Counseling, Relationships Across the Lifespan, Counseling with Expressive Arts & Activities and Counseling Internship.

Improvements: Classes yield average (but low average) scores and suggest some need for refinement include Introduction to School Counseling, Social Justice & Advocacy in Counseling, Counseling Appraisal & Inquiry, and Advanced Internship in Mental Health & Addictions Counseling.

CED Actions: Curriculum was revamped, refined and upgraded in 2008 to meet these concerns.

Practicum and Internship Experiences including: Quality of the Internship Handbook, Availability of information on sites, Assistance in obtaining a site, Quality of supervision received by faculty supervisor, Quality of supervision received by site supervisor, Procedures used to deal with problems/conflict on site, Monitoring of progress by faculty, Overall satisfaction with practicum placement procedures, site(s), practicum component of program and internship component of program.

Strengths: This area yielded average scores.

Improvements: Even though the scores were average, the lowest scores indicate that students would like more information regarding sites, and more assistance in obtaining sites. There is some concern over site placement procedures both for CMHC and School counseling students.

CED Action: Internship handbook has been upgraded, procedures have been upgraded, sites have been evaluated and updated, and all data has been posted on the CED website. Pending funding, a clinical coordinator has been requested to facilitate field placements for CMHC students; CCSD has a placement officer for school counseling students. Concerns in this area will require more in depth investigation, feedback in the form of qualitative data will be collected in 2009.

CED Comprehensive Examination was ranked regarding the fairness of measurement of student cumulative learning experiences throughout the course of the program and the adequacy of preparation for the comprehensive exam.

Strengths: These areas were ranked extremely high, students were very satisfied.

CED Action: Continue with Comprehensive preparation program and initiatives stated in the current student section.

Advising/Mentoring and Student Support Services evaluated by students include:
Availability and knowledge of faculty advisor, clarity of requirements for completing program, accessibility of info for practicum & application procedures as well as information on internship requirements and application procedures, helpfulness of descriptive materials (handbook, website), involvement in counseling student association, career guidance provided by faculty, opportunities for professional involvement as a student, mentorship opportunities for underrepresented students and research opportunities with faculty.

Strengths: These areas yielded mostly average scores, with the exception of the areas of knowledge of faculty advisor, clarity of requirements for completing program and accessibility of info for practicum & application procedures which were ranked higher than average.

CED Action: See recommendations listed in the prior section that surveyed current students.
Satisfaction with Counseling Knowledge & Skill Development

As a result of this program and learning experiences while currently in this program students evaluated their ability to gain knowledge, develop skills and practice competently as they enter the counseling profession. Answers assessed individual and group counseling skills, appraisal/assessment skills, research skills, career counseling skills, program planning and evaluation skills, ability to negotiate legal and ethical issues and professional identity development.

Strengths: Areas that yielded above average scores included individual and group counseling skills and professional identity.

Improvement: Students ranked all courses average or above average, the appraisal skills score was the lowest average score.

CED Action: Research and Appraisal classes have been reviewed, upgraded and revised. See current student survey section for details.

Employment: Students described first position after graduating from this program.

Strengths: Eighty percent of students indicate that they have obtained a position in either school or mental health counseling since graduation.

Selected Survey Respondent Narratives:

1. The major strengths of the program are the staff that they have and the diverse talents they bring to the table. Some click with individuals more than others but it is the culmination of these fine professionals that make the program a great institution. Also professors who taught course work that lead to self exploration within the context of the subject matter needs to be encouraged. This is an invaluable part of the program that I believe young counselors need to learn about themselves before they are able to help others explore themselves.

2. I would have loved to see videos of actual counseling done by a school counselor, in particular working with the same student over the course of several sessions.

3. The program has gone through some major changes since my graduation and I am confident it will be an amazing program thanks to X. Having the class size small was beneficial.

4. The program strengths include: Accessibility to Faculty/Staff, Growth & Vision, Encouragement and Enthusiasm for Student Involvement, Academic Standards and Professionalism.

5. There were many faculty members who went above and beyond for the students to help us learn what we needed to learn. They provided information about how to be successful in the real world. I feel that we were broadly trained to cover many different counseling areas.

6. Ample opportunities for personal/professional growth and development, strong practicum & internship component placed early in program.

7. I felt as though I was an individual to each professor and not just another number. I felt as though my personal growth was important to the faculty, as well. I not only learned about theory and practice, but I also learned about myself.

8. The faculty members were professional, knowledgeable and helpful.
Survey Three: Community Mental Health Employers

This electronic survey gathered data from employers who hired recently graduated students who were enrolled (primarily) in the community mental health counseling program. Survey can be accessed from the CED website. There were 93 questions.

Results indicated that all survey respondents hired UNLV graduates who graduated from Community Mental Health Counseling Program in 2008 only.

The rankings for this survey include 4=Excellent, 3=Above Average, 2=Average, 1=Below Average and 0=Poor.

All 93 scores ranged between 2=Average and 4=Excellent.

In this section employers evaluated UNLV CED graduates in terms of their competency in these skills: Individual counseling skills, Group counseling skills, Family counseling skills, Child counseling skills, Addictions counseling skills, Guidance counseling skills, Assessment & diagnosis, Treatment planning, Test administration skills, Consulting skills, Supervision skills, Boundary skills, Technology skills, Record keeping skills, Confidentiality skills/Ability to keep material confidential), Empathy skills and Rapport building skills.

Strengths: With the exception of two categories, the remaining categories were ranked 3.5 or above, particularly high scores were received for Empathy Skills and Addictions Counseling Skills.

Improvement: Though average, the Child counseling skills received the lowest score in this category.

CED Action: The core curriculum class, Expressive Arts in Counseling, CED 703 has been re-developed to include more Play and child therapy/counseling approaches. Additionally, a child and play therapy class is being developed and will be launched this summer (2009) for an advanced elective.

CED Action: The core curriculum class, Expressive Arts in Counseling, CED 703 has been re-developed to include more Play and child therapy/counseling approaches. Additionally, a child and play therapy class is being developed and will be launched this summer (2009) for an advanced elective.

- UNLV CED counseling programs prepare counselors to have general knowledge & understanding of: Counselor professional identity, Counselor ethical standards, Social and cultural diversity, Social justice and advocacy, Human growth and development, Career development, Development of helping relationships, Group work, Assessment, Research and Program evaluation.

Strengths: High ranking scores were received for Counselor professional identity, Counselor ethical standards, Social and cultural diversity, Development of helping relationships and Client Assessment.

Improvement: Program evaluation skills received an average ranking.

CED Action: Program Evaluation skills and updated content have been added to the internship class and the appraisal class starting spring 2009.

- UNLV CED counseling programs prepare counselors to specific knowledge & understanding of: History, philosophy, and trends in CMHC, ethical/legal considerations specifically related to practice, management of mental health services/programs, including areas of administration, finance, and accountability, impact of crises, disasters, & trauma-causing events on people, operation of emergency management systems within CMHC agencies and in the community, etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental/emotional disorders, disease concept and etiology of addiction/co-occurring disorders, importance of family, social networks, and community systems in treatment of mental/emotional disorders, professional issues relevant to practice of CMHC, multicultural competencies to CMHC involving case conceptualization, diagnosis, treatment, referral, and prevention of mental/emotional disorders, appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, procedures
for assessing/managing suicide risk, effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of clients, current literature outlining theories, approaches, strategies, and techniques effective when working with specific populations of clients with mental/emotional disorders, effective strategies to support client advocacy and influence public policy/government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect practice of CMHC, public policies on the local, state, and national levels that affect quality/accessibility of mental health services, various models and approaches to clinical evaluation and appropriate uses, including, diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments, basic classifications, indications, and contraindications of commonly prescribed medications so appropriate referrals can be made for evaluations and side effects can be identified, models of program evaluation for CMHC programs, evidence-based treatments and basic strategies for evaluating counseling outcomes in CMHC, diagnostic processes including differential diagnosis, and use of diagnostic tools, impact of co-occurring substance and medical/psychological use D/Os, relevance/biases of commonly used diagnostic tools with multicultural populations.

Strengths: This area received average to above average scores.

Improvement: Areas that ranked average, but were lower scores include students understanding of strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs affecting practice of clinical mental health counseling, and relevance/potential biases of commonly used diagnostic tools with multicultural populations.

CED Action: The Mental Health Class has been re-organized and updated to include this information. The DSM and Psycho pharmacology components of the CMCH curriculum have been upgraded and revised beginning spring term 2009. See previous section.

• Counseling programs prepare counselors to be aware of: Client limits, Client insight into problem(s), Client world-view/culture, personal/family limits/dynamics, Social/Cultural barriers, Community resources, professional or skill limits, ability to self-reflect own feelings, cultural values/biases and gender bias.

Strengths: Understanding and dealing with client limits and understanding client culture were cited as major strengths.

Improvement: Average scores were received for understanding family dynamics.

CED Action: The relationships across the lifespan class has been upgraded and revised to include more family and multicultural relationship content this spring 2009.

• Counseling programs prepare counselors to be aware of the following: Personal integrity, Professionalism, Ethical conduct, Objectivity, Reliability, Dependability, Emotional maturity, Ability to relate to others, Concern for client’s welfare, Respect for client decisions, Commitment to learning, Self-care, Positive response to supervision, Positive attitude, Commitment to client advocacy, Commitment to professional advocacy, Commitment to research.

Strengths: These areas were ranked with the highest scores: Personal integrity, Professionalism, Ethical conduct, Objectivity, Reliability, Dependability, Concern for client’s welfare, Respect for client decisions, Commitment to learning, Positive response to supervision, Positive attitude, Commitment to client advocacy and Commitment to professional advocacy.

Improvement: There were no low scores in this area.
CED Action: Continue with CED CMHC program initiatives, reactivate local Chi Sigma Iota (Counseling Hour Society) chapter spring 2009, encourage Nevada Counseling Association and ACA, AMHCA involvement.

- Compared with graduates of other counseling programs, UNLV CED graduates are:
  Competent, Skilled, Knowledgeable, Professional, Client-centered, Advocates, Competent, Skilled and Committed to excellence.

Strengths: High ranking scores were received for Competent, Skilled, Knowledgeable, and Professional and Client-centered categories.

Improvement: There were no low scores in this area.

CED Action: Same as above.

Selected Narrative Comments from CMHC Employer Survey Respondents:

Major Strengths: Students and faculty demonstrate a dedication and belief in the CED Counseling Program.

Areas of Improvement: A few of the faculty to not seem to be student-centered as evidenced by comments I heard from CED Counseling Program students. More education needed regarding counselor efficacy with specific disorders such as psychosis.

Survey Four: Professional School Counselor Employers

This electronic survey gathered data from employers who hire recently graduated students who were enrolled in the professional school counseling program, predominately from the Clark County School District. Survey can be accessed from the CED website.

The survey participants were asked to rank their employees using this scale: 4=Excellent, 3=Above Average, 2=Average, 1=Below Average, 0=Poor and CE=Cannot Evaluate

All rankings ranged from 1 through 4, there were no poor (0) rankings.

Demographics
All employees were graduates of the Professional School Counselor MEd Program (48 Credits).

Of the year of Graduation of employee noted, 75 percent of those evaluated graduated in 2008, 20 percent in 2007, five percent in previous years.

In this section employers evaluated UNLV CED graduates in terms of their competency in these skills:

- Understanding of Foundational Knowledge of School Counseling: History, philosophy, and trends in school counseling and educational systems, ethical and legal considerations specifically related to the practice of school counseling, roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school, professional organizations, preparation standards, and credentials relevant to the practice of school counseling, current models of school counseling programs (e.g., American School
Counselor Association [ASCA] National Model) and integral relationship to the total educational program, effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development, operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

Strengths: High rankings were received for History, philosophy, and trends in school counseling and educational systems, ethical and legal considerations specifically related to the practice of school counseling, roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school, professional organizations, preparation standards, and credentials relevant to the practice of school counseling, current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model).

Improvement: All scores were above average in this section.

- **Demonstrates Foundational School Counseling Skills and Practices**: Ability to apply and adhere to ethical and legal standards, ability to articulate, model, and advocate for an appropriate school counselor identity and program.

Strengths: The areas above, ability to apply and adhere to ethical and legal standards, ability to articulate, model, and advocate for an appropriate school counselor identity and program earned extremely high rankings.

Improvement: All scores were above average in this section.

- **COUNSELING, PREVENTION, AND INTERVENTION: Skills and Practices**: Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. Demonstrates the ability to use procedures for assessing and managing suicide risk. Demonstrates the ability to recognize his/her own limitations as a school counselor and to seek supervision or refer clients when appropriate.

Strengths: Demonstration of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms was ranked very high.

Improvement: Demonstrates the ability to use procedures for assessing and managing suicide risk was ranked 2.5, the lowest score in this area, though it is above average we feel it still warrants attention.

CED Action: Suicide assessment, intervention and management will be added to the advanced school counseling class and practicum/internship curriculum this spring (2009).

- **DIVERSITY AND ADVOCACY: Knowledge**

Understands cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

Strengths: The scores in this section were ranked above average.

Improvement: Nothing stood out as a major strength or weakness in this domain.
CED Action: The CED has added a new clinical multicultural counseling class to the curriculum to augment the CED 733 social justice foundation class, it will be offered summer 2009.

- **DIVERSITY AND ADVOCACY: Skills and Practices**
  Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. 
  Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

  **Strengths:** Advocates for the learning and academic experiences necessary to promote the academic, career and personal/social development of students.

  **Improvement:** All scores were above average.

CED Action: The CED has added a new clinical multicultural counseling class to the curriculum to augment the CED 733 social justice foundation class, it will be offered summer 2009.

- **ASSESSMENT: Knowledge**
  Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. Identifies various forms of needs assessments for academic, career, and personal/social development.

- **ASSESSMENT: Skills and Practices**
  Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development. 
  Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. Makes appropriate referrals to school and/or community resources. Assesses barriers that impede students’ academic, career, and personal/social development.

  **Strengths:** All scores were average to above average (mean 2.65) in this area, nothing stood out as a major strength or weakness.

  **Improvement:** Though ranked above average, this was the lowest score was assigned to able to identify various forms of needs assessments for academic, career, and personal/social development.

CED Action: Because nothing was remarkable in this area, the appraisal and assessment components have been revised and upgraded to in the core curriculum classes. This area has already been identified as an area that required attention, the entire syllabus and core curriculum has been re-structured.

- **RESEARCH AND EVALUATION: Knowledge**
  Understands how to critically evaluate research relevant to the practice of school counseling. Knows models of program evaluation for school counseling programs. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). Understands the outcome research data and best practices identified in the school counseling research literature.
• **RESEARCH AND EVALUATION: Skills and Practices**
  Applies relevant research findings to inform the practice of school counseling. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. Analyzes and uses data to enhance school counseling programs.

  **Strengths:** All scores were average to above average (mean 2.5) in this area, nothing stood out as a major strength or weakness.

  **Improvement:** Understands how to critically evaluate research relevant to the practice of school counseling received the second lowest ranking. The area that received the lowest score was ability to analyze and use data to enhance school counseling programs.

  **CED Action:** Because these are the lowest scores of the survey, the research and evaluation (particularly program evaluation) components have been revised and upgraded to in the core curriculum classes. This area has already been identified as an area that required attention, the entire syllabus and core curriculum has been re-structured.

• **ACADEMIC DEVELOPMENT: Knowledge**
  Understands the relationship of the school counseling program to the academic mission of the school. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

  **Strengths:** All ranked as areas of major strength, that they understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school and that they understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.

• **ACADEMIC DEVELOPMENT: Skills and Practices**
  Conducts programs designed to enhance student academic development. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

  **Strengths:** Conducts programs designed to enhance student academic development and implements strategies and activities to prepare students for a full range of postsecondary options and opportunities were ranked as areas of extreme strength.

• **COLLABORATION AND CONSULTATION: Knowledge**
  Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. Understands systems theories, models, and processes of consultation in school system settings. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) and how to coordinate them. Knows school and community collaboration models for crisis/disaster preparedness and response.

  **Improvement:** These two areas, 1) knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community and 2) knows how to build effective working teams...
of school staff, parents, and community members to promote the academic, career, and personal/social development of students were ranked the lowest in this section, though ranked at above average. Consultation and teambuilding is an area of concern particularly as it relates to academic success and school climate building.

CED Action: Consultation will be re-introduced and reinforced in both the advanced school counseling and internship classes.

- **COLLABORATION AND CONSULTATION: Skills and Practices**
  Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. Locates resources in the community that can be used in the school to improve student achievement and success. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. Uses peer helping strategies in the school counseling program. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

   Improvement: These two areas 1) consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. Uses peer helping strategies in the school counseling program and 2) uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families were ranked the lowest in this section, though ranked at above average.

   CED Action: Consultation will be re-introduced and reinforced in both the advanced school counseling and internship classes.

- **LEADERSHIP: Knowledge**
  Knows the qualities, principles, skills, and styles of effective leadership. Knows strategies of leadership designed to enhance the learning environment of schools. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. Understands the important role of the school counselor as a system change agent. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

   Strengths: Ranked as an area of strength was knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

   Improvement: All scores were above average in this section.

- **LEADERSHIP: Skills and Practices**
  Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

   Strengths: All scores were above average.

   Improvement: However, the lowest score was related to the area of participation in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

   CED Action: This will be addressed by the research, appraisal, assessment and program evaluation revisions and upgrades in the curriculum.

**Selected Narrative Comments from PSC Employer Survey Respondents:**
1. My faculty person graduated from the first cohort program in 2002. This person continues to learn about new programs and trends to improve or enhance service to students, parents, and teachers.

2. My counselor gets involved in all activities related to assisting students in need. At times, it becomes difficult to balance the required classroom instruction time, the individual and small group counseling with the extra projects that align with our school improvement plan.

3. The UNLV CED mentors, supports, and promotes fairness.

4. The faculty overall empowers its graduate students to think outside of the box. They provide many opportunities for counseling students to engage in collaborative experiences.

Survey Five: Site Supervisor Evaluation of Community Mental Health Counseling Internship Student Performance

The following surveys (5 & 6) are compilations of 32 internship site supervisor completed evaluations in 2008. The sites include 54 percent Community Mental Health Counseling and 46 percent professional school counseling.

The survey rankings were averaged for each question. Rankings were Poor = 1, Weak = 2, Average = 3, Good = 4, Excellent = 5, Exemplary = 6

GENERAL SUPERVISION ITEMS

1. Demonstrates a personal commitment to the development of professional competencies 4.2
2. Willingly invests time and energy in becoming a professional mental health counselor. 4.3
3. Seeks, accepts and uses feedback to enhance self-development and counseling skills. 4
4. Displays open and clear communication with supervisor and I personnel. 4
5. Completes paperwork punctually and conscientiously. 4.4
6. Demonstrates the ability to recognize his or her limitations as a counselor and to seek supervision or refer clients when appropriate. 4

THE COUNSELING PROCESS:

1. Keeps appointments on time 4
2. Explains the nature and objective of counseling 3.9
3. Is relaxed and comfortable in counseling sessions, displays appropriate non-verbal skills. 4.1
4. Communicates interest in and acceptance of clients. 4.2
5. Facilitates client expression of concerns and feelings. 4
6. Uses silence effectively in counseling sessions. 4
7. Is aware of, and can identify own feelings in the 4.3
counseling session.

8. Communicates own feelings to the client when appropriate.
9. Recognizes and skillfully manages the client’s covert messages or negative affect.
10. Facilitates realistic goal-setting with the client.
11. Employs appropriate judgment in the timing and use of a variety of counseling interventions.
12. Displays awareness of group dynamic processes.
13. Demonstrates appropriate group leadership skills.
15. Appropriately address self and client issues related to termination (denial, resistance, timing, appropriate referrals, etc.).
16. Demonstrates competency when working with diverse clients and issues of diversity.
17. Demonstrates knowledge of appropriate referral sources in the community.
18. Demonstrates competency maintaining confidentiality, and appropriately and tactfully breaking confidentiality when required to do so.
19. Uses research to inform practice (i.e., evidence-based Practice).
20. Demonstrates the ability to use procedures for assessing and managing suicide risk.

ASSESSMENT
1. Demonstrates ability to conduct an intake interview.
2. Demonstrates ability to conduct a mental status evaluation.
3. Demonstrates ability to conduct a bio-psychosocial History, mental health history.
4. Demonstrates ability to develop, execute, and evaluate a treatment plan.
5. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
6. Appropriately explains, administers, and interprets tests and assessments.
7. Is sensitive to ethical, cultural, and legal dimensions of testing and assessment.
8. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications.

DIAGNOSIS:
1. Understands the diagnostic process, such as Differential diagnosis, use of the DSM.
2. Understands diagnostic criteria for mental and emotional disorders.
3. Knows the impact of co-occurring substance use Disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural
populations.
5. Understands appropriate use of diagnosis during crisis, disaster, or other trauma-causing events.

CONSULTATION:
1. Uses strategies to promote, develop, and enhance effective teamwork within the agency and larger community.
2. Uses strategies and methods of empowering clients to act on their own behalf (self-advocacy).
3. Locates resources in the community that can be used in the agency to improve client wellness and success.
4. Uses consultation model(s) and strategies/techniques.
5. Recognizes issues that affect the development and functioning of clients and makes appropriate referrals.
6. Presents in-service training to staff and clinicians.

TECHNOLOGICAL:
1. Demonstrates appropriate and effective use of technology to enhance the counselor’s role.
2. Uses technology in a secure and ethical manner in order to maintain privacy of clients.

ADMINISTRATIVE AND PROFESSIONAL BEHAVIOR:
1. Displays knowledge of, and adheres to agency programs and policies.
2. Displays knowledge of the organizational and administrative functions of the agency.
3. Participates in agency in-service and group supervision activities.
4. Demonstrates professional behavior.
5. Demonstrates the ability to apply and adhere to ethical and legal standards in mental health counseling.

PERSONAL BEHAVIOR:
1. Displays self-awareness & self-understanding
2. Displays emotional stability
3. Displays positive response to constructive criticism
4. Displays appropriate emotion to given situations
5. Displays appropriate response under stress
6. Displays appropriate social skills
7. Displays ability to function as team member
8. Displays commitment to the agency counseling programs
9. Displays dependability

Overall Evaluation:
1. Counseling ability
2. Coordination ability
3. Consultation ability
4. Program planning and implementation ability
5. Potential for overall success as a future counselor 4

6. Would you be willing to provide a reference for this student?

Almost all said yes, positive, one with conditions.

Strengths: Counseling and client intake, treatment planning, GAF, and goal setting.

Improvement: Independent research and appraisal skills need strengthening. Students need to become more aware of client self advocacy skills and interventions.

CED Plan: Curriculum has been revised to improve research and appraisal student skills. Self efficacy will be included in the appraisal and internship curriculum spring/fall 2009.

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Survey Six: Site Supervisor Evaluation of Professional School Counseling Internship Student Performance

**GENERAL SUPERVISION ITEMS**

1. Demonstrates a personal commitment to the development of professional competencies 4.1

2. Willingly invests time and energy in becoming a professional school counselor. 4

3. Seeks, accepts and uses feedback to enhance self-development and counseling skills. 4.2

4. Displays open and clear communication with supervisor and school personnel. 3.9

5. Completes paperwork punctually and conscientiously. 3.9

6. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. 4

**THE COUNSELING PROCESS:**

1. Keeps appointments on time 4

2. Explains the nature and objective of counseling 4.3

3. Is relaxed and comfortable in counseling sessions, displays appropriate non-verbal skills. 4

4. Communicates interest in and acceptance of clients. 3.9

5. Facilitates client expression of concerns and feelings. 4

6. Uses silence effectively in counseling sessions. 3

7. Is aware of, and can identify own feelings in the counseling session. 3

8. Communicates own feelings to the client when appropriate. 4

9. Recognizes and skillfully manages the client’s covert messages or negative affect. 4.1

10. Facilitates realistic goal-setting with the client. 4

11. Employed appropriate judgment in the timing and 4.3
use of a variety of counseling interventions.
12. Displays awareness of group dynamic processes. 4.1
13. Demonstrates appropriate group leadership skills. 3
14. Demonstrates competency in applying group interventions. 3.2
15. Appropriately address self and client issues related to termination (denial, resistance, timing, appropriate referrals, etc.). 3
16. Demonstrates competency when working with diverse clients and issues of diversity. 4.2
17. Demonstrates knowledge of appropriate referral sources in the community. 3.2
18. Demonstrates competency maintaining confidentiality, and appropriately and tactfully breaking confidentiality when required to do so. 4
19. Uses research to inform practice (i.e., evidence-based Practice). 2.2
20. Demonstrates the ability to use procedures for assessing and managing suicide risk 3

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<th>ASSESSMENT</th>
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<tr>
<td>1. Demonstrates ability to conduct an intake interview.</td>
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<td>2. Demonstrates ability to conduct a bio psychosocial history, mental health history.</td>
<td>2.5</td>
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<tr>
<td>3. Appropriately explains, administers, and interprets tests and assessments.</td>
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<td>5. Is sensitive to ethical, cultural, and legal dimensions of testing and assessment.</td>
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<tr>
<td>6. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications.</td>
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Psychological Aspects:
1. Understands the diagnostic process in mental health and how it applies to academic issues 3
2. Knows the impact of co-occurring substance use disorders on academic issues 3.3

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<th>CONSULTATION</th>
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<td>1. Uses strategies to promote, develop, and enhance effective teamwork within agency &amp; larger community.</td>
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<td>2. Uses strategies and methods of empowering clients to act on their own behalf (self-advocacy).</td>
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<tr>
<td>3. Locates resources in the community that can be used in the agency to improve client wellness and success</td>
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<td>4. Uses consultation mole(s) and strategies/techniques</td>
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<td>5. Recognizes issues that affect the development and functioning of clients and makes appropriate referrals.</td>
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<td>6. Presents in-service training to staff and clinicians.</td>
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<th>TECHNOLOGICAL:</th>
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<td>1. Demonstrates appropriate and effective use of technology to enhance the counselor’s role.</td>
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</table>
2. Uses technology in a secure and ethical manner in order to maintain privacy of clients. 4

ADMINISTRATIVE AND PROFESSIONAL BEHAVIOR:
1. Displays knowledge of, and adheres to agency programs and policies. 3.9
2. Displays knowledge of the organizational and administrative functions of the agency. 4.2
3. Participates in agency in-service and group supervision activities. 4.1
4. Displays promptness, reliability, and responsibility. 4.4
5. Demonstrates professional behavior. 4.3
6. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. 4.4

PERSONAL BEHAVIOR:
1. Displays self-awareness & self-understanding 4
2. Displays emotional stability 4.3
3. Displays positive response to constructive criticism 3.9
4. Displays appropriate emotion to given situations 4
5. Displays appropriate response under stress 4.2
6. Displays appropriate social skills 3.9
7. Displays ability to function as team member 4
8. Displays commitment to the agency counseling programs 4.3
9. Displays dependability 4.3

Overall Evaluation:
1. Counseling ability 5
2. Coordination ability 4.1
3. Consultation ability 4.3
4. Program planning and implementation ability 4
5. Potential for overall success as a future counselor 4

6. Would you be willing to provide a reference for this student? All responses indicated a yes.

Strengths: Strong understanding of the psychosocial component and mental health issues and how they impact academic success.

Improvement: Independent research and appraisal skills need strengthening. Students need to become more aware of client self advocacy skills and interventions.

CED Plan: Curriculum has been revised to improve research and appraisal student skills. Self efficacy will be included in the appraisal and internship curriculum spring/fall 2009.
The Counselor Education Department is a two year old department, having merged two programs to become a new unit within the College of Education in the fall of 2006. The community counseling program, housed in Urban Affairs, brought three faculty members to the COE. The school counseling program brought three faculty members from the Educational Psychology Department in the COE. We now stand at seven faculty members. Both programs have maintained CACREP accreditation (Council on Accreditation in Counseling and Related Educational Programs) and faculty have a strong counselor education focus. At our exit review meeting this past October, 2008, our CACREP accreditation visit team members commended us on four core areas of strength:

1. A strong research and scholarship and presence in national leadership
2. A refined counselor education mission promoting counselor education identity
3. A solid commitment to student learning and demonstration of a student-centered focus
4. A demonstration of exemplary multicultural and social justice pedagogical practices evident throughout entire curriculum, programs, student activities and CED departmental business.

The professional identity of the department and its members heavily draws from the American Counseling Association (ACA) and kindred associations. Faculty members hold leadership roles within ACA and its key divisions while also serving in leadership positions within related specialty organizations (such as but not limited to the Association for Counselor Education and Supervision, Association for School Counseling, Counselors for Social Justice and Association for Creativity in Counseling). Additionally, faculty serve in many state and regional leadership capacities.

The faculty members are committed to the preparation of professional counselors who will practice in educational/school, mental health, community and addiction prevention settings.

- In 2008, Dale-Elizabeth Pehrsson served as the nationally elected governing council representative for ACA representing the Association for Counselor Education and Supervision; it is a three year term that ends in 2010. Dale serves on many national committees, including the ACA Cyber and Technology Task Force.
- In 2008, Randy Astramovich and Dale Pehrsson served on the National ACA-ACES Electronic Syllabus Library Taskforce whose work culminated in the launching of an entirely new electronic educational service for the American Counseling Association; it will serve over 43,000 members.
- For 2008-2009 Dale-Elizabeth Pehrsson currently serves as Association for Counselor Education and Supervision National Conference Research and Program Chair.
- In 2008, Drs. Wendy Hoskins and Randy Astramovich were appointed to be co-chairs for the newly formed ACA Interest Network for School Counselors and Child Mental Health Providers.
• Drs. Pehrsson, Astramovich and Hoskins serve on the ACES Counselor Educators’ Research Mentorship Project at the ACES president’s request. The project’s goal is to develop a research mentorship plan for emerging scholars active within ACES.

• In 2008, Dr. Randy Astramovich served on the national governing council for the Association of Counselor Education and Supervision as its western region representative and as Western Association for Counselor Education and Supervision president.

• Dr. Wendy Hoskins currently serves as the treasurer for the Western Association for Counselor Education and Supervision.

• Dr. Shannon Smith serves as Vice President of the Nevada Play Therapy Association.

• Dr. Dale-Elizabeth Pehrsson serves on the Nevada Play Therapy Association Board of Directors.

• Larry Ashley was recently appointed by the Governor of Nevada to serve on the Board of Examiners for Alcohol, Drug and Gambling Counselors. Additionally, he serves on the Governor’s Committee on Co-Occurring Disorders as Higher Education Representative.

• Larry Ashley is President for the State of Nevada Association of Addiction Professionals.

• Larry Ashley volunteered to head up the innovative (Tele-Counseling) Tele-Mental Health Counseling to Elko County Juvenile Probationers with Addiction/Mental Health issues. Direct counseling and consultation services are provided to juvenile justice offenders and professional staff.

• Dr. Bill Cross has been asked to co-coordinate and is currently facilitating the “Stories Project” at the Medgar Evers College (MEC), City University of New York. This comprehensive research project involves survey and other methods and will explore the type of stress students often face, their level of academic self-confidence, the kinds of personal projects they are currently carrying out, study-habits, the type of social identity they embrace and most importantly, and glean African American Male students’ ideas on their academic successes.

• Jesse Brinson and Shannon Smith are in the process of gathering data from their national study regarding racism in the schools. Survey will supply data for their book Combating racism in the schools: Transforming the role of the school counselor. This book proposal was accepted by Routledge Publishing.

• Dale-Elizabeth Pehrsson and Paula McMillen conducted first American Counseling Association national study on use of Bibliotherapy by professional counselors.

Students

• Currently 120 students are enrolled in the Human Services undergraduate program. This undergraduate counselor pre-professional program prepares students to serve as case workers and to work in a variety of human services. This program is particularly popular with students interested in focusing on addictions prevention, education and rehabilitation. Our undergraduate degree in Human Services is one of the fastest growing on campus.

• In the past two years graduate student enrollments have doubled. Currently there are 95 students enrolled in our graduate degree and certificate programs.

• Our graduate faculty and students are currently reactivating our chapter of Chi Sigma Iota.

Publications

The faculty published 18 peer reviewed articles/manuscripts this year in the following journals:

New Journal

- Drs. Randy Astramovich and Dale-Elizabeth Pehrsson have created a new journal, established an editorial board of experts and are in the process of preparing the first publication of The Journal for International Counselor Education (JICE), the inaugural journal will be published fall of 2009.

Editorships and editorial boards

- This year the CED faculty members functioned as editors, co-editors and participate as reviewers on editorial boards for more than a dozen peer reviewed journals, periodicals or websites. Some of which include the International Journal of Play Therapy, Professional School Counseling, Journal of Creativity in Mental Health, Journal of Multicultural Counseling and Development, Play Therapy, Professional Issues in Counseling and the Annals of the American Psychotherapy Association, the Western Association for Counselor Education and Supervision Website and Newsletter, and The Bibliotherapy Education Project Website.

Publications

- All six of the tenured/tenure line faculty members are currently involved in scholarly writing. These include five scholarly manuscripts (books), four of which have publisher contracts including one with the American Counseling Association.

Presentations

- In 2007 to 2008, the CED Faculty members had over 40 National, International and Regional Presentations, reaching as far as Germany and India.

The Bibliotherapy Education Project

- In collaboration with the Valley Libraries and the College of Education at Oregon State University, UNVL Library and OML and the College of Education and the CED acquired, relocated and re-launched the research and teaching website and project. The Bibliotherapy Education Project and website, initially developed in 1999 and moved to UNLV in 2008, provides books evaluation tools, a database of evaluated materials with a search engine and other valuable web resources for educators and counselors who endeavor to use books for therapeutic and educational gains in their work with children.

Awards and Appointments

- The UNLV Student Organization of Addictions Professionals (SOAP) recently won the National Association of Alcoholism and Drug Abuse Counselors Emerging Advocates of the Year Award.

- Larry Ashley won the Mel Schulstad Award, the highest award for an individual in the Addictions Field and confirmed upon the recipient by the National Association of Alcoholism and Drug Abuse Counselors. The Mel Schulstad Professional of the Year award was created in November 1979 by Jay Lewis, former editor and publisher of The Alcoholism Report, and a select group of his peers and colleagues, to recognize an individual who has made outstanding and sustained contributions to the advancement of the addiction counseling profession.

- Dale-Elizabeth Pehrsson earned a 2008 Gold Circle Award-Honorable Mention. Each year the American Society of Association Executives (ASAE) recognizes excellence in communication campaigns produced by associations with The Gold Circle Award. The Gold Circle Award is a high honor for recognized achievement. Dr. Pehrsson received this award for her work as the 2007-2008 Clinical Editor for Play Therapy™.

- The Counselor Education faculty, graduate students and program was recently recognized at the 2008 Association for Counselor Education and Supervision Conference in the Western Region garnering eight awards.
Drs. Astramovich and Hoskins earned the coveted research award, for their research on "Doctoral Research Training of Counselor Education Faculty" which was published in the associations' flagship peer reviewed journal, Counselor Education & Supervision.

Dr. Dale-Elizabeth Pehrsson earned the WACES Award for Outstanding Mentorship.

Larry Ashley earned the WACES Special Recognition Award for his efforts in developing the first professional license for counselors in the state of Nevada, the new Clinical Professional Counselor (CPC) credential.

WACES Social Justice Awards were bestowed upon both Drs. Jesse Brinson and Shannon Smith.

Part time instructor, Dr. Katrina Harris earned the WACES Outstanding Graduate Student Award for her steadfast efforts on the WACES Newsletter and WACES Website Conversion Project.

Finally, the 2008 WACES Innovative Counselor Education Program Award was garnered by the Counselor Education Department. Our department, faculty members, staff and students was recognized and honored for excellence especially as this relates to social justice and multicultural initiatives.

- Ms. Marie Wakefield, a graduate assistant in CED and a PhD Student in the joint EPY and School Counselor Education Program was the recipient of the 2008 Thomas Wilson Community Service Award. Most noteworthy is her work advocating for and mentoring African American young woman in leadership. Further, she is recognized for her national and international work with the American Counseling Association, she recently served as president. She currently serves as president of the Nevada Counseling Association.

- Dr. William Cross Jr. has been named recipient of the 6th Annual Social Justice Action Award. This honor was bestowed to him by the Teachers College, Columbia University. This award celebrates his significant contributions as a scholar who exemplifies the integration of multicultural initiatives with social action in the fields of psychology and education.

- Larry Ashley was awarded $27,875 for the Problem Gambling Treatment Program, Nevada Department of Health and Human Services 2007-2008.

- The Faculty raised over 60,000 dollars for CED student scholarships and private assistantships.

- The Counselor Education Department and Faculty received the Community-In-Schools Partnership of Excellence and Appreciation Honor for our collaboration efforts.

### New Digs

- This summer the department relocated its main offices to the first floor, the reception area and main office is now at CEB 109, right next to the student reception area outside the Curriculum Media Library. The students gained a Library, the Rose Research Room (named for Rosa Parks and Rosie the Riveter). The students gained a clinical learning center (room 216 AKA the Blue Room). Several faculty members got new offices, including Professors Ashley, Astramovich, Brinson, Cross, and Pehrsson.
SUMMARY OF SELECTED CED FACULTY RESEARCH, SCHOLARSHIP, ENGAGEMENT AND LEADERSHIP

COMPiled by ZACHARY BUCHER AND DANE-ELIZABETH PEHRSson

Faculty Areas of Expertise

Dr. William Cross, Professor - American Identity Development, African American Students

Dr. Jesse Brinson, Associate Professor - Substance abuse counseling, cross-cultural, counseling, community counseling

Dr. Dale-Elizabeth Pehrsson, Associate Professor - Bibliotherapy, Therapeutic story work, Child/Play therapy, Mentorship/professional development, International counselor education students

Dr. Shannon Smith, Associate Professor - Social Advocacy and Diversity, Multiculturalism in Counseling, GLBTQIA Issues

Dr. Randy Astramovich, Associate Professor - Counseling Program Evaluation, Self-Advocacy in Counseling, Counseling in Schools

Prof. Larry Ashley - Associate Professor-in-Residence - Addictions, Combat trauma, Sexual trauma. Post-traumatic stress disorder, Male gender treatment,

Dr. Wendy Hoskins, Assistant Professor - School Counseling, Pedagogy in Counseling, International Counseling Practices and Education

Publications in Journals and Periodicals

• ACA Digest
• Adult Span Journal
• American Journal of Psychotherapy
• Counselor Education & Supervision
• Counseling Today
• Cultural Diversity & Ethnic Minority Psychology
• Guidance & Counselling
• Identity: An International Journey of Theory and Research
• International Journal for the Advancement of Counseling
• Journal of Addictions and Offender Counseling
• Journal of Black Psychology
• Journal of Counseling & Development
• Journal of Creativity in Mental Health
• Journal of Hospital Librarianship
• Journal of Human Services
• Journal of the Illinois Counseling Association
• Journal of Multicultural Counseling & Development
• Journal of Poetry Therapy
• Journal of Professional Issues in Counseling
• Journal of Psychiatric Research
• Journal of Psychosocial Nursing and Mental Health Services
• Journal of School Counseling
• Journal of Social Issues
• Journal of Worry and Affective Experience
• New Research in Mental Health
• North Carolina Counseling Journal
• Professional Counselor
• Professional School Counseling
• Psychological Reports
• Play Therapy
• Spectrum
• The Annals of the American Psychotherapy Association
• The Arts in Psychotherapy
• The Counseling Psychologist
• The Family Journal
• The Journal of Forensic Psychology Practice

Editorships and editorial boards
• Journal of Adolescent and Child Substance Abuse
• Journal of Multicultural Counseling & Development
• Journal of Professional Issues in Counseling
• Journal of Creativity in Mental Health
• International Journal of Play Therapy
• Spectrum (Counselor Education and Supervision)
• Play Therapy™ (Practitioner periodical for Association of Play Therapy)
• Western Association for Counselor Education and Supervision Newsletter

Book Chapters
• Building Multicultural Competency: Development, Training, and Practice
• Counseling Across Cultures
• Critical Incidents in Group Counseling
• Discovering Successful Pathways in Children’s Development: New Methods in the Study of Childhood and Family Life
• Doing Better: Improving Clinical Skills and Professional Competence
• Handbook of Cross-Cultural Assessment
• Handbook of Multicultural Supervision
• Handbook of Race, Racism, and the Developing Child
• International Perspectives on Youth Conflict and Development
• Introduction to Group Work
• Issues and Challenges for Group Practitioners
• Leadership, Advocacy and Direct Service Strategies for Professional School Counselors
• Mental Health care in the African American Community: A Life Course Perspective
• Navigating the Future: Social Identity, Coping, and Life Tasks
• Research and Evaluation in Counseling
• Social Identities and Educational Participation
• Suicide Across the Lifespan: Implications for Counselors
• Surmounting All Odds: Education, Opportunity, and Society in the New Millennium
• Telling your story: When Someone You Care About Dies
• The Psychology of Prejudice and Discrimination: Gender and Sexual Orientation
• The Therapist’s Notebook for Lesbian, Gay, and Bisexual Clients: Homework, Handouts, and Activities for use in Psychotherapy
• 101 Favorite Play Therapy Techniques, III

Recent Grants & Research Awards
• Association for Counselor Education and Supervision
• Carl Perkins Federal Grant Program
• Clark County School District
• Communities in Schools Partnership
• Nevada Department of Health and Human Services
• The Ohio Department of Mental Health
• UNLV-President’s Research
• UNLV Planning Initiative
• Association for Creativity in Counseling
• L.L. Stewart Teaching Award
• L.L. Stewart Teaching Award

Honors and Awards
• American Red Cross, Certificate of Appreciation, Hurricane Katrina
• Best Coalition, Best of the Best Award
• Board of Regents, University and Community College System of Nevada, Regents’ Academic Advisor Award
• Certificate of Recognition—Communities In Schools of Southern Nevada
• Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Certificate of Appreciation, Katrina Assistance Team
• Nat’l Association for Addiction Professionals, Organizational Achievement Award
• Nat’l Association for Addiction Professionals, Mel Schulstad Professional of the Year
• Outstanding Service to ACES Certificate of Recognition for 2004-2005
• Association for Counselor Education and Supervision
• Teaching Excellence Nomination, UNLV College of Education
• Service Excellence Nomination, UNLV College of Education
• University of Nevada Las Vegas, Greenspun College Urban Affairs, Outstanding Service Award
• College of Education Meritorious Service Award (2008)
• Multicultural Education, Global Diversity or Social Justice Award WACES (2008)
• Publication Award WACES (2008)
• Innovative Counselor Education Program Award WACES (2008)
• Outstanding Graduate Student Award WACES (2008)
• Special Recognition Award WACES (2008)
• Honorable Mention for Play Therapy ™as clinical editor, ASCE
• Social Justice Action Award Teachers College, Columbia University (2009)

Participation in Professional Organizations
National/International
American Counseling Association
Association of Counselor Educators and Supervisors
Association for Creativity in Counseling
American School Counseling Association
American Psychological Association
American Psychotherapy Association
Association for Professional Development Schools
American Studies Association
Association for Play Therapy
Association of Black Psychologists
International Honor Society for Counselor Education, Chi Sigma Iota
International Honor Society for Education, Phi Kappa Phi
International Honor Society for Nursing, Sigma Theta Tau National Association of Poetry (and Bibliotherapy)
International Society for Traumatic Stress Studies
National Association of Sports Counselors
National Council of Black Studies
The Association of Addiction Professionals

State/Regional
Nevada Association for Play Therapy
Nevada Counseling Association
Nevada School Counseling Association
Nevada Association for Counselor Education and Supervisors
Oregon Counseling Association
Oregon Association for Counselor Education and Supervisors
Oregon Association for Play Therapy
Rocky Mountain Association of Counselor Education and Supervision
Nevada Association of Addiction Professionals (SNAPP)
Western Association of Counselor Educators and Supervisors

Recent Leadership Positions
- American Counseling Association Governing Council Representative
- Citizens Advisory Commission, Clark County Juvenile Justice, Chair
- Governor’s Committee on Co-Occurring Disorders
- Western Association for Counselor Education & Supervision President
- Western Association for Counselor Education & Supervision President
- Western Association for Counselor Education & Supervision Treasurer
- Association for Play Therapy
  - Leadership Academy
  - Board Nominee
  - Clinical Editor
- Nevada Association for Play Therapy, Vice President, Board Member
- Nevada Association for Play Therapy, Vice President, Vice President
- Nevada Association for Counselor Education & Supervision, President
- Nevada Counseling Association, President
- Oregon Counseling Association, President
- Oregon Association for Counselor Education & Supervision, President
- Oregon Mental Health Counseling Association, Board Member
- State of Nevada Association of Addiction Professionals, President
Finally, all our mental health counseling internship sites have been re-evaluated by faculty members and data compiled by Dr. Jesse Brinson, coordinator of the CMHC program. The evaluation was conducted in order to review the appropriateness of these sites and to review if they provided or had the potential to provide students with adequate support and strong clinical experiences for our CMHC students. We wanted to assure that the sites and the site supervisors meet the 2009 standards for clinical mental health counseling and also that they meet the 2009 Nevada State Licensure requirements for Mental Health Counseling Licensure (CPC/Clinical Professional Counselor). Sites that do not meet the criteria listed below have been removed from the CMHC internship approval list.

**Clinical Mental Health Counseling SITE EVALUATION TOOL for the STUDENT COUNSELOR INTERNSHIP EXPERIENCE**

*(Circle points as indicated)*

1. Provides onsite supervision by a graduate prepared, licensed and or certified individual with preparation in mental health counseling or closely related discipline.

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2. Provides onsite individual, couples, family or group counseling experiences for students that focuses primarily on mental health counseling or closely related clinical work.

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3. Provides opportunities for students for onsite assessment, screening, triage or intake analysis of individual, couples, family or group counseling clients that focuses primarily on mental health counseling or closely related clinical work.

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4. Provides opportunities for students for onsite work related to DSM and Psycho-pharmacology for treatment planning and consultation related to individual, couple, family or group counseling clients focusing on mental health counseling or related clinical work.

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5. Provides opportunities for students for onsite work related to Case Management of individual, couple, family or group counseling clients that focuses on mental health counseling or closely related clinical work.

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6. Provides opportunities for students to demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

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7. Provides opportunities for students to demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

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8. Provides opportunities for students to apply the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

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9. Provides a range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

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10. Provides opportunities for students to apply the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

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11. Provides opportunities for students to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

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12. Provides opportunities for students to apply procedures for assessing and managing suicide risk.

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13. Provides opportunities for students to demonstrate competency in current record-keeping practices related to clinical mental health counseling.

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<th>Yes</th>
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14. Provides students with appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

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15. Provides opportunities for students to access information regarding community resources to make appropriate referrals.
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<th>Unsure/In process</th>
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<td>16.</td>
<td>Provides opportunities for students to demonstrate the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.</td>
<td>Yes</td>
<td>Unsure/In process</td>
</tr>
<tr>
<td>17.</td>
<td>Provides opportunities for students to demonstrate understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.</td>
<td>Yes</td>
<td>Unsure/In process</td>
</tr>
<tr>
<td>18.</td>
<td>Provides opportunities for students to develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments.</td>
<td>Yes</td>
<td>Unsure/In process</td>
</tr>
<tr>
<td>19.</td>
<td>Provides opportunities for students to practice skills related to the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders</em> (DSM).</td>
<td>Yes</td>
<td>Unsure/In process</td>
</tr>
<tr>
<td>20.</td>
<td>Provides opportunities for students to demonstrate understanding of the impact of co-occurring substance use disorders on medical and psychological disorders</td>
<td>Yes</td>
<td>Unsure/In process</td>
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</table>
21. Provides opportunities for students to conceptualize multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

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<th>Yes</th>
<th>Unsure/In process</th>
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<td>Count</td>
<td>2</td>
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22. Provides opportunities for students to differentiate between diagnosis and developmentally appropriate reactions to crises, disasters, and trauma-causing events.

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<td>Count</td>
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Totals:
Dear Current CED Student,

The Counselor Education Department is conducting a self-study and is very interested in obtaining your opinions. Please answer the following questions. We would appreciate it if you would return the completed form in the enclosed self-addressed stamped envelope, or complete it online [www.UNLV/CED/current.grad.student.survey/html](http://www.UNLV/CED/current.grad.student.survey.html). This questionnaire will take about 20-30 minutes to complete. The final report will be posted on the CED website, all names are removed in the collection and data will be reported in an aggregate manner to protect the confidentiality of the participants. As always, your input is appreciated and will serve to improve the department and experiences of our students.

Thanks so much~

Dr. Dale
CURRENT CED GRADUATE STUDENT QUESTIONNAIRE

How satisfied are you with your current program while you are attending the UNLV Counselor Education program? Please answer all questions in terms of your learning, professional development, advising, supervision, clinical and classroom experiences while you are currently attending the CED program and working within the department of Counselor Education UNLV. Please answer the following questions using the rating key given below. Return the completed form in the enclosed self-addressed stamped envelope, or complete it online at www.UNLV/CED/current.grad.student.survey/html.

Demographics
1. The counselor education I graduated from:
   - School Counselor State of Nevada
   - Community Mental Health Counseling
   - Addictions and Chemical Dependency
   - Certificate Program ______________________________
   - Certificate Program ______________________________
   - Other – Please specify: ___________________________

2. Year Graduated with degree or earned my certificate:
   - 2005
   - 2006
   - 2007
   - 2009
   - Not graduated/earned certificate
3. Gender  
- Male  
- Female  
- Other  

4. Ethnicity  
- African American  
- Asian American  
- European American  
- Latino/a/Hispanic American  
- Native American/Indigenous/Pacific Islander  
- Multi Ethnic/Multiple Heritage American  
- International  
- Other: Explain ________________________  

5. Age  
- 18 - 25  
- 26 - 35  
- 36 - 45  
- 46 - 55  
- 56 - 65  
- 66 - 75  
- > 75  

6. Languages (Check all that apply)  
- American Sign  
- Cantonese  
- English  
- Mandarin  
- Russian  
- Spanish  
- Other: ___________  
- Other: ___________  

For Sections #1 through #4, please respond to each of the following questions related to your preparation to become a teacher by using the following scale and circling your response:  

4 = Strongly Agree  
3 = Agree  
2 = Disagree  
1 = Strongly Disagree  
0 = Not Applicable/Unsure  

<table>
<thead>
<tr>
<th>Counselor Education Department Environment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable/Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students in my program were given opportunities for input in areas such as:</td>
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<tr>
<td>Admission Process</td>
<td>4 3 2 1 0</td>
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<tr>
<td>Departmental Policy</td>
<td>4 3 2 1 0</td>
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<tr>
<td>Course and curriculum content</td>
<td>4 3 2 1 0</td>
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<td></td>
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<tr>
<td>Course scheduling</td>
<td>4 3 2 1 0</td>
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<tr>
<td>Student comprehensive exam</td>
<td>4 3 2 1 0</td>
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</table>

2) Students were encouraged to express opinions and an environment of acceptance of divergent points of view existed:

<table>
<thead>
<tr>
<th>In the classroom</th>
<th>4 3 2 1 0</th>
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</thead>
<tbody>
<tr>
<td>In the department</td>
<td>4 3 2 1 0</td>
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<tr>
<td>With individual faculty members</td>
<td>4 3 2 1 0</td>
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3) The CED Climate:

<table>
<thead>
<tr>
<th>CED has a humane environment characterized by mutual respect and concern between students and faculty</th>
<th>4 3 2 1 0</th>
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<tbody>
<tr>
<td>Ethnic, racial &amp; cultural diversity are strongly emphasized</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>My program provides sufficient opportunities for my personal growth and development</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Sufficient opportunities are provided for student-faculty interaction outside of class</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Diversity of cultural items (pictures, posters, etc.) are represented throughout my program/department</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>The program/department environment always makes me feel comfortable and valued</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Faculty make an effort to understand my point of view</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Minority, underrepresented, and marginalize students can always &quot;speak their mind&quot;</td>
<td>4 3 2 1 0</td>
</tr>
</tbody>
</table>

CED Academic Experience

4) Learning Experiences

<table>
<thead>
<tr>
<th>I learn a great deal as a student in my program</th>
<th>4 3 2 1 0</th>
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<tbody>
<tr>
<td>Academic demands in my graduate program are appropriate</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Faculty members generally are prepared for their courses</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>I believe that I receive fair/equitable grades in CED</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>The course syllabi reflect multicultural and diverse issues</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>My program provides me with preparation for my professional work</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>My program offers balance between theory and practice</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>I have sufficient exposure/preparation for use of technology</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>My program provides stimulating and exciting study</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Faculty members are culturally competent to teach and work with diverse student and issues</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>My program provides an appropriate balance between experiential and academic learning</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>The academic environment promotes respect for cultural, racial, ethnic and other forms of diversity</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Extent of course overlap is minimal, but sufficient enough to tie major concepts and procedures together</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Requirements for my degree are clear</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Sufficient assistance with thesis or research paper</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>CED Coursework</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>5) Please respond to the following questions in terms of your overall satisfaction with the counseling courses you are taking in your program, excluding practicum and internship</td>
<td></td>
</tr>
<tr>
<td>Days and times when counseling courses are scheduled</td>
<td>4</td>
</tr>
<tr>
<td>Scope of content in the courses</td>
<td>4</td>
</tr>
<tr>
<td>Clarity of course expectations and assignments</td>
<td>4</td>
</tr>
<tr>
<td>Quality of Web campus and technology use</td>
<td>4</td>
</tr>
<tr>
<td>Teaching methods used by the instructors</td>
<td>4</td>
</tr>
<tr>
<td>Quality of tests and testing strategies used in the courses</td>
<td>4</td>
</tr>
<tr>
<td>Quality of other assigned readings</td>
<td>4</td>
</tr>
<tr>
<td>Relevance of tests and other assignments</td>
<td>4</td>
</tr>
<tr>
<td>Quality of feedback on performance</td>
<td>4</td>
</tr>
<tr>
<td>Quality of syllabi and course outline</td>
<td>4</td>
</tr>
<tr>
<td>Overall satisfaction with courses</td>
<td>4</td>
</tr>
<tr>
<td>Availability of needed courses each semester</td>
<td>4</td>
</tr>
<tr>
<td>Course availability on specific topics related to my interests</td>
<td>4</td>
</tr>
<tr>
<td>6) Specific Coursework: Please provide your impressions of coursework as you experienced it while you were attending the program (please leave the response blank if you did not take the course at UNLV)</td>
<td></td>
</tr>
<tr>
<td>3= Strongly agree indicates the course is taught well and meets highest of expectations</td>
<td></td>
</tr>
<tr>
<td>0= Strongly disagree indicates course is not taught well/dos not meet expectations and needs considerable improvement</td>
<td></td>
</tr>
<tr>
<td>Introduction to Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to School Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Community Mental Health Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>4</td>
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<td>Social Justice &amp; Advocacy in Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Counseling Process &amp; Procedures</td>
<td>4</td>
</tr>
<tr>
<td>Research Methods</td>
<td>4</td>
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<td>Ethical &amp; Legal Issues in Counseling</td>
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</tr>
<tr>
<td>Relationships Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td>Planning, Management, and Evaluation of Addictions &amp; Mental Health Programs</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Internship in Mental Health &amp; Addictions Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Counseling with Expressive Arts &amp; Activities</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Seminar in School Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Group Theories &amp; Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Counseling Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Counseling Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

7) Practicum and Internship Experiences
| 3= Strongly agree indicates the procedures, process or materials are well-done and clear and meet the students needs and expectations |
| 0= Strongly disagree indicates the above isn’t met and major improvement is warranted |
| Quality of the Internship Handbook | 4 | 3 | 2 | 1 | 0 |
| Availability of information on sites | 4 | 3 | 2 | 1 | 0 |
| Assistance in obtaining a site | 4 | 3 | 2 | 1 | 0 |
| Quality of supervision received by faculty supervisor | 4 | 3 | 2 | 1 | 0 |
| Quality of supervision received by site supervisor | 4 | 3 | 2 | 1 | 0 |
| Procedures used to deal with problems/conflict on site | 4 | 3 | 2 | 1 | 0 |
| Monitoring of progress by faculty | 4 | 3 | 2 | 1 | 0 |
| Overall satisfaction with practicum placement procedures | 4 | 3 | 2 | 1 | 0 |
| Overall satisfaction with site(s) | 4 | 3 | 2 | 1 | 0 |
| Overall satisfaction with practicum component of program | 4 | 3 | 2 | 1 | 0 |
| Overall satisfaction with internship component of program | 4 | 3 | 2 | 1 | 0 |

8) CED Comprehensive Examination

| 8) CED Comprehensive Examination | 4 | 3 | 2 | 1 | 0 |
| Comprehensive exam is a fair measure of my cumulative learning experiences throughout the course of the program | 4 | 3 | 2 | 1 | 0 |
| I am adequately prepared for my comprehensive exam | 4 | 3 | 2 | 1 | 0 |

9)...Advising/Mentoring and Student Support Services

| 9)...Advising/Mentoring and Student Support Services | 4 | 3 | 2 | 1 | 0 |
| Availability of faculty advisor | 4 | 3 | 2 | 1 | 0 |
| Knowledge of faculty advisor | 4 | 3 | 2 | 1 | 0 |
| Clarity of requirements for completing program | 4 | 3 | 2 | 1 | 0 |
| Accessibility of info for practicum & application procedures | 4 | 3 | 2 | 1 | 0 |
| Accessibility of information on internship requirements and application procedures | 4 | 3 | 2 | 1 | 0 |
| Helpfulness of descriptive materials (handbook, website) | 4 | 3 | 2 | 1 | 0 |
| Involvement in counseling student association | 4 | 3 | 2 | 1 | 0 |
| Career guidance provided by faculty | 4 | 3 | 2 | 1 | 0 |
| Opportunities for professional involvement as a student | 4 | 3 | 2 | 1 | 0 |
| Mentorship opportunities for underrepresented students | 4 | 3 | 2 | 1 | 0 |
| Research opportunities with faculty | 4 | 3 | 2 | 1 | 0 |

10)...Satisfaction with Counseling Knowledge & Skill Development

As a result of this program and my learning experiences while currently in this program I am able to gain knowledge, develop skills and feel I can practice competently as I enter the counseling profession. My answers assess each area listed below:

| 10)...Satisfaction with Counseling Knowledge & Skill Development | 4 | 3 | 2 | 1 | 0 |
| Individual counseling skills | 4 | 3 | 2 | 1 | 0 |
| Group counseling skills | 4 | 3 | 2 | 1 | 0 |
| Appraisal/assessment skills | 4 | 3 | 2 | 1 | 0 |
| Research skills | 4 | 3 | 2 | 1 | 0 |
| Career counseling skills | 4 | 3 | 2 | 1 | 0 |
| Program planning and evaluation skills | 4 | 3 | 2 | 1 | 0 |
| Ability to negotiate legal and ethical issues | 4 | 3 | 2 | 1 | 0 |
| Professional Identity development | 4 | 3 | 2 | 1 | 0 |

11)...Employment

Which of the following best describes your hopes and plans in seeking your first position after graduating from this program

| 11)...Employment | 4 | 3 | 2 | 1 | 0 |
| I plan to find work closely related to my graduate training within six months after graduating from this program | 4 | 3 | 2 | 1 | 0 |
| I am planning on working in my current position | 4 | 3 | 2 | 1 | 0 |
| I have chosen to work at home | 4 | 3 | 2 | 1 | 0 |
| I am no longer interested in working as a counselor | 4 | 3 | 2 | 1 | 0 |
| I am continuing my education | 4 | 3 | 2 | 1 | 0 |
I am willing to relocate in order to find employment 4 3 2 1 0
I am not going to seek work compatible with my education 4 3 2 1 0

Overall Program Strengths and Needs

In this space, please provide your impressions of the major strengths of the UNLV CED Counselor Education Program.

In this space, please provide your impressions of the major areas of improvement needed for the UNLV CED Counselor Education Program.

Faculty:

Courses:

Department:

Other:

(Email letter)

Dear Graduate,

The Counselor Education Department is conducting a self-study and is very interested in obtaining your opinions. Please answer the following questions. We would appreciate it if you would return the completed form in the enclosed self-addressed stamped envelope, or complete it online www.UNLV/CED/grad_survey.html. This questionnaire will take about 20-30 minutes to complete. The final report will be posted on the CED website, all names are removed in the collection and data will be reported in an aggregate manner to protect the confidentiality of the participants. As always, your input is appreciated and will serve to improve the department and experiences of our students.

Thanks so much~

Dr. Dale
How satisfied are you with the preparation you received while attending the UNLV Counselor Education program? Please answer all questions in terms of your learning, professional development, advising, supervision, clinical and classroom experiences while in our program and working within the department of Counselor Education UNLV:

Demographics
1. The counselor education I graduated from:
   - School Counselor State of Nevada (Pre K-12)
   - Mental Health Counseling (CPC)
   - Addictions and Chemical Dependency (CADC/LADC)
   - Certificate Program: ______________________________
   - Other – Please specify: ______________________________

2. Year Graduated from Program or earned my certificate:
   - 2005
   - 2006
   - 2007
   - 2009
   - Not graduated/earned certificate

3. Gender
   - Male
   - Female
   - Other

4. Ethnicity
   - African American
   - Asian American
   - European American
   - Latino/a/Hispanic American
   - Native American/Indigenous/Pacific Islander
   - Multi Ethnic/Multiple Heritage American
   - International
   - Other Explain ________________________

5. Age
   - 18 - 25
   - 26 - 35
   - 36 - 45
   - 46 - 55
   - 56 - 65
   - 66 - 75
   - > 75

6. Languages (Check all that apply)
   - American Sign
   - Cantonese
   - English
   - Mandarin
   - Russian
   - Spanish
   - Other ______________
   - Other ______________

For Sections #1 through #4, please respond to each of the following questions related to your preparation to become a teacher by using the following scale and circling your response:
### Counselor Education Department Environment

<table>
<thead>
<tr>
<th>9) Students in my program were given opportunities for input in areas such as:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Admission Process</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) Departmental Policy</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c) Course and curriculum content</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Course scheduling</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e) Student comprehensive exam</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10) Students were encouraged to express opinions and an environment of acceptance of divergent points of view existed</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) In the classroom</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) In the department</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c) With individual faculty members</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### CED Climate

<table>
<thead>
<tr>
<th>11) The CED Climate</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I was treated fairly by faculty members</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) I was treated fairly by the department as a whole</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c) I felt the environment was respectful and inclusive</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) I felt the faculty as individuals were respectful and inclusive</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e) CED had a humane environment characterized by mutual respect and concern demonstrated between students and faculty</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>f) Ability, cultural, ethnic and racial diversity were emphasized</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>g) My program of study provided sufficient opportunities for personal growth and development</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>h) Sufficient opportunities were provided for student-faculty interaction outside of class</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>i) Inclusive and representative items of diversity and culture (pictures, posters, etc.) are represented throughout my program/department</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>j) The CED environment gave me a sense of comfort/value</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>k) Faculty made a consistent effort to understand my viewpoint</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>l) Underrepresented students could always “speak their mind”</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>m) CED office personnel were attentive, courteous and helpful</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>n) If I could choose my program again, it would be this program</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>o) I would advise friends w/similar interests to attend here</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>p) There were places provided for me to study, collaborate and work with others in the CED Community of learners</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### CED Academic Experience

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12) Learning Experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) I learned a great deal as a student in my program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) The academic demands in my graduate program were appropriate</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
b) Faculty members generally were well prepared for their courses

d) I believe that I received fair and equitable grades in this department

e) The course syllabi reflected multicultural and diverse issues

f) My program provided me with preparation for my professional work

g) My program offered balance between theory and practice

h) I had sufficient exposure/preparation for use of technology

i) My program provided stimulating and exciting study

j) Faculty members were culturally competent to teach and work with diverse student and issues

k) My program provided an appropriate balance between experiential and academic learning

l) The academic environment promoted respect for cultural, racial, ethnic and other forms of diversity

m) Extent of course overlap was minimal, but sufficient enough to tie major concepts and procedures together

n) Requirements for my degree were clearly stated

o) Sufficient assistance with thesis or research paper

---

### CED Coursework (Excluding Practicum/Internship Experiences)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

13) Please respond to the following questions in terms of your overall satisfaction with the counseling courses you took in your program, excluding practicum and internship courses

- Days and times when counseling courses were scheduled
- Scope of content in the courses
- Clarity of course expectations and assignments
- Quality of Web campus and technology use
- Teaching methods used by the instructors
- Quality of tests used in the courses
- Quality of other assigned readings
- Relevance of tests and other assignments
- Quality of feedback on performance
- Quality of syllabi and course outline
- Overall satisfaction with courses
- Availability of needed courses each semester
- Course availability on specific topics related to my interests

14) Specific Coursework: Please provide your impressions of coursework as you experienced it while you were attending the program

**3= Strongly agree** indicates the course was taught well and met the highest of expectations

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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Introduction to Counseling</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
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<td>c) Introduction to Community Mental Health Counseling</td>
<td>3</td>
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<td>d) Human Growth and Development</td>
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<td>1</td>
<td>0</td>
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<td>3</td>
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<td>g) Research Methods</td>
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<td>h) Ethical &amp; Legal Issues in Counseling</td>
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<td>k) Counseling &amp; Consultation Theories</td>
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<td>p) Planning, Management, and Evaluation of Addictions &amp; Mental Health Programs</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>q) Advanced Internship in Mental Health &amp; Addictions Counseling</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tr>
<tr>
<td>r) Counseling with Expressive Arts &amp; Activities</td>
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<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>s) Advanced Seminar in School Counseling</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>t) Group Theories &amp; Counseling</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>u) Counseling Practicum</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>v) Counseling Internship</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>15) Practicum and Internship Experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Quality of the Internship Handbook</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) Availability of information on sites</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c) Assistance in obtaining a site</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Quality of supervision received by faculty supervisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e) Quality of supervision received by site supervisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>f) Procedures used to deal with problems/conflict on site</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>g) Monitoring of progress by faculty</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>h) Overall satisfaction with practicum placement procedures</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>i) Overall satisfaction with site(s)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>j) Overall satisfaction with practicum component of program</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>k) Overall satisfaction with internship component of program</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16) CED Comprehensive Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Comprehensive exam was a fair measure of my cumulative learning experiences throughout the course of the program</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) I was adequately prepared for my comprehensive exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9) Advising/Mentoring and Student Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Availability of faculty advisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) Knowledge of faculty advisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c) Clarity of requirements for completing program</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Accessibility of info for practicum &amp; application procedures</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e) Accessibility of information on internship requirements and application procedures</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>f) Helpfulness of descriptive materials regarding CED (handbook, web)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>g) Involvement in counseling student association</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>h) Career guidance provided by faculty</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>i) Opportunities for professional involvement as a student</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>j) Mentorship opportunities for underrepresented students</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
10) Satisfaction with Counseling Knowledge & Skill Development
As a result of this program and my learning experiences while in this program, I was able to gain knowledge, develop skills and can now practice competently as I enter the counseling profession. My answers assess each area listed below:

- Individual counseling skills
- Group counseling skills
- Appraisal/assessment skills
- Research skills
- Career counseling skills
- Program planning and evaluation skills
- Ability to negotiate legal and ethical issues
- Professional identity development

11) Employment
- Knowledge of human growth and development
- Individual counseling skills I was already in a position in the field or had one offered to me prior to graduation
- I found work closely related to my graduate training within six months after graduating from this program
- I was not able to find work closely related to my graduate training
- I did not seek work compatible with my training
- I am currently working but not in counseling
- I was not able to find work closely related to my graduate training
- I did not seek work compatible with my training
- I am continuing my education

12) Current Situation
- I am pleased with my position; will remain in it for several years
- I am somewhat satisfied, will remain in it for several years
- I am somewhat satisfied, will seek a better position soon
- I am completely dissatisfied; will leave this position soon

Overall Program Strengths and Needs
In this space, please provide your impressions of the major strengths and/or areas for improvement, add any other comments or suggestions regarding the following:

a. Faculty:

b. Curriculum:

c. Other comments

(Email letter)
Dear Employer of Our Community Mental Health Counselor Education Graduates,

The Counselor Education Department is conducting a self-study and is very interested in obtaining your opinions regarding our graduates from our Community Mental Health Counseling Program. Please answer the following questions. We would appreciate it if you would return the completed form in the enclosed self-addressed stamped envelope, or complete it online www.UNLV/CED/employer.survey/html.

This questionnaire will take about 15-20 minutes to complete. The final report will be posted on the CED website, all names are removed in the collection and data will be reported in an aggregate manner to protect the confidentiality of the participants. As
always, your input is appreciated and will serve to improve the department procedures and quality of learning experiences of our students.

Thanks so much~

‘Dr. Dale’

Dr. Dale-Elizabeth Pehrsson
Associate Professor and Department Chair
Counselor Education Department
112 A Carlson Education Bldg
College of Education
4505 Maryland Pkwy
University of Nevada-Las Vegas
Las Vegas, Nevada 89154
dale.pehrsson@unlv.edu
702.895.5359
SURVEY OF EMPLOYERS
COMMUNITY MENTAL HEALTH COUNSELORS

Your responses to this confidential survey regarding Community Mental Health Counselor graduates of our program who are employed at your organization will be used to evaluate the current strengths and areas for improvement in our program, and will inform specific curriculum modifications in the future.

Directions: Please rate each of the following items according to your level of agreement by checking the box on the scale to the left of each item. Please rate your employee (a UNLV, CED graduate) as compared to other graduate prepared level community mental health counselors on the following characteristics.

Remember: Place a check mark in every category.

Demographics
1. The counselor education program that my employee graduated from:
   ☐ School Counselor
   ☐ Mental Health Counseling
   ☐ Addictions and Chemical Dependency
   ☐ Certificate Program
   ☐ Unable to determine/unsure

Graduation
1. The year my employee graduated from UNLV:
   ☐ 2008
   ☐ 2007
   ☐ 2006
   ☐ 2005
   ☐ 2004

COMMUNITY MENTAL HEALTH COUNSELOR EMPLOYER QUESTIONNAIRE

| Section I: UNLV CED counseling programs prepare counselors to be competent in these skills: |
|--------------------------------------------------|-----------------------------------|
| Individual counseling skills                    | 4  3  2  1  0  CE                |
| Group counseling skills                         | 4  3  2  1  0  CE                |
| Family counseling skills                        | 4  3  2  1  0  CE                |
| Child counseling skills                         | 4  3  2  1  0  CE                |
| Addictions counseling skills                    | 4  3  2  1  0  CE                |
| Psychoeducational skills                        | 4  3  2  1  0  CE                |
| Assessment & diagnosis                          | 4  3  2  1  0  CE                |
| Treatment planning                              | 4  3  2  1  0  CE                |
| Test administration skills                      | 4  3  2  1  0  CE                |
| Consulting skills                               | 4  3  2  1  0  CE                |

50
### Supervision skills
- 5
- 4
- 3
- 2
- 1
- 0
- CE

### Boundary skills
- 5
- 4
- 3
- 2
- 1
- 0
- CE

### Technology skills
- 5
- 4
- 3
- 2
- 1
- 0
- CE

### Record keeping skills
- 5
- 4
- 3
- 2
- 1
- 0
- CE

### Confidentiality skills (Ability to keep material confidential)
- 5
- 4
- 3
- 2
- 1
- 0
- CE

### Empathy skills
- 5
- 4
- 3
- 2
- 1
- 0
- CE

### Report building skills
- 5
- 4
- 3
- 2
- 1
- 0
- CE

### Section II:
#### UNLV CED counseling programs prepare counselors to have general knowledge & understanding of:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor professional identity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Counselor ethical standards</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Social and cultural diversity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Social justice and advocacy</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Human growth and development</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Career development</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>How to develop helping relationships with their clients</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Group work</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Assessment</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Research</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Program evaluation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
</tbody>
</table>

### Section III:
#### UNLV CED counseling programs prepare counselors to specific knowledge & understanding of:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, philosophy, and trends in clinical mental health counseling</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Ethical and legal considerations specifically related to the practice of clinical mental health counseling</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Management of mental health services and programs, including areas such as administration, finance, and accountability</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Impact of crises, disasters, &amp; other trauma-causing events on people</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Operation of an emergency management system within clinical mental health agencies and in the community</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Disease concept and etiology of addiction and co-occurring disorders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Importance of family, social networks, and community systems in the treatment of mental and emotional disorders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Professional issues relevant to the practice of clinical mental health counseling</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Procedures for assessing and managing suicide risk</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
</tbody>
</table>
public policies on the local, state, and national levels that affect the quality and accessibility of mental health services | 4 | 3 | 2 | 1 | 0 | CE
various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments | 4 | 3 | 2 | 1 | 0 | CE
basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified | 4 | 3 | 2 | 1 | 0 | CE
models of program evaluation for clinical mental health programs | 4 | 3 | 2 | 1 | 0 | CE
evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling | 4 | 3 | 2 | 1 | 0 | CE
the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM | 4 | 3 | 2 | 1 | 0 | CE
the impact of co-occurring substance use disorders on medical and psychological disorders | 4 | 3 | 2 | 1 | 0 | CE
the relevance and potential biases of commonly used diagnostic tools with multicultural populations | 4 | 3 | 2 | 1 | 0 | CE

**Section IV:**
UNLV CED counseling programs prepare counselors to be aware of the following:

- Client limits | 4 | 3 | 2 | 1 | 0 | CE
- Client insight into problem(s) | 4 | 3 | 2 | 1 | 0 | CE
- Client world-view | 4 | 3 | 2 | 1 | 0 | CE
- Client culture | 4 | 3 | 2 | 1 | 0 | CE
- Family limits | 4 | 3 | 2 | 1 | 0 | CE
- Role of family dynamics | 4 | 3 | 2 | 1 | 0 | CE
- Social/Cultural barriers | 4 | 3 | 2 | 1 | 0 | CE
- Community resources | 4 | 3 | 2 | 1 | 0 | CE
- Personal limits | 4 | 3 | 2 | 1 | 0 | CE
- Professional or skill limits | 4 | 3 | 2 | 1 | 0 | CE
- Ability to self-reflect | 4 | 3 | 2 | 1 | 0 | CE
- Own feelings | 4 | 3 | 2 | 1 | 0 | CE
- Own cultural values & biases | 4 | 3 | 2 | 1 | 0 | CE
- Own gender bias | 4 | 3 | 2 | 1 | 0 | CE

**Section V:**
UNLV CED counseling programs prepare counselors to be aware of the following:

- Personal integrity | 4 | 3 | 2 | 1 | 0 | CE
- Professionalism | 4 | 3 | 2 | 1 | 0 | CE
- Ethical conduct | 4 | 3 | 2 | 1 | 0 | CE
- Objectivity | 4 | 3 | 2 | 1 | 0 | CE
- Reliability | 4 | 3 | 2 | 1 | 0 | CE
- Dependability | 4 | 3 | 2 | 1 | 0 | CE
- Emotional maturity | 4 | 3 | 2 | 1 | 0 | CE
- Ability to relate to others | 4 | 3 | 2 | 1 | 0 | CE
- Concern for client’s welfare | 4 | 3 | 2 | 1 | 0 | CE
- Respect for client decisions | 4 | 3 | 2 | 1 | 0 | CE
- Commitment to learning | 4 | 3 | 2 | 1 | 0 | CE
- Self-care | 4 | 3 | 2 | 1 | 0 | CE
- Positive response to supervision | 4 | 3 | 2 | 1 | 0 | CE
- Positive attitude | 4 | 3 | 2 | 1 | 0 | CE
- Commitment to client advocacy | 4 | 3 | 2 | 1 | 0 | CE
- Commitment to professional advocacy | 4 | 3 | 2 | 1 | 0 | CE
Commitment to research

Section VI:
As compared with graduates of other counseling programs, UNLV CED graduates are:

<table>
<thead>
<tr>
<th>Competent</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Professional</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Client-centered</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Professional</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>Committed to excellence</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
</tbody>
</table>

Overall Program Strengths and Needs

In this space, please provide your impressions of the major strengths and/or areas for improvement, add any other comments or suggestions regarding the following:

a. Faculty:
b. New Employees:
c. Other comments:

Dear Employer of Our Professional School Counselor Education Graduates,

The Counselor Education Department is conducting a self-study and is very interested in obtaining your opinions regarding our graduates from our school counseling program. Please answer the following questions.
This questionnaire will take about 15-20 minutes to complete. The final report will be posted on the CED website, all names are removed in the collection and data will be reported in an aggregate manner to protect the confidentiality of the participants. As always, your input is appreciated and will serve to improve the department procedures and quality of learning experiences of our students.

Thanks so much~

‘Dr. Dale’

Dr. Dale-Elizabeth Pehrsson
Associate Professor and Department Chair
Counselor Education Department
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College of Education
4505 Maryland Pkwy
University of Nevada-Las Vegas
Las Vegas, Nevada 89154
dale.pehrsson@unlv.edu
702.895.5359
Counselor Education Department
UNLV

Survey of Employers
Professional School Counselors

Your responses to this confidential survey regarding graduates of our program who are employed at your organization will be used to evaluate the current strengths and areas for improvement in our program, and will inform specific curriculum modifications in the future.

We endeavor to prepare our students to work as professional school counselors, therefore upon their graduation it is our hope that they will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. Our graduates must demonstrate competence in a common core curricular experiences germane to counseling and must also learn and additional set of skills and master knowledge and content particular to the practice of professional school counseling. In this questionnaire we hope to assess our students’ readiness to practice professional school counseling by gathering your assessment of their performance, strengths and needs.

Directions: Please rate our graduate on each of the following items according to your level of agreement by checking the box on the scale to the right of each item. Please rate your employee (a UNLV, CED graduate) as compared to other graduate prepared level counselors on the following characteristics.

Remember: Place a check mark in every category.

Demographics
1. The counselor education program that my employee graduated from:
   - School Counselor
   - Mental Health Counseling
   - Addictions and Chemical Dependency
   - Certificate Program
   - Unable to determine/unsure

Graduation
1. The year my employee graduated from UNLV:
   - 2008
   - 2007
   - 2006
   - 2005
   - 2004

<table>
<thead>
<tr>
<th>School Counselor Employer Questionnaire</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Cannot Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Knowledge of School Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Knows history, philosophy, and trends in school counseling and educational systems</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td>2. Understands ethical and legal considerations specifically related to the practice of school counseling.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>CE</td>
</tr>
<tr>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.</td>
<td>4</td>
<td>3</td>
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<td>6.</td>
<td>Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
<td>4</td>
<td>3</td>
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<tr>
<td>7.</td>
<td>Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.</td>
<td>4</td>
<td>3</td>
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**Foundational School Counseling Skills and Practices**

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</td>
<td>4</td>
<td>3</td>
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<tr>
<td>2.</td>
<td>Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</td>
<td>4</td>
<td>3</td>
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**COUNSELING, PREVENTION, AND INTERVENTION: Skills and Practices**

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>2.</td>
<td>Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>4.</td>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>5.</td>
<td>Demonstrates the ability to recognize his/her own limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
### DIVERSITY AND ADVOCACY: Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.  
   4 3 2 1 0 CE

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.  
   4 3 2 1 0 CE

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.  
   4 3 2 1 0 CE

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.  
   4 3 2 1 0 CE

### DIVERSITY AND ADVOCACY: Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.  
   4 3 2 1 0 CE

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.  
   4 3 2 1 0 CE

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.  
   4 3 2 1 0 CE

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.  
   4 3 2 1 0 CE

### ASSESSMENT: Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students.  
   4 3 2 1 0 CE

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.  
   4 3 2 1 0 CE

3. Identifies various forms of needs assessments for academic, career, and personal/social development.  
   4 3 2 1 0 CE

### ASSESSMENT: Skills and Practices

1. Assesses and interprets students’ strengths and needs.  
   4 3 2 1
<table>
<thead>
<tr>
<th></th>
<th>Recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</th>
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<th>CE</th>
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<tbody>
<tr>
<td>2.</td>
<td>Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.</td>
<td>4</td>
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<tr>
<td>3.</td>
<td>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</td>
<td>4</td>
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<tr>
<td>4.</td>
<td>Makes appropriate referrals to school and/or community resources.</td>
<td>4</td>
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<tr>
<td>5.</td>
<td>Assesses barriers that impede students’ academic, career, and personal/social development.</td>
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**Research and Evaluation: Knowledge**

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<tbody>
<tr>
<td>1.</td>
<td>Understands how to critically evaluate research relevant to the practice of school counseling.</td>
<td>4</td>
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<td>2.</td>
<td>Knows models of program evaluation for school counseling programs</td>
<td>4</td>
<td>3</td>
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<tr>
<td>3.</td>
<td>Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).</td>
<td>4</td>
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<tr>
<td>4.</td>
<td>Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).</td>
<td>4</td>
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<tr>
<td>5.</td>
<td>Understands the outcome research data and best practices identified in the school counseling research literature.</td>
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**Research and Evaluation: Skills and Practices**

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<tbody>
<tr>
<td>1.</td>
<td>Applies relevant research findings to inform the practice of school counseling.</td>
<td>4</td>
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<tr>
<td>2.</td>
<td>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</td>
<td>4</td>
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<tr>
<td>3.</td>
<td>Analyzes and uses data to enhance school counseling programs.</td>
<td>4</td>
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**Academic Development: Knowledge**

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<tbody>
<tr>
<td>1.</td>
<td>Understands the relationship of the school counseling program to the academic mission of the school.</td>
<td>4</td>
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<tr>
<td>2.</td>
<td>Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students</td>
<td>4</td>
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</table>
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. 4 3 2 1 0 CE

<table>
<thead>
<tr>
<th>ACADEMIC DEVELOPMENT: Skills and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts programs designed to enhance student academic development.</td>
</tr>
<tr>
<td>2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</td>
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<tr>
<td>3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</td>
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<thead>
<tr>
<th>COLLABORATION AND CONSULTATION: Knowledge</th>
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<tbody>
<tr>
<td>1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.</td>
</tr>
<tr>
<td>2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.</td>
</tr>
<tr>
<td>3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.</td>
</tr>
<tr>
<td>4. Understands systems theories, models, and processes of consultation in school system settings.</td>
</tr>
<tr>
<td>5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.</td>
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<tr>
<td>6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) and how to coordinate them.</td>
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<tr>
<td>7. Knows school and community collaboration models for crisis/disaster preparedness and response.</td>
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<thead>
<tr>
<th>COLLABORATION AND CONSULTATION: Skills and Practices</th>
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<tbody>
<tr>
<td>1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</td>
</tr>
<tr>
<td>2. Locates resources in the community that can be used in the school to improve student achievement and success.</td>
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<td>3. Consults with teachers, staff, and community-based</td>
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This questionnaire was adapted from the 2009 School Counselor CACREP Standards

Overall Program Strengths and Needs
In this space, please provide your impressions of the major strengths and/or areas for improvement, add any other comments or suggestions regarding the following:

a. Faculty:

b. New Employees:

c. Other comments:
The Department of Counselor Education (CED) has completed its’ Self-Study for the Council on Accreditation of Counseling and Related Educational Programs (CACREP). CED has two programs currently accredited by CACREP, the former Community Counseling program that was housed in the Greenspun College of Urban Affairs, and the School Counseling M.Ed. degree program. When Larry Ashley, Jesse Brinson, and I moved to the College of Education the M.S. degree in Counseling stayed in the Greenspun College of Urban Affairs in the Department of Marriage, Family, and Community Counseling (now called the Department of Marriage and Family Therapy). Because of this CED developed a new M.S. degree in Counselor Education, Community Mental Health Counseling. That program formally started in January 2007 and currently has 17 students enrolled. CED is having an additional admission this fall for the program due to a high consumer demand as a result of passage of the Licensed Clinical Professional Counselor (LCPC) legislation in Nevada this summer. CED expects this trend to continue for the next seven years at least, due to the significant shortage of mental health professionals in Nevada and nationally.

The strengths of the Self-Study include the following:

1. CED now houses two the programs that meet CACREP standards.
2. CED has a strong identity in Counselor Education.
3. CED’s programs and faculty are gaining national attention as leaders in the areas of addictions and mental health counseling through its’ innovative programs and scholarship.
4. CED demonstrates exemplary pedagogy.
5. CED has developed comprehensive assessment procedures.
A concern of the Self-Study is:

Section II, Program Objectives and Curriculum, J. Each program for which accreditation is sought must show a history of graduates. At this point the M.S. degree in Counselor Education, Community Mental Health Counseling does not have any graduates. CED expects its first graduates from the program in the spring of 2008 (see Section II, Program Objectives and Curriculum, J. Each program for which accreditation is sought must show a history of graduates on page 22-23 of the Self-Study). CACREP is well aware that the recently formed CED department was not able to maintain the old Community Counseling degree and therefore developed a new M.S. degree in Community Mental Health Counseling. The Community Mental Health Counseling program will meet all of the CACREP Standards for Mental Health Counseling as of spring 2008 when we graduate four students from the program. This may mean that the M.S. degree in Community Mental Health will only receive two-year accreditation, rather than the seven year accreditation.
COUNCIL FOR ACCREDITATION
OF
COUNSELING AND RELATED EDUCATIONAL PROGRAMS

CACREP
SELF-STUDY

UNIVERSITY OF NEVADA LAS VEGAS
Department of Counselor Education

Community Mental Health Counseling; M.S.

School Counseling, M.Ed.

Submit this application, self-study materials, and the application fee* to:

Council for Accreditation of Counseling and Related Educational Programs
5999 Stevenson Avenue

Alexandria, VA 22304
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<td>EPY 702</td>
<td>Research Methods</td>
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<tr>
<td>CED 703</td>
<td>Counseling with Expressive Arts and Activities</td>
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<td>CED 710</td>
<td>Relationships Across the Lifespan</td>
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<td>EPY 711</td>
<td>Human Growth &amp; Development</td>
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<td>CED 713</td>
<td>Introduction to School Counseling</td>
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<tr>
<td>CED 715</td>
<td>Theories of Counseling and Consultation</td>
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<td>CED 721</td>
<td>Career Theories and Practices</td>
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<td>CED 727</td>
<td>Counseling Practices &amp; Procedures</td>
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<td>CED 731</td>
<td>Social Justice &amp; Advocacy for Counselors</td>
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<td>CED 738</td>
<td>Introduction to Community Mental Health Counseling</td>
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<td>CED 741</td>
<td>Counseling Practicum</td>
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<td>CED 743</td>
<td>Ethics &amp; Legal Issues in Counseling</td>
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<td>CED 745</td>
<td>Assessment, Treatment, &amp; Case Management in Addictions &amp; Mental Health</td>
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<td>CED 750</td>
<td>Advanced Seminar in School Counseling</td>
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<td>CED 751/752/753</td>
<td>Internship in Counseling</td>
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<td>CED 755</td>
<td>Planning, Management, and Evaluation of Addiction Programs</td>
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<tr>
<td>CED 766</td>
<td>Psychological Aspects of Dysfunctional Behavior</td>
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<tr>
<td>CED 775</td>
<td>Advanced Internship in Mental Health &amp; Addictions Counseling</td>
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**APPENDIX E FACULTY VITA**

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<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Dr. Randall L. Astramovich</td>
<td>Professor</td>
</tr>
<tr>
<td>Dr. Richard I. Berman</td>
<td>Professor</td>
</tr>
<tr>
<td>Dr. Jesse A. Brinson</td>
<td>Professor</td>
</tr>
<tr>
<td>Dr. Wendy J. Hoskins</td>
<td>Professor</td>
</tr>
<tr>
<td>Dr. Patricia A. Markos</td>
<td>Professor</td>
</tr>
<tr>
<td>Dr. Dale-Elizabeth Pehrsson</td>
<td>Professor</td>
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<tr>
<td>Dr. Shannon D. Smith</td>
<td>Professor</td>
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**APPENDIX F ASSESSMENT**

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<td>Results for Fall 2006 CMHC Assessment</td>
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### SECTION I
THE INSTITUTION

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</table>

UNLV is a member of the American Association of State Colleges and Universities, the Council of Graduate Schools in the United States, the Western Association of Graduate Schools, the American Council on Education, and the Western College Association. In addition to full accreditation by the Northwest Commission on Colleges and Universities (http://www.unlv.edu/main/about.html), the university is recognized by the Nevada State Department of Education for preparation in all fields for which it conducts programs.

The College of Education is accredited by NCATE, which is recognized by the U.S. Department of Education as the accrediting body for colleges and universities for preparation of teachers and other professional personnel for work in elementary and secondary schools. The College of Education completed its review in 2003, and the results can be found at http://education.unlv.edu/ncate/index.html.

See the UNLV Selected Institutional Characteristics 2004 Fact Book found at the following web link: http://ir.unlv.edu/factbook/2004/Default.htm for a complete overview of UNLV demographics including student and faculty demographics.

<table>
<thead>
<tr>
<th>B. The current institutional catalogue or bulletin accurately describes the academic unit and each program offered, including admissions criteria, minimum program requirements, matriculation requirements (for example, examinations, academic-standing policies), and financial aid information.</th>
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</thead>
</table>

The 2007-2009 Graduate Catalog description is as follows:

The Department of Counselor Education offers graduate studies leading to Master's degrees in Community Mental Health Counseling and School Counseling, and has three certificate programs, an Advanced Graduate Certificate in Addiction Studies, an Advanced Graduate Certificate in Mental Health Counseling, and an Advanced Graduate Rehabilitation Counseling Certificate. Additionally, the department has an undergraduate Bachelor's degree in Human Services Counseling and four minors (Addictions Prevention, Addictions Treatment, Compulsive Gambling Counseling, and Human Services Counseling). The graduate programs are nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs.
(CACREP), one of the most well known professional organizations that serves to provide benchmarks for preparation for work in the helping fields.

The Department of Counselor Education’s Community Mental Health M.S. degree and M.Ed. in School Counseling both help students become professional counselors in the areas of Community Mental Health Counseling and School Counseling, as well as related counseling areas. Students receive education and training in theory, research, practice, multiculturalism and ethics. Translating theory and research into practice is stressed throughout the program in terms of developing therapeutic approaches, strategies and techniques through hands-on experience in practica and internship. The department is committed to helping students develop greater self-awareness and growth as people and in the mastery of an academic field, learning the art and science of becoming a professional counselor, and promoting a sense of ethical behavior, professionalism and professional identity.

Students who complete the Community Mental Health Counseling program are eligible to sit for the National Counselor Examination (NCE) and the National Clinical Mental Health Counselor Exam (NCMHCE), the exams used for the Licensed Clinical Professional Counselor (LCPC) in Nevada, and the State of Nevada licensing exam in Alcohol and Drug Counseling (LADC).

The program provides courses that (once completed) allow students to petition for an educational waiver to meet licensure requirements for Addictions Counselors in Nevada. In 1999, the Nevada legislature passed a law requiring a master’s degree and supervised clinical experience to become licensed as an Addictions Counselor. In 2007 the Nevada legislature passed a law for Licensed Clinical Professional Counselor (LCPC) and Licensed Clinical Alcohol and Drug Counselor (LCADC). The Community Mental Health Counseling M.S. degree includes at least four courses and a portion of the clinical experience required for licensure as an Addictions Counselor, LCADC and the LCPC in Nevada. (Students should not assume that completing the Master’s Degree will automatically qualify them for the Addictions Counselor license or the LCPC. Details of this process and assistance with application may be obtained from faculty advisors specializing in this area.) Students who complete the School Counseling program meet the endorsement requirements for the State of Nevada. Students interested in becoming Rehabilitation Counselors will be eligible to sit for the national Certified Rehabilitation Counselor (CRC) exam with completion of the Community Mental Health Counseling M.S. degree and the Advanced Graduate Rehabilitation Counseling Certificate.

Counseling is a theory-based professional practice. Specialty areas emphasize synthesizing counseling theory into clinical practice. This includes supervised clinical
experiences in the community agencies and a 600-clock-hour internship for the M.Ed. program in the Clark County School District/or approved school site and a 900-clock-hour internship in an appropriate community setting for the M.S. program. Students may take either departmental program on a full- or part-time basis (minimum of six credits or two courses), although the former is strongly encouraged.

Program faculty members use and therefore represent a wide spectrum of counseling approaches and are actively involved in research related to these domains as they apply to professional counseling. Students are encouraged to become informed consumers of counseling literature and research. The programs also emphasize the importance of personal growth of students. Since personal qualities play a vital role in the determination of success as a counselor, opportunities are provided for the development of self-awareness, as well as an understanding of the effect one has upon others in interpersonal relationships.

The philosophy of the counseling faculty members is based upon values incorporating belief in the worth and dignity of each individual, personal uniqueness and value and the freedom of the individual to be self-determined within a context of responsibility to others.

Community Mental Health Counseling

The new Community Mental Health Counseling program, a 60-semester hour course of study, is designed to educate and train professional counselors for work in a variety of community and mental health settings. Community mental health counselors work in local, state, and federal agencies, as well as private for-profit and non-profit agencies. The Community Mental Health Counseling program provides an emphasis in mental health and addictions counseling, and prepares students for work with individuals experiencing a variety of concerns. These include addictions to substances and/or behaviors, career choices, developmental tasks, adjustment to disabilities, mental health problems and vocational rehabilitation, among other issues and conditions.

The Community Mental Health Counseling M.S. degree in Counselor Education offers a unique arena for the development of counseling theory and in depth research in issues impacting community and mental health, as well as continuing the development of professional counselors to meet the diverse needs of Southern Nevada, the region, and the nation. Faculty in the Community Mental Health Counseling program are actively involved in the development and implementation of: 1) community service activities (i.e., pro bono counseling, participation on community committees and boards, developing
and presenting workshops, 2) “best practice” models of treatment (i.e., a Multicultural Counseling Model for Community and School Counselors, a One-Stop Service Provision Model for People Who Are Homeless, Early Intervention Trauma Program); 3) unique pedagogy (i.e., Train-the-trainer model for co-occurring conditions, supervised clinical practice in community settings, addictions treatment, addictions prevention, gambling addictions, eating disorders and expressive arts); and 4) innovative theory to practice research (i.e., multicultural issues in counseling, trauma and addictions, and homelessness).

Further information about the degree can be found online at the following web link: http://counselored.unlv.edu/communitycoun.htm

School Counseling

The master’s degree in School Counseling at UNLV requires a minimum of 48 graduate semester credits and prepares educational professionals who work to meet the academic, career, personal, and psycho-social needs of culturally and linguistically diverse K-12 student populations. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and prepares school counselors to fulfill the following roles: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for students to succeed academically; 2) Address the academic, career, and personal/social needs of all students in the school; 3) Serve as leaders of equity and achievement and be able to address institutional and environmental barriers impeding student progress; 4) Through the collection and dissemination of data, advocate for systemic change to promote student achievement and academic success; and 5) Become managers of resources and partnership builders, enlisting the support of parents, agencies, and community members.

Further information about the degree can be found online at the following web link: http://counselored.unlv.edu/schoolcouns.htm

Admission Requirements

The master’s degree programs require that an application for admission be submitted to the Graduate College as well as transcripts of all college-level work. In addition, a minimum grade point average of 2.75 for all undergraduate work and a 3.00 for the last two years of undergraduate work is required.
Applicants must provide three letters of recommendation directly to the department along with a departmental application form that includes a writing sample. Students should contact the department for specific application materials. Students are admitted once each year, with an application deadline of February 01. All programs begin in the summer.

Degree Requirements

To earn a master's degree, students must have a cumulative grade point average of 3.00 or better in the program. Those students, who receive an F, or more than two Cs, will be separated from the program. A grade of B or better is required in CED 727 (or any practicum or internship) or the course must be repeated. The department requires a final examination for graduation, which can either be a comprehensive examination or a research thesis. Every student is evaluated and reviewed each semester to determine adequate progress and retention in the program. Degree programs are designed so that students take nine credit hours each semester: summer, fall and spring. Courses are offered in a particular sequence. Six credit hours must be taken each term: summer, fall and spring. Students who fall below the six-credit minimum may be separated (i.e., dismissed or terminated) from the program. A student who misses a course may lack prerequisites for their next courses, and, therefore, may need to wait for a course to be offered again in the next cycle. It is the responsibility of the student to discuss course sequencing and planned timing with their advisor. Not all courses are offered every semester. There are many courses that are offered only once each calendar year. Thus, it is imperative that in order to graduate in a timely fashion the students take the recommended number of credits and stay in sequence. Students may take up to five selected courses (see course prerequisite list) prior to formal admission. If admitted, these courses are eligible to count toward the degree.

See 2007-2009 UNLV Graduate Catalog at the following link for complete program information:

http://www.unlv.edu/pubs/catalogs/graduate/pdf/education/counselor.pdf

Graduate Assistantships

Graduate assistantship positions are available on a competitive basis to students admitted to any graduate degree program. The nine-month stipend is $10,000 for master's level assistantships and $12,000 for doctoral level assistantships plus tuition and fee waivers (students pay only the activity fee for each credit hour taken). In addition, graduate assistants have the option of student health insurance, which is valued at $1,000.00 per year.
Graduate Assistants must carry a minimum of 6 semester hours of credit and are expected to work 20 hours per week on departmental duties such as instruction and/or research.

Applications and all supporting materials must be sent to the Dean of the Graduate College no later than March 1 preceding the fall semester in which an assistantship is sought. Applications may be accepted after this date in the event of an unexpected opening for the fall semester. In rare cases in which an assistantship is available for the spring semester, the application deadline falls on November 1.

Student Financial Services
The University of Nevada Las Vegas provides a wide variety of assistance to finance higher education expenses. Grants, scholarships, part-time employment, and educational loans are available to help students meet their educational costs while attending UNLV. Students are encouraged to explore all possible resources. Financial Aid Administrators are available to discuss the variety of resources available and to assist graduate students in the application process. Graduate students may refer to the Financial Assistance section of this catalog for specific financial assistance programs. For further information, contact Student Financial Services at (702) 895-3424. You may also visit our office located on the second floor of the Student Services Complex, or visit our web site at http://financialaid.unlv.edu

Federal Loan Programs

**Federal Perkins Loans**
A Federal Perkins loan is a low-interest (5 percent) loan available to graduate students that is made through the university. Actual award amounts depend on federal and institutional funding levels. Preference is given to those applicants who are attending at least half time and have the greatest financial need. The total amount awarded is determined by financial need. Application must be made with the FAFSA, which must be mailed to the federal processing center by February 1. Priority is given to those with the greatest need whose federal financial aid information is received by UNLV before the priority filing date.

**Federal Direct Stafford Loans**
Direct Stafford loans are low interest loans to assist students in paying for their college education. The interest rate is a variable rate, not to exceed 8.25 percent. Students may call Student Financial Services or contact the Federal Aid Information number at 1-800-433-3243 for the current interest rate. Student loans assist students in meeting their tuition and or living expenses. Students do not have to start repaying them until they drop below half-time enrollment, withdraw completely from school, or graduate.

**There are two types of Stafford loans:**
- The Federal Direct Subsidized Stafford Loan is based on financial need. Students will not be charged any interest while in school when enrolled half-time or more.
b. The Federal Unsubsidized Loan is not need based. It is available to students regardless of financial need. Students will be charged interest from the time the loan is disbursed until it is paid in full. The amount of either subsidized or unsubsidized Stafford loans will be limited to the cost of attendance. To apply for these federal loans, students complete the Free Application for Federal Student Aid – FAFSA on the Web. See www.unlv.edu

c. Generally, graduate assistantships are not available during Summer Term. However, fee waivers are available for Summer Term after a contract year has been completed. Fee waivers are also available for audited courses. The above policies may differ for extramurally funded assistantships.

d. Graduate assistants must have graduate standing status at the time students begin their assistantships.

e. International students whose graduate assistantship includes instructional duties (lecture, discussion groups, laboratory supervision, tutoring) must have received a successful grade on the Test of Spoken English (TSE) prior to assuming these instructional duties.

**GREAT Assistantships**

GREAT Assistantships are made possible with funds provided by the Graduate College and the Office of the Associate Provost for Research. The assistantships are awarded on a competitive basis for research and creative activity conducted during the summer session. Recipients must have a minimum 3.00 grade point average and enroll in at least one credit hour during the summer session.

**Graduate Scholarships and Fellowships**

For consideration for graduate student scholarship/fellowships, students must:
1. Submit a completed scholarship/fellowship application to the Graduate College.
2. Attach to the application a statement of purpose specifying how the award would further academic and professional goals of the applicant.
3. Submit two letters of recommendation, preferably from former instructors or other professionals, discussing the applicant's academic qualifications. Letters sent for admission purposes do not meet this requirement.
4. The application deadline for all materials to be received by the Graduate College is March 1 for the following year.

Some scholarships and fellowships have additional requirements. Students contact the Graduate College for this information.

**The President’s Graduate Fellowships**

The President’s Graduate Fellowships are provided by funds from the UNLV Foundation as directed by President Carol C. Harter for research support of doctoral students. Four awards are currently given, each offering a $15,000 fellowship with full fees paid (up to 12 credits) including all out-of-state tuition, if applicable. Applicants must be doctoral students working primarily on their dissertation, have a minimum graduate GPA of 3.50, and enroll as a full-time student (at least nine graduate credits) in each semester of the fellowship year.
**Barrick Fellowships**
These fellowships were established by an endowment from Marjorie Barrick and are given to outstanding doctoral students who have demonstrated excellent scholarship during their graduate study at UNLV. Two awards are given, each offering a $14,000 fellowship with full fees paid (up to 12 credits) including all out-of-state tuition, if applicable. Applicants must have completed at least 24 credits of doctoral study, have a minimum graduate GPA of 3.50, and enroll as a full-time student (at least nine graduate credits) in each semester of the fellowship year in order to devote maximum effort to doctoral study. Criteria for selection will also include demonstrated excellence in research.

**Alumni Association Graduate Scholarships**
The Alumni Association Scholarships are given to outstanding master’s students who received their undergraduate degree from UNLV. Three awards are given, each offering a $1,000 scholarship for the academic year. Applicants must have completed at least 12 credits of graduate study at UNLV, have minimum undergraduate and graduate GPAs of 3.50, and enroll for six or more graduate credits in each semester of the scholarship year.

**James F. Adams/GSA Scholarship**
The UNLV Graduate Student Association established these scholarships in honor of Dr. James F. Adams, former Dean of the Graduate College (1980-85), to recognize academic achievement of master’s students. Six awards are given, each offering a $1,000 scholarship. Applicants must have completed at least 12 credits of graduate study at UNLV, have minimum undergraduate and graduate GPAs of 3.50, and enroll for six or more credits in each semester of the scholarship year.

**Summer Session Scholarship**
The Summer Session Scholarships are available to enable summer study for doctoral students. However, excellent master’s and specialist students may be considered. Ten awards are given each offering a $2,000 scholarship during the summer. Applicants must have completed at least 12 credits of graduate study at UNLV, have minimum undergraduate and graduate GPAs of 3.00 and enroll for six credits in any one or combination of summer sessions. Criteria for selection will also include summer plans for conducting thesis or dissertation research.

**Graduate Student Association Scholarship and Fellowship Endowment**
The Graduate Student Association has initiated a fund for graduate student support. To be considered for a scholarship, the applicant must be enrolled for six or more semester hours of courses for two consecutive semesters after receiving the award.

**McNair Post-Baccalaureate Scholarships**
Administered by the Graduate College, McNair Post-Baccalaureate Scholarships are awarded in open competition to first-year graduate students who participated in a McNair Scholars program at UNLV or other institution. To be considered for the scholarship, applicants must have an undergraduate grade point average of 3.00 and
graduate standing status at the time the scholarship begins. Recipients of the scholarship must enroll in a minimum of nine credit hours for two consecutive semesters.

**Alumni Most Outstanding Thesis**
Each year the Alumni Association recognizes an outstanding master’s thesis with a monetary award and certificate of recognition. Other meritorious theses may also receive a certificate of recognition.

**Foundation Dissertation Award for Academic Excellence**
Each year the UNLV Foundation recognizes an outstanding doctoral dissertation with a monetary award and certificate of recognition.

**Foundation Most Outstanding Creative Arts Award**
Each year the UNLV Foundation recognizes an outstanding student in the College of Fine Arts with a monetary award and certificate of recognition.

**Employment**

**On-Campus Employment**
Several campus departments and offices employ students in a variety of positions. These jobs can be viewed on the Student Financial Services web site accessible through http://www.unlv.edu. On-campus employment listings are available to graduate students enrolled in at least five credits at UNLV. Financial need is not a criterion for on-campus employment.

**Job Location and Development**
Employment opportunities are offered to UNLV students by community businesses and individuals. These jobs can be viewed on the Student Financial Services web site accessible through http://www.unlv.edu. In addition to job listings, the JLD Program sponsors biannual Job Fairs where employers from businesses, government agencies, and hospitals, to name a few, come to campus to discuss part-time employment opportunities.

**Federal Work Study**
The Federal Work Study Program is a federally funded financial aid program awarded as part of the financial aid package. This program enables students to earn a portion of their college expenses through employment with a UNLV department or office or off campus with contracted nonprofit agencies. If available, students may choose jobs related to their academic majors and career objectives. Work hours may also be arranged according to class schedules. To qualify for a Federal Work Study job, applicants must meet the eligibility requirements of the federal financial aid programs. One requirement, financial need, is determined by Student Financial Services and based on income and asset information entered on the Free Application for Federal Student Aid (FAFSA) application. Funds are limited. Therefore, applicants must mail the completed FAFSA application to the federal processing center by February 1. Questions
concerning the eligibility requirements or application process may be directed to Student
Financial Services, second floor, Student Services Complex.

**Federal Loan Programs**
Federal Perkins Loans
Federal Direct Stafford Loan Program (Subsidized)
Federal Direct Stafford Loan Program (Unsubsidized)

Scholarships and Fellowships

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C. The academic unit is clearly identified as part of the institution’s graduate offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly defined.

The Department of Counselor Education has sole authority over the M.S. Community Mental Health Counseling and the M.Ed. in School Counseling. See the graduate catalog for complete program information.

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D. Cooperative relations exist between the academic unit and other academic units that contribute to the professional preparation of students in the program as well as off-campus professional and community resources.

Graduate students in Community Mental Health Counseling and School Counseling programs may take additional courses offered by other departments as electives.

Another cooperative relationship exists in terms of Graduate College committee's membership for each student. Each master's degree committee is composed of three members of the program faculty, with the student's advisor serving as their committee Chair. The fourth committee member is chosen from outside the department. Department faculty also serves as outside committee members for students in other departments. Copies of completed Graduate College Committee forms can be found in student files in the CED office.
Below is a partial listing of faculty from other departments who have served on masters’ degree committees for students in the Department of Counselor Education:

<table>
<thead>
<tr>
<th>Professor</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Dr. Daniel Allen</td>
<td>Psychology</td>
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<tr>
<td>Dr. Donald Carns</td>
<td>Sociology</td>
</tr>
<tr>
<td>Dr. Barbara Cloud</td>
<td>Communications</td>
</tr>
<tr>
<td>Dr. Joe Crank</td>
<td>Special Education</td>
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<tr>
<td>Dr. Brad Donohue</td>
<td>Psychology</td>
</tr>
<tr>
<td>Dr. John Filler</td>
<td>Special Education</td>
</tr>
<tr>
<td>Dr. Mark Floyd</td>
<td>Psychology</td>
</tr>
<tr>
<td>Dr. Andy Fontana</td>
<td>Sociology</td>
</tr>
<tr>
<td>Dr. Jeffrey Gelfer</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dr. Steven Grubaugh</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dr. Mark Guadagnoli</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Dr. Chris Heavey</td>
<td>Psychology</td>
</tr>
<tr>
<td>Dr. Kyle Higgins</td>
<td>Special Education</td>
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<tr>
<td>Dr. David Holmes</td>
<td>Tourism/Convention Administration</td>
</tr>
<tr>
<td>Dr. Paul Jones</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Dr. Robert Koettel</td>
<td>Psychology</td>
</tr>
<tr>
<td>Dr. Esther Langston</td>
<td>Social Work</td>
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<tr>
<td>Dr. Margaret Louis</td>
<td>Nursing</td>
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<tr>
<td>Dr. Jane McCarthy</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dr. Marilyn McKinney</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dr. Warren McNab</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>Dr. Marta Meana</td>
<td>Psychology</td>
</tr>
<tr>
<td>Dr. Maria Meyerson</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
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<tr>
<td>Dr. Murray Millar</td>
<td>Psychology</td>
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<tr>
<td>Dr. Lynne Osborne</td>
<td>Sociology</td>
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<tr>
<td>Dr. Steve Parker</td>
<td>Political Science</td>
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<tr>
<td>Dr. Peggy Perkins</td>
<td>Educational Psychology</td>
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<tr>
<td>Dr. Thomas Pierce</td>
<td>Special Education</td>
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<tr>
<td>Dr. Jerry Simich</td>
<td>Political Science</td>
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<tr>
<td>Dr. Carl Steinhoff</td>
<td>Educational Leadership</td>
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<tr>
<td>Dr. Sherri Strawser</td>
<td>Special Education</td>
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<tr>
<td>Dr. John Swetnam</td>
<td>Anthropology</td>
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<tr>
<td>Dr. Porter Troutman</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dr. Virginia Usnick</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Dr. Martha Young</td>
<td>Curriculum and Instruction</td>
</tr>
</tbody>
</table>

The Department of Counselor Education (CED) maintains a close working relationship with some on-campus organizations as placement sites for practicum and internship students. These include:

**Community Mental Health Counseling On-Campus Organizations:**

Career Services

**DELETE. WE DO NOT USE AS A SITE.** Center for Individual, Couple, and Family Counseling

Learning Enhancement Services

Student Counseling and Psychological Services

The Department of Counselor Education maintains a close working relationship with several off-campus organizations as placement sites for practicum and internship students. These include:
Community Mental Health Counseling Off-Campus Organizations:

Clark County Department of Family Services
Clark County Department of Family Services Parenting Project
Clark County Family and Youth Services, Department of Psychology
Community Counseling Center
Family to Family Connection Infant Support District 13
Managed Health Network
Goodwill Industries
Horizon Family Therapy and Wellness
Psychological Services Administrator
Life Spring Counseling Center
Nevada Tobacco Helper’s Hotline
Southern Nevada Women’s Correctional Facility
Southwest Behavioral Health Center
Spring Mountain Treatment Center
Safe Nest
Salvation Army
Teen Screen Clark County Health District
UNLV Jean Nidetch Women’s Center
WestCare Nevada

School Counseling:

The School Counseling area faculty maintains close working relationships with the Clark County School District (CCSD), Petersen Elementary Professional Development School, Paradise Elementary Professional Development School, and with Cowan Academic Center, which is an alternative High School. Both practicum and internship students are placed at these sites to gain field experience.
School Counseling interns are placed at various schools within CCSD, see Section III.C. for a list of CCSD school placements over the past several years entitled “M.Ed. School Counseling Site Supervisors.” School counseling area faculty strive to maintain excellent working relationships with CCSD school counselors who work with school counseling interns.

School counseling students are encouraged to use the University Career Services. For the past few years, students visit the Career Services Center as a required in CED 721, Career Theories and Practices.

The School Counseling Faculty maintains an excellent working relationship with the Director of Guidance and Counseling and the staff at CCSD. As a result, interns and practicum students are permitted to attend CCSD training programs on topics, such as, ethics for school counselors, college readiness, data management and best practices.

**E. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.**

The level of funding for the Community Mental Health Counseling and the School Counseling Program programs is consistent with other programs in the College of Education, appears consistent with funding levels for comparable programs on the campus, and is sufficient to meet basic program needs.

**F. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (for example, professional travel, research, and leadership positions).**

UNLV supports faculty research and participation in professional activities by providing travel funds, faculty development funds, and the opportunity for merit allocations. Annual merit allocations reward faculty members who exceed standards in the areas of teaching, research, or service.
G. The institution makes available to students in the program personal counseling services provided by professionals other than program faculty and students.

Student Services Offered
Confidential services offered to assist students manage the adjustment demands and developmental challenges of college are offered through Student Psychological Services and the Center for Individual, Couple, and Family Counseling on campus and include:
- Individual and group counseling.
- Couples and family counseling (at least one member of the couple or family must be a currently enrolled UNLV student).
- Crisis intervention.
- Medication evaluation and management.
- Psychological assessment and testing.
- Drug and alcohol use assessment.
- Referrals to community health care providers when the student's needs cannot be adequately provided for within the limits of a short-term therapy approach.
- Educational workshops and presentations.
- "Talk Before You Drop" telephone hotline where students considering leaving school can discuss this decision with one of our professional counselors (895-0119, M-F 8 to 5).

Confidentiality
Professional ethical codes and state laws consider the personal information discussed in counseling to be confidential. All information gathered in counseling, including the fact that the student has come to Student Psychological Services or the Center for Individual, Couple, and Family Counseling, is held in strict confidence. No information is released to university officials, faculty members, parents, or outside agencies without written authorization from the student. An exception to the law is when there is imminent danger of serious harm to the client or others. In this instance, the counselor must take action to prevent harm.

H. Access to library and other learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

UNLV Libraries. Established in 1957, the libraries' collections include 800,000 monographs, approximately 7,500 serial subscriptions, over 90,000 non-book materials such as video resources and music compact disks, and more than 1.5 million items in microforms. UNLV's main library, the Lied Library, opened in January 2001. Lied Library has the capacity to store 1.8 million volumes and occupies 302,000 square feet in five stories. The new library has 2,500 study spaces, with more than half of these study spaces are equipped with full network connections; an Information Commons with
microcomputer workstations; a Collaborative Learning Center offered in electronic instructional rooms; Faculty and Graduate Student study areas; 24-hour study space; a media distribution system delivering various forms of medial programming to workstations, group study rooms and classrooms; and the Lied Automated Storage and Retrieval system (LASR) capable of storing 1.2 million volumes. Lied Library includes a large federal government depository collection that offers print and electronic access to an expanding universe of federal information. The Special Collections section of the library provides unique materials relating to Las Vegas and southern Nevada history, and it houses a Gaming Research Collection and the Nevada Women’s Archive. The libraries also offer access to information resources and databases available in electronic format. NEON Web (Nevada Educational Online Network) serves as the gateway to the libraries’ online catalog and to catalogs in other libraries as well as various electronic journal indices, federal and state government publications, elected full-text items, and the World Wide Web. Services include traditional reference and information assistance; individualized and classroom instructional sessions on subject-related resources and technologies; Interlibrary Loan and document delivery. The Curriculum Materials Library (CML) located in the College of Education, houses over 44,000 items and provides services to students and faculty in the College of Education and to teachers in the Clark County School District. The Architecture Studies Library (ASL), houses over 15,000 items and services the faculty and students of that school as well as the local architecture community. A music branch library opened in 2001.


The institution provides technical and financial support to program faculty and students to ensure access to information systems and data analysis for teaching and research.

The Office of Information Technology (IT) is the central unit responsible for meeting the computing needs of UNLV faculty, staff, and students. Its mission is to support and enhance teaching, research, scholarly and creative production, and administration, through the effective management and use of information technology resources. The IT website can be found at: http://oit.unlv.edu.

**Computing and Network Services**
Computing Network Services’ (CNS) focus is on Consulting and Support Service...
operations. Within CNS there are 4 units – Computing Resource Center, Consulting and Support Services, Desktop Support Services, and the Network Operations Center. All inquiries regarding the services provided by each of these units should be directed to the Computing Resource Center Help Desk by emailing http://oit.unlv.edu or calling 895-0777.

**Computing Resource Center**
The Computing Resource Center (CRC) serves as the one point of contact for faculty and staff computer problem reporting and inquiries regarding additional services provided by other CNS units Monday through Friday. The CRC is also available to help with general questions about information technology installs software and troubleshoots software related problems. Clients are referred to other resources as needed. The CRC also offers application training opportunities.

**Consulting and Support Services**
Consulting and Support Services (CSS) provides support to colleges, departments, and satellite campuses on a range of computing environment issues and problems. CSS staff members are available to assist in deciding and implementing the right technology solution. They also maintain the campus' major file servers, such as the Microsoft Active Directory and Novell Domain Services.

**Desktop Support Services**
Desktop Support Services (DSS) provides computer and peripheral hardware maintenance and installation services. They assist with new computers, configuring them with appropriate software and delivering the equipment to the site. They also connect computers the campus net.

**Network Operations Center**
The Network Operations Center (NOC) is responsible for the day to day operation of the campus network. The NOC does real-time monitoring for cyber attacks, and monitors selected campus as well as network servers. They maintain the services that provide campus-wide network services such as DHCP.

**Student Computing Resources**
Student Computing Resources (SCR) provides several, extended hours and staffed, walk-in computer laboratories to support general student computing needs and questions. They also provide computing facilities where the hardware and software are chosen in concert with college liaisons to support unique computing needs of colleges. They have a specialized student support desk, staffed seven days per week, available to assist students with WebCampus, computing and application questions. SCR also designs and maintains the Technology Enhanced Classrooms (TEC). All inquiries regarding the student computing services provided by SCR should be directed to their help desk by emailing http://oit.unlv.edu/ or calling 895-0761.

**Instructional Technology Services**
Instructional Technology Services (ITS) provides and maintains instructional technology
equipment in support of the university’s programs. ITS activities include scheduling, distribution and repair of audio/visual classroom equipment. They provide consulting and design services for on campus projects that utilize instructional technology equipment and systems. All inquiries regarding the services provided should be directed to their main office by calling at 895-0701.
Section II
PROGRAM OBJECTIVES AND CURRICULUM

A. Comprehensive mission statement has been developed that brings the program into focus and concisely describes the program’s intent and purpose. The mission statement:

1. describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty;

The Department of Counselor Education is congruent with the College of Education mission statement and objectives through its vision of academic excellence by providing quality training to students primarily from the Southern Nevada region, but also from the state, region, nation, and international community. The Department of Counselor Education offers a B.S. in Human Services Counseling with four associated minors for undergraduates, an Advanced Graduate Certificate in Addictions Studies, an Advanced Rehabilitation Counseling Certificate and two master’s degrees. The 60-credit Community Mental Health Counseling M.S. degree helps students become professional counselors in the areas of community mental health counseling, including addictions and rehabilitation counseling, as well as related counseling areas. The 48-credit School Counseling M.Ed. degree prepares educational professionals who work to meet the academic, career, personal, and social needs of culturally and linguistically diverse K-12 student populations. Translating theory and research into practice is stressed throughout the program in terms of developing therapeutic approaches, strategies and techniques through the hands-on experience of practica and internship. The department prepares counselors to fulfill the following roles: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for individuals and particular groups; 2) Address the academic, career, mental health, and personal/social needs of individuals and particular groups; 3) Help individuals and groups strive to find meaning, involvement, worth, and self-efficacy in their lives; 4) Through research activities students will develop the knowledge and skills to conduct qualitative and quantitative research studies; and 5) Develop skills in consultation to interface with various community organizations.

Community Mental Health Counseling: The M.S. Community Mental Health Counseling degree requires a minimum of 60 graduate semester credits and is designed to train counselors for work in a variety of community settings. Community counselors work in local, state, and federal agencies, as well as private
for-profit and non-profit agencies. The Community Mental Health Counseling program has an emphasis in mental health and addictions counseling, and prepares students for work with individuals experiencing a variety of concerns. These include addictions to substances and/or behaviors, career choices, developmental tasks, adjustment to disability, mental health problems and vocational rehabilitation, among other issues. The Community Mental Health Counseling M.S. degree in Counselor Education offers a unique arena for the development of counseling theory and in depth research in issues impacting community and mental health, as well as continuing the development of professional counselors to meet the diverse needs of Southern Nevada, the region, and the nation and international communities.

Faculty members who teach within the Community Mental Health Counseling program are actively involved in the development and implementation of: 1) community service activities (i.e., pro bono counseling services, participation on community committees and boards, workshops, 2) “best practice” models of treatment (i.e., a Multicultural Counseling Model for Community and School Counselors, a One-Stop Service Provision Model for People Who Are Homeless, Early Intervention Trauma Program); 3) unique pedagogy (i.e., Train-the-trainer model for co-occurring conditions, supervised clinical practice in community settings, addictions treatment, addictions prevention, gambling addictions, eating disorders and expressive arts); and 4) innovative theory to practice research (i.e., multicultural issues in counseling, trauma and addictions, and homelessness).

**School Counseling:** The M.Ed. School Counseling degree requires students earn a minimum of 48 graduate semester credits and prepares educational professionals who work to meet the academic, career, personal, and social needs of culturally and linguistically divers K-12 student populations. The program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1991.

The School Counseling faculty members are committed to helping students become knowledgeable, skilled, competent, and ethical professionals within the school counseling community. Each faculty member in the program contributes to and accepts this program mission with commitment to improve and grow professionally, maintain a program that meets CACREP standards and state endorsement requirements stay current within the counseling field, and generate new knowledge through research.

Faculty members in the School Counseling program are actively involved in research related to addictions, counselor education pedagogy, cultural biases,
expressive arts in counseling, homelessness, learning disabilities, mental health, diversity, technology in counseling, school based assessments, and trauma.

2. is the basis for the development of program objectives and curriculum;

The mission statement with its implicit program objectives serves to guide faculty members in decisions about admissions, courses, and specific content within the required courses.

3. is published and available to faculty and students; and

The mission statement for the Counselor Education Department is located on the “About Us” web link: http://counselored.unlv.edu/about.htm, and also included in the CED Graduate Student Handbook and is available for download at the URL below:


4. is reviewed at least once every three (3) years and revised as needed.

The mission statement for the Counselor Education Department is reviewed for revision regularly; the current mission statement was adopted by the faculty as a whole in May of 2006.

B. The Program Objectives

Program objectives, identified as “learning outcomes” in the Community Mental Health Counseling program and the School Counseling program Assessment Plan which is prepared for the UNLV Office of Academic Assessment (Appendix F) are grounded in the CACREP common core and Mental Health Counseling and School Counseling specialties. Students must demonstrate knowledge and understanding in each of the eight common core areas and skill in applying the knowledge and understanding in community mental health and school based service delivery.
The CED helps students develop into professional counselors in a variety of specialties including addictions counseling, community mental health counseling, school counseling, and rehabilitation counseling.

1. reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;

The eight common core areas were identified by CACREP to reflect the current knowledge and positions of all stakeholders concerned with counseling and human development needs.

2. reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;

The skill component of the program objectives/learning outcomes, applying knowledge and understanding of common core areas in school based service delivery, reflects the present and projected needs for specialized counseling and human development activities.

3. reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;

The operational definitions related to the program objectives in specific course content are regularly reviewed by the program faculty for both the Community Mental Health Counseling program and the School Counseling program. Students provide feedback regarding their experiences at the end of each semester on individual course evaluations. Input is solicited from personnel in mental health/community agencies and the Clark County School District at advisory board meetings. Faculty members also obtain information from internship supervisors.

4. are directly related to program activities; and

Course syllabus information within the program specifically identifies which program objectives are met by the course requirements. Syllabi for all courses required by the program can be found in (Appendix D).
Assessment rubrics are included in the Community Mental Health Counseling and School Counseling Program Assessment Plan prepared for the UNLV Office of Academic Assessment (Appendix F), the office web-link is located at: http://provost.unlv.edu/Assessment/.

Course requirements for the M.S. in Community Mental Health and the M.Ed. in School Counseling are listed in the CED Graduate Student Handbook (Appendix C) and are posted on the web at the URL below:

http://counselored.unlv.edu/graduateprograms.htm

Recommended sequences are provided for both full-time and part-time students on the website for the program and during the initial orientation.

The master’s degree in Community Mental Health Counseling Program is a 60 semester hour course of study. The full time cohort sequence includes two full years – two fall semesters, two spring semesters, and two summers plus a third summer.

The M.Ed. in School Counseling consists of a minimum of 48 semester hours. The full time cohort sequence spans over two calendar years—two fall semesters, two spring semesters, and two summers. Part time students are encouraged to work closely with an advisor to ensure that all degree requirements are met. Typically, part time students complete the program within three calendar years.
D. Students actively identify with the counseling profession by participating in professional associations such as the American Counseling Association (ACA), its divisions, branches, and affiliate organizations, and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Students are strongly encouraged to become members of the American Counseling Association (ACA) and/or the American School Counseling Association (ASCA) or the American Mental Health Counselors Association (AMHCA) during their orientation and throughout the program. Additionally, in order to participate in required practicum and internship courses, students must obtain and demonstrate they have acquired liability insurance, which is most commonly obtained through one of the above professional association(s).

E. Over the course of one academic term, students meet for a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group.

As a requirement of CED 733 Group Counseling, students meet for a minimum of 10 clock hours in a small group for a group related experience, this group is led by a qualified professional counselor who holds a minimum of a master's degree in counseling. Currently, the small group counseling experience is led by doctoral students. During the semester doctoral students meet with master's students who are enrolled in CED 733 for approximately one hour a week for a minimum of 10 weeks. The doctoral students are supervised by CED faculty. Refer to CED 733 in Appendix D for further information.

F. Consistent with established institutional due process policy and ACA Ethical Standards, when evaluations indicate that a student is not appropriate for the program, faculty should assist in facilitating the student’s transition out of the program, and, if possible, into a more appropriate area of study.

Community Mental Health Counseling and School Counseling students are continuously evaluated by faculty members for academic progress and demonstration of appropriate interpersonal skills, professional demeanor, and social and ethical judgment necessary for a successful career in community mental health and school counseling. 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. Some suggestions might include: desist temporarily from course work, repeat courses, seek personal counseling, perform voluntary or paid work in a school, or withdraw from the program permanently. In the initial orientation meeting, students sign a “Statement of
Understanding‖ that details this process. The form is in the CED Graduate Student Handbook located under the major heading “Student Progress” and specifically titled “Lack of Satisfactory Progress towards a Degree” (Appendix C).

This assessment is ongoing throughout the program and also includes five benchmark assessments, listed in the CED Graduate Student Handbook under the major heading “Student Progress” and specifically titled “Academic and Interpersonal Benchmarks of Student Progress”.

G. Flexibility is provided within the program’s curriculum to accommodate individual differences in student knowledge and competencies.

Flexibility in terms of meeting students’ academic needs on an individual basis is met through independent studies. The policy on independent study is that students with a particular interest in an area of study in the counseling field are encouraged to pursue independent study courses. Although not included as a part of the 48-credit program (School) requirement and 60-credit program (CMH), these independent study courses afford students an opportunity to tailor an experience to their individual educational needs. Independent study courses are also used, when appropriate, to substitute for required courses when justified by a need to accommodate student needs.

H. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

1. Objectives
2. Content Areas
3. Required text(s) and/or reading(s)
4. Method of instruction, including a clear description of how content is delivered (e.g. lecture, seminar, supervised practical applications, distance learning); and
5. Student performance evaluation criteria and procedures

Students receive a syllabus at the beginning of each course for which they are enrolled that includes objectives, content areas, required texts, readings, methods
of instruction and student performance evaluation criteria and procedures. Copies of all syllabi are maintained in a notebook located in the CED office and made available to students for their review. Some faculty members also include copies of syllabi on their individual web pages or through web campus.

Copies of syllabi in all required and approved elective courses are in Appendix D.

I. Evidence exists of the use and application of research data among program faculty and students.

Faculty present students with recent and relevant research findings in the eight common core areas of counseling as well as the specific curricular experiences in Community Mental Health Counseling and School Counseling programs. A review of the course syllabi in Appendix D will verify the recent and relevancy of textbooks and readings required in each of the classes taught within the various programs. All program courses make use of and discuss relevant research throughout the term. Students are also encouraged to participate with faculty on current research studies, gathering data and/or reviewing the research literature. One example of use of research data for programmatic decisions is a study now in final preparation assessing the addition of interview and conduct of a simulated counseling session as a part of the admission process.

J. Each program for which accreditation is sought must show a history of graduates.

Most of our graduates in School Counseling seek and obtain employment as school counselors in the Clark County School District (CCSD). Graduates in Community Mental Health Counseling obtain employment in a variety of community and mental health settings. The chart below outlines the last three years of graduates by number. A list of recent graduates and subsequent employment is in Appendix K.

<table>
<thead>
<tr>
<th>Year</th>
<th>Community Mental Health Counseling</th>
<th>School Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Laurie Campbell</td>
<td>Wendy Dingee</td>
</tr>
</tbody>
</table>

History of Graduates
2007

Community Counseling
Megan Webster
Katherine Pedroza

Angelique Dickens
Yesina Avalos
Puacita Carlin
Simpson, Eboni
Caldwell, Colleen
Siqueiros, Lauren
Carlin, Pua
Dabu, Dana
Hanson, Abby
Tuggle, Laurie
Selwn, Russ
Ajamans, Shake
VanPatten, Jo
Wells, Emily

2006

JB Myers
Maurice Silva

Haas, Jennifer
Rochelle, Karen
Finfrock, Stella
Parry, Rebecca
Powers, Ihilani
Roach, Colleen
Vincent, Desiree
Festa, Jessica
K. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow the current CACREP standards.

Students in the Community Mental Health Counseling and School Counseling programs take 16 common courses (42 credit hours) across both sequences, which cover the 8 common core areas every student in a CACREP-accredited program must learn. Each of the specialty areas are covered in courses specific to each sequence. A list of courses is found in the graduate catalog. The following are the required courses:

1. CED 701 Introduction to Counseling (3)
2. EPY 702 Research Methods (3)
3. CED 703 Counseling with Expressive Arts & Activities (3)
4. CED 711 Counseling Appraisal & Inquiry (3)
5. EPY 711 Human Development (3)
Program objectives/learning outcomes for both the Community Mental Health Counseling and School Counseling programs are directly linked to the 8 common core areas. The basic instructional design is for content in each of the 8 common core areas to be “introduced” in the first course in the curriculum, introduction to counseling, then “enriched” in specific course(s) associated with that content area, and finally “reinforced” in the clinical practicum and internship experience. This design is illustrated in the matrix in the program assessment plan prepared for the UNLV Office of Academic Assessment (web link: http://www.unlv.edu/Provost/Assessment/) (Appendix F) with specific curricular experience linked to the standards in each syllabus (Appendix D).

K. CURRICULUM STANDARDS

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

   a. history and philosophy of the counseling profession, including significant factors and events;

CED 701: Introduction to Counseling
b. professional roles, functions, and relationships with other human service providers;

CED 701: Introduction to Counseling

c. technological competence and computer literacy;

CED 701: Introduction to Counseling

d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

CED 701: Introduction to Counseling

e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

CED 701: Introduction to Counseling

f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

CED 701: Introduction to Counseling

CED 731: Social Justice/Advocacy in Counseling
g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

CED 701: Introduction to Counseling
CED 731: Social Justice/Advocacy in Counseling

h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

CED 701: Introduction to Counseling
CED 743: Ethical & Legal Issues in Counseling

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

CED 731: Social Justice/Advocacy in Counseling

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

CED 731: Social Justice/Advocacy in Counseling
c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

CED 731: Social Justice/Advocacy in Counseling

d. counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

CED 731: Social Justice/Advocacy in Counseling

e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

CED 731: Social Justice/Advocacy in Counseling

f. ethical and legal considerations.

CED 743: Legal and Ethical Issues in Counseling

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a. theories of individual and family development and transitions across the life-span;
EPY 711: Human Development

b. theories of learning and personality development;

CED 715: Counseling & Consultation Theories

EPY 711: Human Development

c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

CED 715: Counseling & Consultation Theories

CED 735: Substance Abuse Prevention & Treatment

d. strategies for facilitating optimum development over the life-span; and

EPY 711: Human Development

CED 727 Counseling Process & Procedures

e. ethical and legal considerations.

CED 743: Legal and Ethical Issues in Counseling
4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

CED 721: Career Theories and Practices

b. career, a vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

CED 721: Career Theories and Practices
CED 70: Introduction to Counseling

c. career development program planning, organization, implementation, administration, and evaluation;

CED 721: Career Theories and Practices

d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

CED 721: Career Theories and Practices

e. career and educational planning, placement, follow-up, and evaluation;

CED 721: Career Theories and Practices
f. assessment instruments and techniques that are relevant to career planning and decision making;

CED 721: Career Theories and Practices

g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

CED 721: Career Theories and Practices

h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

CED 721: Career Theories and Practices

i. ethical and legal considerations.

CED 721: Career Theories and Practices
CED 743: Legal and Ethical Issues in Counseling

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

a. 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;
CED 703: Counseling with Expressive Arts & Activities
CED 715: Counseling & Consultation Theories
CED 727: Counseling Process & Procedures

b. 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. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

CED 703: Counseling with Expressive Arts & Activities
CED 715: Counseling & Consultation Theories
CED 727: Counseling Process & Procedures

e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

CED 715: Counseling & Consultation Theories
CED 727: Counseling Process & Procedures

f. integration of technological strategies and applications within counseling and consultation processes; and

CED 703: Counseling with Expressive Arts & Activities
CED 715: Counseling & Consultation Theories
CED 727: Counseling Process & Procedures

g. ethical and legal considerations.

CED 743: Legal and Ethical Issues in Counseling
GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

CED 733: Group Counseling

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

CED 733: Group Counseling

b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

CED 733: Group Counseling

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

CED 733: Group Counseling

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
CED 733: Group Counseling

e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

CED 733: Group Counseling

f. professional preparation standards for group leaders; and

CED 733: Group Counseling

g. ethical and legal considerations.

CED 743: Legal and Ethical Issues in Counseling

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

CED 711: Counseling Appraisal & Inquiry
b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

CED 711: Counseling Appraisal & Inquiry

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

CED 711: Counseling Appraisal & Inquiry

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

CED 711: Counseling Appraisal & Inquiry

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

CED 711: Counseling Appraisal & Inquiry

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
CED 711: Counseling Appraisal & Inquiry

**g.** strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

CED 711: Counseling Appraisal & Inquiry

**h.** an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

CED 711: Counseling Appraisal & Inquiry

**i.** ethical and legal considerations.

CED 711: Counseling Appraisal & Inquiry

CED 743: Legal and Ethical Issues in Counseling

8. **RESEARCH AND PROGRAM EVALUATION** - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

CED 711: Counseling Appraisal & Inquiry

EPY 702: Research Methods
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

CED 711: Counseling Appraisal & Inquiry
EPY 702: Research Methods

c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

CED 711: Counseling Appraisal & Inquiry


d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;

CED 711: Counseling Appraisal & Inquiry
EPY 702: Research Methods

e. use of research to improve counseling effectiveness; and

CED 711: Counseling Appraisal & Inquiry

f. ethical and legal considerations.

CED 711: Counseling Appraisal & Inquiry
EPY 702: Research Methods
CED 743: Legal and Ethical Issues in Counseling
Section III
CLINICAL INSTRUCTION

Clinical instruction includes supervised practica and internships that have been completed within a student's program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty members, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have

1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;

The following faculty members have taught practicum or internship courses: Professor Larry Ashley, Dr. Randall Astramovich, Dr. Jesse Brinson, Dr. Wendy Hoskins, Dr. Patricia Markos, Dr. Dale-Elizabeth Pehrsson, and Dr. Shannon Smith. A brief overview of each faculty member's credentials relevant to Standard A.1-3 is provided below.

Counseling Faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Title</th>
<th>Affiliation</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Ashley</td>
<td>Ed.S., CPGC, LADC, LMSW, LPC</td>
<td>Counselor Education, University of Toledo, CACREP accredited</td>
<td>University of Toledo</td>
</tr>
<tr>
<td>Randall Astramovich</td>
<td>Ph.D., NCC, NCSC, LPC (inactive)</td>
<td>Counselor Education, University of North Texas, CACREP accredited</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>Jesse Brinson</td>
<td>Ed.D.</td>
<td>Counselor Education, Western Michigan University, CACREP accredited</td>
<td>Western Michigan University</td>
</tr>
<tr>
<td>Wendy Hoskins</td>
<td>Ph.D.</td>
<td>Counselor Education, Idaho State University, CACREP accredited</td>
<td>Idaho State University</td>
</tr>
<tr>
<td>Patricia Markos</td>
<td>Ph.D., CRC</td>
<td>Studies in Behavioral Disabilities, University of Wisconsin-Madison, CORE accredited</td>
<td>University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Dale-Elizabeth Pehrsson</td>
<td>Ed.D.</td>
<td>Counseling &amp; Counselor Education, Idaho State University, CACREP accredited</td>
<td>Idaho State University</td>
</tr>
<tr>
<td>NCC,ACS,DCC,CLPC-S,RPT-S</td>
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</tbody>
</table>
2. relevant professional experience and demonstrated competence in counseling; and

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional Experience</th>
<th>Demonstrated Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Ashley, Ed.S.</td>
<td>Drug &amp; Alcohol Counselor (33 years)</td>
<td>CPGC, LADC, LMSW, LPC</td>
</tr>
<tr>
<td></td>
<td>Counselor Educator (11 Years)</td>
<td></td>
</tr>
<tr>
<td>Randall Astramovich, Ph.D.</td>
<td>School Counselor (3 years)</td>
<td>NCC, NCSC, LPC (inactive)</td>
</tr>
<tr>
<td></td>
<td>Community Counselor (7 yrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counselor Educator (8 years)</td>
<td></td>
</tr>
<tr>
<td>Jesse Brinson, Ed.D.</td>
<td>Counselor Educator (18 years)</td>
<td>research areas are multicultural counseling issues, small group work, and the complexities of racism at the individual level</td>
</tr>
<tr>
<td></td>
<td>Community Counselor (6 yrs)</td>
<td></td>
</tr>
<tr>
<td>Wendy Hoskins, Ph.D.</td>
<td>Clinical Counseling (3 yrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Counselor (3 years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counselor Educator (5 yrs)</td>
<td></td>
</tr>
<tr>
<td>Patricia Markos, Ph.D.</td>
<td>Certified Rehabilitation Counselor (15 yrs)</td>
<td>CRC</td>
</tr>
<tr>
<td></td>
<td>Counselor Educator (16 yrs)</td>
<td></td>
</tr>
<tr>
<td>Dale-Elizabeth Pehrsson, Ed.D.</td>
<td>School Counselor (2 yrs)</td>
<td>NCC, ACS, DCC, CLPC-S (ID), RPT-S, ID SC inactive, RN</td>
</tr>
<tr>
<td></td>
<td>Community Counselor (7 yrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counselor Educator (10 yrs)</td>
<td></td>
</tr>
</tbody>
</table>
Shannon Smith, Ph.D. | School Counselor (3 yrs) | NCC, PPC-S (OH)
Community Counselor (7 yrs)
Counselor Educator (8 yrs)
Pastoral Counselor (4 yrs)

### 3. Relevant training and supervision experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Training</th>
<th>Supervision Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Ashley, Ed.S.</td>
<td>Training in my Ed.S. In addition, I have to evidence on-going training in Supervision to the Board of Examiners for Alcohol, Drug and Gambling Counselors to maintain my Certification as a Supervisor for of Problem Gambling and Drug and Alcohol Interns Also, in CED 755, I teach a unit in Clinical Supervision</td>
<td>Taught practicum and internship at UNLV</td>
</tr>
<tr>
<td>Randall Astramovich, Ph.D.</td>
<td>University of North Texas course work and Internship</td>
<td>Taught practicum and internship at UNLV</td>
</tr>
<tr>
<td>Jesse Brinson, Ed.D.</td>
<td>Western Michigan University course work and Internship</td>
<td>Taught practicum and internship at UNLV</td>
</tr>
<tr>
<td>Wendy Hoskins, Ph.D.</td>
<td>Idaho State University course work and Internship</td>
<td>Taught practicum and internship at UNLV</td>
</tr>
<tr>
<td>Patricia Markos, Ph.D.</td>
<td>University of Wisconsin-Madison course work and Internship</td>
<td>Taught practicum and internship at UNLV</td>
</tr>
<tr>
<td>Dale-Elizabeth Pehrson, Ed.D.</td>
<td>ACS, Idaho State University – Supervision Courses, Practicum, and Internships, Idaho State University, Oregon State University</td>
<td>Taught practicum and internship at Oregon State University &amp; UNLV</td>
</tr>
<tr>
<td>Shannon Smith, Ph.D.</td>
<td>Oregon State University</td>
<td>Taught practicum and internship at The University of</td>
</tr>
</tbody>
</table>
In reference to Standards A-2 and A-3, a brief overview of the credentials and experience of faculty members providing clinical instruction is provided below. This narrative is not meant to be comprehensive, but rather illustrative of expertise in this arena. An examination of faculty vita in Appendix E documents faculty members’ relevant degrees, professional experience, and training and experience.

Larry Ashley is an Assistant Professor, Faculty-in-Residence in the Department of Counselor Education Community Mental Health Counseling program. He received his Education Specialist (Ed. S.) in Guidance and Counseling from the University of Toledo in 1979. Professor Ashley teaches in the areas of addictions, trauma, and clinical instruction and he has won an undergraduate advising award and a service award. His research interests include addictions, Post-Traumatic Stress Disorder, and male gender treatment. Ashley is an active member of the American Counseling Association, the Association for Addiction Professionals, the Nevada Counseling Association, the International Society for Traumatic Stress Studies (ISTSS), the National Council on Problem Gambling (NCPG) and the Society for Public Health Education (SOPHE).

Dr. Astramovich serves as the current President of the Western Association for Counselor Education and Supervision and is a nominee for Secretary-Elect of the Association for Counselor Education & Supervision. He currently serves on the editorial boards of two national school counseling journals: Professional School Counseling and the Journal of School Counseling. Dr. Astramovich is currently completing a textbook with colleagues titled Evaluating your school counseling program: A guide to accountability and effective practices. He has spent several years researching the program evaluation and research training of counselors and his work has appeared in several prominent peer-reviewed counseling journals including the Journal of Counseling & Development, Counselor Education & Supervision, Professional School Counseling, and Guidance & Counselling. Dr. Astramovich is also pursuing research on self-advocacy in counseling with underrepresented populations and has developed, along with co-researcher Katrina R. Harris, a set of self-advocacy competencies which appeared in the summer 2007 issue of the Journal of Counseling & Development.
Dr. Richard Berman is a Visiting Assistant Professor in the Counselor Education Department, Human Services Counseling and Community Mental Health Counseling. He received his Ph.D. in Social Work from the University of Denver in 1974. He teaches in the area of mental health and has extensive clinical experience in addictions and mental health.

Dr. Jesse Brinson is an Associate Professor in the Counselor Education Department, Community Mental Health Counseling program. He received his Ed.D. in Counselor Education from Western Michigan University in 1987. He teaches in the areas of multicultural counseling, group counseling, counseling process and procedures, a clinical instruction. His research interests include cross-cultural counseling, addictions counseling, community counseling, intergroup relations, and ethnic identity development. Dr. Brinson is an active member of the American Counseling Association, the Association for Multicultural Counseling and Development, the Association for Counselor Education and Supervision, The Western Association for Counselor Education and Supervision, and the Nevada Counseling Association.

Dr. Wendy Hoskins is an Assistant Professor in the Counselor Education Department. She received her Ph.D. in Counselor Education and Supervision in 2003 from Idaho State University. Wendy has previous experience as a public school teacher, school counselor, private agency counselor, college counseling, and teaching in higher education. It is her hope that these varied experiences enrich her teaching. Dr. Hoskins continues to develop her professional identity partially through her active involvement and presentations selected for state, regional, and national conferences held by their respective counseling and counselor education associations including the American Counseling Association and the Association for Counselor Education and Supervision. In addition, her current scholarly interests include perceptions that counselor educators hold regarding the roles and functions of school counselors.

Dr. Patricia Markos is an Associate Professor and Chair of the Counselor Education Department. Dr. Markos received her Ph.D. from the University of Wisconsin, Madison in Studies in Behavioral Disabilities. She has taught 16 different courses in counselor education and rehabilitation counseling and has won three teaching awards, a graduate advising award, and a service award. Her research interests include addictions, homelessness, mental health issues, rehabilitation counseling, cognitive behavioral therapy, special populations, behavioral assessment, creative arts in counseling. She is Co-
Editor of the journal *Guidance & Counselling*. Dr. Markos is an active member and presenter at state, regional, and national counseling organizations including the American Counseling Association, American Rehabilitation Counselor Association, the Association for Counselor Education and Supervision, the Western Association of Counselor Education and Supervision, and the Nevada Counseling Association.

Dr. Dale-Elizabeth Pehrsson is an Associate Professor for the Counselor Education Department. Dr. Pehrsson earned her doctorate in Counseling and Counselor Education from Idaho State University, a CACREP accredited program, in 1991. She has extensive experience teaching in masters and doctoral programs and chairing undergraduate honors theses, masters and doctoral committees. Her record of successful teaching, advising and service is strong. Dr. Pehrsson’s research agenda has direct applications to counselor education with her focus on the competent use of story, biblio, art and play therapies, especially as these apply to youth. Dr. Pehrsson is an active participant in the American Counseling Association and it’s divisions since 1989. As a counselor educator, her focus is on the efforts of the Association for Counselor Education and Supervision and the newer branch, the Association for Creativity in Counseling. She has served as an active board member and is past president of Oregon Counseling Association and the Oregon Association for Counselor Education and Supervision. She is past regional president of WACES and just recently elected to the national post of ACA governing council representative for ACES, the national association. She is an active member of the Association of Play Therapy and as a charter member of the leadership team was instrumental in establishing this association’s chapter in Idaho. She is currently serving a 2 year term as clinical editor of Play Therapy™.

Dr. Shannon Smith is an Associate Professor in the Counselor Education Department. He received a Ph.D. in Counseling from Oregon State University with a specialty in Counselor Education and Supervision in 2000. He taught in the Department of Counseling at the University of Akron for four years prior to joining the UNLV faculty in 2004. He serves on the editorial board of the American Psychotherapy Association. Dr. Smith has published in the areas of school counseling and counselor education. Specific interests include social advocacy and social justice in counseling with focus on underrepresented groups. In terms of clinical experience, Dr. Smith completed the requirements (3 year, 4500 supervised hours) for LPC and was licensed in the state of Ohio in 1997. During this time he practiced as a child and family therapist in a community mental health agency (Appleseed Counseling, Ashland, OH). Later he served as director of child and adolescent counseling at The Center for Individual and Family Services (Mansfield, OH) for one year, and was co-director for another two years. He
has maintained a private practice throughout the years. Shannon is an active member of the American Counseling Association, Association for Counselor Education and Supervision, Association for Spiritual, Ethical, and Religious Values in Counseling, Association for Gay, Lesbian, and Bisexual Issues in Counseling, Association for Multicultural Counseling and Development, Counselors for Social Justice, the Association for Counselor Education and Supervision, The Western Association for Counselor Education and Supervision, the American School Counseling Association, the Association of Play Therapy (APT) and the Nevada APT, and the Nevada Counseling Association.

B. Students serving as individual or group practicum supervisors must

1. have completed counseling practicum and internship experience equivalent to those within an entry-level program;

Doctoral students in the Department of Educational Psychology Ph.D. program in School Counselor Education have served as practicum supervisors under faculty supervision. All of these students have completed an appropriate (i.e., CACREP accredited) master’s level practicum and internship experience before being allowed to provide supervision.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Student</th>
<th>Entry Level Degree/Major/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>Garner, Doug</td>
<td>MEd/School Counseling/UNLV</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Wakefield, Marie</td>
<td>M.S./Counseling/ UNLV</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Tiffany Tyler</td>
<td>M.S./Counseling/Cal State</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Katrina Harris</td>
<td>MEd/School Counseling/UNLV</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Mary Jo Wagner</td>
<td>MEd/School Counseling/UNLV</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Jennifer Williamson</td>
<td>MEd/School Counseling/UNLV</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Terry Bahr</td>
<td>MS/Counseling Psychology/Chaminade University</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Judi Davis</td>
<td>MEd/School Counseling/UNLV</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Priscilla Walton</td>
<td>MA/Counseling/U. of South Dakota</td>
</tr>
</tbody>
</table>
2. have completed or are receiving preparation in counseling supervision; and

Doctoral students in School Counselor Education are required to take CED 760 Advanced Seminars in School Counselor Education/Practice: Supervision and Consultation. During this course, they provide supervision to entry level practicum students under the direction of the seminar instructor. In addition, after completing the seminar, doctoral students may continue as supervisors to entry level practicum students under the supervision of the practicum instructor.

3. be supervised by program faculty, with a faculty-student ratio that does not exceed 1:5

School Counselor Education doctoral students who provide supervision do so under faculty supervision. Supervision of the doctoral students is provided by the faculty member assigned to that practicum section and/or the faculty member assigned as instructor for the doctoral supervision seminar. In the list below, we include the faculty supervisor’s section of practicum, followed by the doctoral students who provided individual or triadic supervision. The faculty/student ratio does not exceed 1:5. See Appendix H for illustrative class rosters.

Practicum: Fall 2005

Practicum Section 1
Faculty Course Supervisor: Dr. Shannon Smith
Doctoral Seminar Supervisor: Dr. Wendy Hoskins
Course Enrollment: 5

Practicum Section 2
Faculty Course Supervisor: Dr. Pam Staples
Doctoral Seminar Supervisor: Dr. Wendy Hoskins
Course Enrollment: 5

Practicum Section 3
Faculty Course Supervisor: Dr. Pam Staples
Doctoral Seminar Supervisor: Dr. Wendy Hoskins
Course Enrollment: 5

Doctoral Supervision Course CED760 Advanced Seminars in School Counselor
Education/Practice: Supervision and Consultation
Instructor: Dr. Wendy Hoskins
Course Enrollment: 5

Practicum: Fall 2006

Practicum Section 4
Faculty Course Supervisor: Dr. Shannon Smith
Doctoral Seminar Supervisor: Dr. Pam Staples
Course Enrollment: 5

Practicum Section 3
Faculty Course Supervisor: Dr. Shannon Smith
Doctoral Seminar Supervisor: Dr. Pam Staples
Course Enrollment: 6

Practicum Section 2
Faculty Course Supervisor: Dr. Shannon Smith
Doctoral Seminar Supervisor: Dr. Pam Staples
Course Enrollment: 3

**Doctoral Supervision Course CED760 Advanced Seminars in School Counselor**

*Education/Practice: Supervision and Consultation*

Instructor: Dr. Pam Staples
Course Enrollment: 3

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C. A site supervisor must have

1. a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;

A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses is a basic requirement of the CED for site supervisors. It is also the requirement for the State of Nevada for practicing school counselors and most recently for the LCPC qualifications.

All internship site supervisors have (at minimum) a masters’ degrees in counseling or a related field and the state certification or licensure appropriate to their degrees (school counseling, LCPC, LPC from other states, MSW,). Several site supervisors hold doctoral degrees. Supervisors for M.Ed. School Counseling interns are endorsed as school counselors in the State of Nevada. Site supervisors for the M.S. Community Mental Health Counseling must have a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses. Nevada recently passed licensure for Clinical Professional Counselors (LCPC). Currently, site supervisors are those individuals with a master’s degree in clinical social work, marriage and family therapy, or psychology. Once the licensure board for LCPC’s is operational there will be a new pool of supervisors for the Community Mental Health Counseling program. All supervisors must have at least 2 years of relevant professional experience in the setting in which the student is placed.
Recent sites and supervisors include the following:

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Site</th>
<th>Master's Degree /Certification or License</th>
<th>Yrs of Prof Exp. (2 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2007</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Toni Shina</td>
<td>Frias ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Kelly O'Quinn</td>
<td>Durango HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Corey Clyde</td>
<td>Silverado HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Jenna Passer</td>
<td>Bass ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Ken Basinger</td>
<td>Fremont MS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Trish Marquez</td>
<td>Peterson ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Celeste Taylor</td>
<td>Eldorado HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sharon Cameron</td>
<td>Woodbury MS</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Sterling Peterson</td>
<td>Arbor View HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td><strong>SUMMER 2007</strong></td>
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<tr>
<td>Chon Rivard</td>
<td>Wynn ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Lauren Frydman</td>
<td>Ober ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Cathy Chant</td>
<td>Silverado HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td></td>
<td>Summer School</td>
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<tr>
<td>Elizabeth Castoe</td>
<td>Alamo ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Jocelyn Tettamanti</td>
<td>Hill ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Linda Green</td>
<td>Treem ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Susan Inghram</td>
<td>Lamping ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Name</td>
<td>School</td>
<td>Summer 2007</td>
<td>Winter 2007</td>
</tr>
<tr>
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<tr>
<td>Christa Bardwell</td>
<td>Morrow ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sylvia Moujaes</td>
<td>Gehring ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>John Halpin</td>
<td>Cunningham ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Trish Marquez</td>
<td>Petersen ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Barbara Grogan</td>
<td>Rowe ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Marcia Washington</td>
<td>Rhodes ES</td>
<td>Yes/Yes</td>
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</tr>
<tr>
<td>Mary Jo Wagner</td>
<td>Wilhelm ES</td>
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<td>Yes</td>
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<tr>
<td>Lorraine Barr-Loverde</td>
<td>Hayes ES</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Kathy Shovlin</td>
<td>Hecketheone ES</td>
<td>Yes/Yes</td>
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</tr>
<tr>
<td>Alane Cook</td>
<td>Bonanza HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Doris Wood</td>
<td>Cowan Sunset</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Gary Chaires</td>
<td>Basic HS</td>
<td></td>
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<tr>
<td>Brendolyn Black</td>
<td>Burk Sunset</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Debra Jamison</td>
<td>Sierra Vista HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
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<tr>
<td>Trish Marquez</td>
<td>Peterson ES</td>
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<tr>
<td>Carole Young</td>
<td>Legacy HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Lisa Diffley</td>
<td>Coronado HS</td>
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<td>Yes</td>
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<td>Doris Wood</td>
<td>Cowan Sunset</td>
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<td>Yes</td>
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<tr>
<td>Doris Wood</td>
<td>Cowan Sunset</td>
<td>Yes/Yes</td>
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<tr>
<td>Jeannine White</td>
<td>Cheyenne HS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Heather Skelton</td>
<td>Hyde Park MS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Joanna Mallo</td>
<td>Guinn MS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Marge Diorio</td>
<td>Brinley MS</td>
<td>Yes/Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tamara White</td>
<td>Mojave HS</td>
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</tr>
<tr>
<td>NAME</td>
<td>PHONE #</td>
<td>CONTACT PERSON</td>
<td>ADDRESS</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Andrea Mairano</td>
<td></td>
<td></td>
<td>Cimarron HS</td>
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<tr>
<td>Brent Bandhaur</td>
<td></td>
<td></td>
<td>Lummis ES</td>
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<tr>
<td>Amy Rogers</td>
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<td></td>
<td>Rogich MS</td>
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<tr>
<td>Carol James</td>
<td></td>
<td></td>
<td>Desert Rose</td>
</tr>
<tr>
<td>Heather Swartwood</td>
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<td></td>
<td>Bilbray ES</td>
</tr>
<tr>
<td>Anthony Elliot</td>
<td></td>
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<td>Liberty HS</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<th>PHONE #</th>
<th>CONTACT PERSON</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. Community Mental Health Sites &amp; Supervisors</td>
<td></td>
<td></td>
<td>Cimarron HS</td>
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<tr>
<td></td>
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<td>Lummis ES</td>
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<tr>
<td></td>
<td></td>
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<td>Liberty HS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE #</th>
<th>CONTACT PERSON</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark County Depart Family Services</td>
<td>455-5390</td>
<td>Lou Palma, MSW</td>
<td>701 E. Pecos Rd, Las Vegas, NV 89101</td>
</tr>
<tr>
<td>Parenting Project</td>
<td>455-5295</td>
<td>Sarah Beers</td>
<td>3900 Cambridge St, Ste 203 Las Vegas, NV 89119</td>
</tr>
<tr>
<td>Family and Youth Services Dept. of Psychology</td>
<td>455-5228</td>
<td>Timothy Boylan, Ph. D. Psychology</td>
<td>601 N. Pecos Rd, Las Vegas, 89101</td>
</tr>
<tr>
<td>Community Counseling Center</td>
<td>369-8700</td>
<td>Ron Lawrence, M.S. Counseling, Dr. Lillian Nortell</td>
<td>120 Almond Tree Lane, Suite 207 Las Vegas, NV 89104</td>
</tr>
<tr>
<td>Family to Family Connection Infant Support District #13</td>
<td>8701 569 936</td>
<td>Diane Farkas, M.S. Counseling, Michelle Frazier RN</td>
<td>6114 W. Charleston Las Vegas, NV 89146 1127</td>
</tr>
<tr>
<td>Goodwill Of Southern Nevada</td>
<td>597-1107</td>
<td>Marth Carter/Cathy Scholtes</td>
<td></td>
</tr>
<tr>
<td>Las Vegas Rescue Mission</td>
<td>382-1755</td>
<td></td>
<td>480 W. Bonanza Rd, Las Vegas, NV 89106</td>
</tr>
<tr>
<td>Nevada Tobacco User's Helpline</td>
<td>877-0684</td>
<td>Marta Wilson, M.S., MFT, LADC, NCC</td>
<td>6375 W. Charleston, Suite A100 Las Vegas, NV 89146</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>State of Nevada Youth Parole Bureau, Southern Parole District</td>
<td>486-5080</td>
<td>Mark Humphries, Ann Fehler, LCSW</td>
<td>620 Belrose Street, Suite 107, Las Vegas, NV 89107</td>
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<tr>
<td>Teen Screen Clark County Health District</td>
<td>486-6654</td>
<td>Gary Water, LCSW, NCC, LADC, Amy Bobo MS, Yolanda Trevino Ph.D, MFT, CEAP, Barbara Ludwig M. Ed, RN</td>
<td>182 E. Sahara STE 205 Las Vegas, NV 89104</td>
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<td>UNLV Jean Nidetch Women's Center</td>
<td>855-2620</td>
<td>Dr. Liz Baldizan Ed. D, Sabrina Tindal, MSPH</td>
<td>4505 Maryland Parkway Las Vegas, NV 89154-2025</td>
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<td>Westcare</td>
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<td>Marlene Richter, M.S, Counseling</td>
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<td>Communities in Schools of Southern Nevada</td>
<td>799-3800</td>
<td>Sini Arrowsmith</td>
<td>350 E. Judson North Las Vegas, NV 89030</td>
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<td>Department of Family Services</td>
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<td>Pat Thomas, Kechia English</td>
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<td>Kathy &quot;Joni&quot; Reid MSW</td>
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<td>5900 W. Rochelle Las Vegas, NV 89103</td>
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<td>Jason Butts MS</td>
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<td>Juan Dela Torre, Bonnie Evans MS, Cicilia Campbell MA</td>
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2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and

The Community Mental Health and School Counseling programs both maintain the standard of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction.

3. knowledge of the program's expectations, requirements, and evaluation procedures for students.

All on-site supervisors have knowledge of the program's expectations, requirements, and evaluation procedures for the students. Once a year all site supervisors are invited to attend an Internship Fair (Appendix L). At that time supervisors in the field receive the appropriate practica manual and/or internship manuals (school or community mental health). See Appendix J. The manuals give an overview of the counseling practica/internship, practica/internship agreement, practica/internship forms, regulations, supervision resources, and student resources. Site supervisors discuss with the Community Mental Health Counseling Coordinator and the School Counseling Coordinator and the internship. Training seminars are offered to site supervisors as scheduled throughout the year.

Community Mental Health Counseling: CED Community Mental Health Counseling Coordinator, Dr. Jesse Brinson, works with community and governmental agencies to insure that all community mental health supervisors meet the qualifications listed above. He also serves as a trainer of incorporating group work to high-risk children at the 100 Academy Charter School, Las Vegas, Nevada. A list of site supervisors for Community Mental Health Counseling is in Appendix B. It's important to note that Nevada has just passed Licensed Clinical Professional Counselor (LCPC) legislation. Currently, supervisors for Community Mental Health are individuals with masters' degrees in counseling or a related field such as clinical social work or psychology and have appropriate certification or licensure for their degree. With passage of the LCPC, there will be many professional counselors who will be grandfathered in for licensure. For the next two years, licensure allows for either the NCE (National Counselor Examination) or the NCMHCE (National Clinical Mental Health Counselor Examination). After two years, licensure requirements will be allow only the NCMHCE.

School Counseling: The CED School Counseling Coordinator, Dr. Wendy Hoskins works in cooperation with the office of the Clark County School
District (CCSD) Director of Guidance and Counseling to insure that all school based supervisors meet the qualifications listed above. A list of recent site supervisors is in Appendix B. The Director and her staff seek to only place practicum students and interns with certified school counselors who have a minimum of two years of school counseling experience. In Nevada, a masters’ degree in school counseling is required for state certification.

Insuring knowledge of the program’s expectations, requirements and student evaluation procedures is accomplished through dissemination of the practicum and internship guidelines as explained in letters to supervisors (Appendix B), supervisory evaluations (Appendix B), and site evaluations (Appendix B). UNLV supervisors strive to visit both practicum and internship supervisors at least once each semester. Generally, the supervisor is contacted via phone after an introductory letter has been sent. The site visit is done subsequently to gauge the quality of the educational and experiential requirements, as well as, the student performance within the setting.

D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

All practicum and internship placements are field based; the environment for internship is under the control of the site supervisors and the environment for practicum is under the control of faculty supervisors. CED faculty who are conducting the practicum and internship seminars require access to audio and video tapes of individual and group sessions from their students.

1. **settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);**

Community Mental Health Counseling settings provide individual counseling rooms with assured privacy and enough space for appropriate equipment for our practicum and internship students. Community Mental Health Counseling faculty offices are used for private listening and viewing of tapes during supervision. Several sites community and governmental sites have video
taping capacity for monitoring and taping individual and group counseling sessions. Offices that are provided have doors that can be shut for privacy.

School Counseling faculty offices are available for private listening/viewing of student tapes. Professional Development Schools located on or near the UNLV campus and other CCSD schools are primary sites for the school based practicum. Resources at one primary site include the RAVO system, a built-in taping and TV playback system for monitoring and taping individual and group sessions. Taping at other practicum sites is conducted by setting up audio/video equipment. Privacy is maintained by shutting the door of the classroom or office.

2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;

Community Mental Health Counseling settings provide group counseling rooms with assured privacy and enough space for appropriate equipment for our practicum and internship students.

The school-based approach is also used for group practicum experiences for our School Counseling students with the special technological resources as described above for the individual counseling sessions.

3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;

Video equipment is provided by the University, CED, or the clinical site. Students can use their own audio equipment, or use their own video equipment if preferred.

4. settings with observational and/or other interactive supervision capabilities; and
Several of the Community Mental Health Counseling sites have the capacity for observation and other interactive supervision.

5. **procedures that ensure that the client’s confidentiality and legal rights are protected.**

All necessary ethical and legal procedures are adhered to by program faculty and students including University, ACA, and ASCA guidelines. The sequence of courses requires students to have completed Ethics and Legal Issues in Counseling (CED 743) or be taking it concurrently with practicum. At the school and community sites, supervisors immediately inform practicum students and interns of any system policies related to client confidentiality and legal rights. In addition, program faculty members require that students reviewing cases in seminar or journal reflections not identify students or faculty by last name. Students and supervisors may keep tapes in their possession for a short time in order to review them. The tapes are kept in a private secure location and are demagnetized/erased after student and supervisory review.

E. **Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.**

The UNLV Office of Information Technology provides a variety of services including technology-enhanced classrooms, delivery of recording and presentation devices for use in other classrooms, and computer labs. In addition, the College of Education has a technology support office with staff to provide direct assistance in use and maintenance of equipment.

F. **Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.**

The Department of Counselor Education has a mandatory Internship Fair every spring for internship site supervisors. The Community Mental Health Counseling Coordinator and the School Counseling Coordinator plan the Fair each year. Orientation, assistance, consultation, and professional development opportunities are provided during this annual event. Sites and supervisors were notified that
they must attend the Fair. Failure to attend the Internship Fair may result in the site being placed on probation and may eventually lead to the site and supervisor being dropped from the list of approved sites. The annual training was well attended in spring 2007. Part of the Internship Fair consisted of a 60-minute training session conducted by program faculty on supervision. A copy of the PowerPoint itinerary used Internship Site Fair for the Spring 2007 semester can be found in Appendix L.

Specific for the School Counseling program, the school counseling area faculty and the director of CCSD (Clark County School District) guidance programs and her staff formed an advisory board in 2003. This Board meets periodically each semester. The CCSD board members are invited to participate in the school counseling orientation each year. The members also provide assistance and consultation mutually at the Board meetings, where field experience is discussed. In the October 2005 meeting, UNLV school counseling faculty agreed to provide professional development courses in data management and supervision.

The school counseling faculty is asked to participate in selected CCSD inservices for school counseling staff. For example, school counseling faculty were on a panel of ethics experts to answer questions and provide information on ethics. Dr. Kelly Coker and Dr. Pam Staples served in this capacity in 2003, and Drs. Staples and Smith in November of 2005.

Dr. Wendy Hoskins serves as the Counselor Education Department representative for Paradise Elementary Professional Development School.

**G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student’s practicum includes all of the following:**

1. **40 hours of direct service with clients, including experience in individual counseling and group work;**

This formative experience requires students to complete practicum experiences that total a minimum of 100 clock hours. Students are required to have a total minimum of 50 hours of direct client contact over the course of the semester, and 60 indirect hours. Included in this total are 10 hours of group experience.
Practicum students will maintain a personal journal and submit entries or submit weekly via email to the UNLV seminar supervisor.

2. **weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;**

Practicum students are required to attend one hour of individual and/or triadic supervision per week. The supervision may be conducted by either a full time faculty member or a UNLV doctoral student under the supervision of a full time faculty member (the PhD students have provide supervision as part of their core supervision class) If for some reason students are unable to attend a seminar or supervision, it is their responsibility to reschedule or attend the make-up supervision lab. Supervision hours are logged on the “CED 741 Counseling Practicum Weekly Time Log” found on the “Student Forms” web page: [http://counselored.unlv.edu/forms.htm](http://counselored.unlv.edu/forms.htm), and also in Appendix B.

3. **an average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the student’s practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and**

Attendance at weekly seminars is mandatory one and one half hour per week for the duration of the semester (15 weeks). This experience is facilitated by a CED seminar supervisor. Students will present cases and consult with the CED faculty member and his/her peers. The CED faculty member will present information on topics pertinent to school and community mental health counseling. Periodically, guest speakers may be invited to share information on topics relevant to school counseling, such as crisis procedures, support systems, grief and loss, and reporting abuse.

Standards III.G.1-3 the above are addressed in the CED Graduate Student Handbook (Appendix C) and the CED 741 Counseling Practicum syllabus (Appendix D).
Practicum students are required to maintain a log to record their direct and indirect hours in the CED Graduate Student Handbook (Appendix C). Also, liability insurance must be in place through either ACA or ASCA prior to meeting with clients in the CED Graduate Student Handbook (Appendix C) and the CED 741 Counseling Practicum syllabus (Appendix D). Supervision hours are logged on the “CED 741 Counseling Practicum Weekly Time Log” found on the “Student Forms” web page: http://counselored.unlv.edu/forms.htm, and also in Appendix B.

The practicum is an opportunity to begin to experience a wide scope of essential school and community mental health counseling services at an actual site with students, parents, and educators. The practicum student will be under the direct supervision of a UNLV counseling program faculty member and a field supervisor who must be a certified/licensed professional counselor or have a related professional degree with equivalent qualifications, including appropriate certifications and/or licenses. The practicum focuses on developing competence in individual and group counseling skills. The student will become familiar with a variety of professional and counseling activities and resources in addition to direct service intervention strategies. Professional resources may include assessment instruments, interactive exercises, books, videos, software, therapeutic games/toys, print and non-print media, professional literature, research and referral data, as well as, individuals.

4. evaluation of the student’s performance throughout the practicum including a formal evaluation after the student completes the practicum.

Standard III. G. 4 is exemplified in CED 741 syllabus (Appendix D). Evaluation and feedback will be shared continuously during the semester. Practicum students must earn a B or better in this course to advance to CED 751 Internship in Counseling. All students are formally evaluated by their practicum site supervisor and course instructor.

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student’s internship includes all of the following:
1. **240 hours of direct service with clients appropriate to the program of study:**

   For Community Mental Health Counseling, internship requires a minimum of 900 hours of field-based community mental health counseling activities. Of these, a minimum of 360 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling related activities. Direct Hours may include intake interviews, assessments, individual counseling, and group counseling. Indirect Hours may include case management, counselor observation, individual case conceptualization planning for client needs, researching strategies based on counseling theories, writing case progress notes, group supervision, UNLV faculty supervision, and on-site supervision, and professional development activities including: Conferences and workshops. This information can be found in the syllabi CED 751, 2, 3 [and in CED 775](#) (Appendix D) and in the CED Graduate Student Handbook (Appendix C).

Internship for the School Counseling program requires 600 hours total of direct and indirect counseling in elementary and secondary settings. Of these, at least 240 hours must involve direct client services. Direct contact activities may include school guidance, individual and group counseling, consultation with counselors, teachers, professional staff, and parents and family, and conducting in-service programs. Indirect hours may include: assessment, clinical/classroom observations, counselor observation, psychoeducational/guidance curriculum development, individual planning for psychological/academic or career needs, on-site supervision, and seminar attendance. This information can be found in the syllabi CED 751, 2, 3 [Appendix D](#) and in the CED Graduate Student Handbook (Appendix C). Information can also be found in the Master’s Internship Handbook for School Counseling (Appendix B).

2. **Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor ;)**

   Internship students are required to attend one hour (minimum) of individual supervision per week with their site supervisor. This can information can be found in the syllabi CED 751, 2, 3 [Appendix D](#) and in the CED Graduate Student Handbook (Appendix C).

3. **An average of one and one half (1 ½) hours per week of group**
Faculty members/instructors provide students with an average of one and one half hours per week of group supervision. This occurs on a regular schedule throughout the internship. This can information can be found in the syllabi CED 751, 2, 3 (Appendix D) and in the CED Graduate Student Handbook (Appendix C).

4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);  

Students are provided with the opportunity to become familiar with a variety of professional activities in addition to direct service. These service activities include activities such as record keeping, supervision, information and referral, in-service and staff meetings, program planning and outcome measurement, and computer data base (SASSI).

Standards III.H.1-4 are addressed in the CED Graduate Student Handbook.

**Summary III.H.1-4:** Enrollment in practicum and internship are considered critical experiences for successful completion of the M.S. Community Mental Health Counseling and M.Ed. School Counseling degrees. Primary goals of both practicum and internship are to develop professional counseling skills and to promote the development of the student’s professional counselor identity. Practicum and internship are, therefore, structured experiences with specific expectations about counseling duties and weekly supervision. Students are advised that successfully completing practicum and internship requires availability during regular school hours. Furthermore, students may only complete a maximum of 200 total hours during practicum and internship at a school or agency in which they are currently employed, if the counseling faculty members approve the request.

Internship requires 600 hours total of direct and indirect counseling in elementary and secondary settings for the M.Ed. School Counseling program, and clinical setting for the M.S. Community Mental Health Counseling program. Of these
hours, at least 240 hours must involve direct client services beyond these 600 clock hours. The Community Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours.

Direct contact activities for school counselors may include school guidance, individual and group counseling, consultation with teachers, staff, and parents, and conducting in-service programs. Indirect hours may include: classroom observations, counselor observation, guidance curriculum development, individual planning for academic or career needs, on site supervision, and seminar attendance. Direct contact activities for community mental health counselors may include psycho-education, individual and group counseling, consultation with mental health professionals, staff, and family members, and conducting in-service programs. Indirect hours may include: clinical observations, counselor observation, developing mental health and counseling curriculum, individual planning for psycho-education and assessment needs, on site supervision, and seminar attendance. This can information can found in the syllabi CED 751, 2, 3 and in CED 775 (Appendix D) in the CED Graduate Student Handbook (Appendix C).

Students enroll in CED 751, 752, and 753, sequentially, based upon the number of hours in the field. Each one credit section of CED 75, 2, 3, equals 200 internship hours. Students ordinarily earn internship credit at no more than two sites per semester. The internship instructor must approve requests for an additional internship site. The minimum time investment expected at an individual site placement is 15 weeks (one semester).

Furthermore, as seen in CED 751, 2, 3 syllabus in Appendix D, interns are required to:

1. Secure liability insurance through ACA or ASCA or AMCHA
2. Receive at least one hour per week of individual supervision from their onsite supervisor
3. Attend one and a half hour weekly seminars
4. Log both indirect and direct contact hours
5. Submit weekly journal entries
5. the opportunity for the student to develop program-appropriate audio
and/or videotapes of the student's interactions with clients for use in
supervision;

When permitted by organizational regulations, interns provide videotapes for
preview by the student and campus supervisor. In other settings, students
provide audiotapes for the review.

6. the opportunity for the student to gain supervised experience in the use
of a variety of professional resources such as assessment instruments,
technologies, print and non-print media, professional literature, and
research; and

Both UNLV and site supervisors typically allow interns to borrow professional
print and non-print resources. Students often use career instruments, such as,
the Self Directed Search. They also use the Nevada Career Information System
which contains assessment tools, information about labor markets, colleges, and
job search. Field experiences include use of CCSD software and other current
databases and tools. Community Mental Health students may gain experience in
certain addiction assessments such as the SASSI with the proper training

7. a formal evaluation of the student's performance during the internship
by a program faculty member in consultation with the site supervisor.

Students receive ongoing feedback regarding their performance throughout the
internship from both the on site and faculty supervisors. A formal evaluation of
the student's performance during the internship by a program faculty supervisor
in consultation with the site supervisor occurs at the halfway point, as well as at
the end of the student's internship. Upon the completion of internship, the faculty
supervisor and site supervisor collaborate to evaluate the student on items
related to their overall performance. The SITE SUPERVISOR'S EVALUATION
form is given as handout in class, a copy is found in Appendix B.

1. The practicum and internship experiences are tutorial forms of instruction;
therefore, when the individual supervision is provided by program faculty,
the ratio of 5 students to 1 faculty member is considered equivalent to the
teaching of one (1) three-semester hour course. Such a ratio is considered
Both practicum and internship supervision ratios are kept to a 5-1 student-faculty limit. If there are more than five students in practicum, another faculty member is also assigned to the course to keep the ration at 5-1. The faculty member may also have the option of splitting the class into two separate sections and receive credit for teaching two separate courses (each group of five students would be considered equivalent to teaching a three credit hour course).

**J. Group supervision for practicum and internship should not exceed 10 students.**

For practicum and internship the group supervision seminar is limited to ten students. Typically practicum sections are kept at five students. The faculty member meets with these five ten students for an hour and a half each week. For internship courses, the group supervision seminar is limited to 10 students. Faculty members meet with these 10 students for a minimum of 1.5 hours per week. Illustrative class rosters are in Appendix H.

**D. Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.**

Practicum and internship sites are selected to insure opportunities for experience with ethnic and demographic diversity of the community. Many of our sites are located in demographic areas that are 200% below the poverty line. Appendix B provides illustrative examples of placement sites and supervisors.

**E. Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.**

Internship students are required to evaluate their faculty supervisors at the end of each semester. An evaluation form can be obtained from the CEB main office or department Chair. Internship students also evaluate their site supervisors at the end of their internship experience. This evaluation form is included as Appendix B.
F. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

See III.H. Students are required to secure and submit proof of liability insurance to the faculty instructor during practicum and internship. The proof of liability insurance requirement is located in the CED Graduate Student Handbook (Appendix C) and is outlined in the course syllabi as found Appendix D.
Section IV
FACULTY AND STAFF

A. The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who:

1. are sufficient in number for their academic and professional responsibilities;

The Department of Counselor Education currently consists of eight faculty members. Seven are full-time core faculty members including: Larry Ashley, Dr. Randall Astramovich, Dr. Jesse Brinson, Dr. Wendy Hoskins, Dr. Patricia Markos, Dr. Dale-Elizabeth Pehrsson, and Dr. Shannon Smith. The department also currently has one full-time visiting professor, Dr. Richard Berman.

Eight faculty members are assigned to the Department of Counselor Education and given various FTE responsibilities. The follow FTE tables verify that the counseling unit possesses sufficient number for their academic and professional responsibilities. These tables document individual assignments for each quarter of the self-study year.

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<td>Hoskins</td>
<td>.50</td>
<td>.25</td>
<td>.25</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Markos</td>
<td>.25</td>
<td>.25</td>
<td>.50</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Smith</td>
<td>.75</td>
<td>.25</td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.25</strong></td>
<td><strong>1.25</strong></td>
<td><strong>.50</strong></td>
<td><strong>1.00</strong></td>
<td></td>
<td><strong>6.0</strong></td>
</tr>
</tbody>
</table>

2. number at least three (3) individuals whose academic appointments are to the unit in counselor education; (If one or more of the three (3) academic appointments is not teaching full-time in the academic unit then there must be at least three (3) full time equivalent (FTE) faculty teaching in the academic unit);

The CED exceeds the 3 FTE faculty teaching requirement. All faculty in the department work in the CACREP core and also in either the Community Mental Health program or the School Counseling program. Course release time for administrative purposes varies, but typically, each of the area faculty has at least one course release per semester.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>FTE assigned to the CED unit</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley</td>
<td>1.0</td>
<td>Faculty in Residence</td>
</tr>
<tr>
<td>Astramovich</td>
<td>1.0</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Berman</td>
<td>1.0</td>
<td>Visiting Professor</td>
</tr>
<tr>
<td>Brinson</td>
<td>1.0</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Hoskins</td>
<td>1.0</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>
3. have earned doctoral degrees in counselor education, preferably from CACREP accredited programs, or doctoral degrees in a closely related field;

Drs. Astramovich, Brinson, Hoskins, Pehrsson, and Smith earned doctoral degrees in Counselor Education from a CACREP accredited program. Dr. Markos has a doctoral degree in Behavioral Disabilities, and is a Certified Rehabilitation Counselor. Larry Ashley has an educational specialist degree in counselor education.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Doctoral Degree from CACREP accredited program?</th>
<th>Degree Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Larry Ashley</td>
<td>No</td>
<td>Ed.S., Counselor Education</td>
</tr>
<tr>
<td>Dr. Randall Astramovich</td>
<td>Yes*</td>
<td>Ph.D., Counselor Education</td>
</tr>
<tr>
<td>Dr. Richard Berman</td>
<td>No</td>
<td>Ph.D., Social Work</td>
</tr>
<tr>
<td>Dr. Jesse Brinson</td>
<td>Yes*</td>
<td>Ed.D., Counselor Education</td>
</tr>
<tr>
<td>Dr. Wendy Hoskins</td>
<td>Yes*</td>
<td>Ph.D., Counselor Education</td>
</tr>
<tr>
<td>Dr. Patricia Markos</td>
<td>No</td>
<td>Ph.D., Behavioral Disabilities</td>
</tr>
<tr>
<td>Dr. Dale-Elizabeth Pehrsson</td>
<td>Yes*</td>
<td>Ed.D., Counselor Education</td>
</tr>
<tr>
<td>Dr. Shannon Smith</td>
<td>Yes</td>
<td>Ph.D., Counselor Education</td>
</tr>
</tbody>
</table>

* master’s degree completed at a CACREP accredited institution.

4. have relevant preparation and experience in the assigned area of teaching;

Larry Ashley has an Ed.S. degree in counselor education, while all other faculty members have earned doctorates. Faculty members have relevant preparation
and experience in counseling and have assigned teaching loads matched to their area of expertise.

### Professional Counseling & Teaching Experience in Years

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Clinical Counseling</th>
<th>School Counseling</th>
<th>Other Type Counseling</th>
<th>K-12 Teaching</th>
<th>Counselor Education</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Larry Ashley</td>
<td>33</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>11</td>
<td>N/A</td>
</tr>
<tr>
<td>Dr. Randall Astramovich</td>
<td>7</td>
<td>3</td>
<td>N/A</td>
<td>2</td>
<td>8</td>
<td>N/A</td>
</tr>
<tr>
<td>Dr. Jesse Brinson</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td>Dr. Wendy Hoskins</td>
<td>3</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Dr. Patricia Markos</td>
<td>24</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>16</td>
<td>CRC 15 years</td>
</tr>
<tr>
<td>Dr. Dale-Elizabeth Pehrson</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
<td>10</td>
<td>Nursing 12 years</td>
</tr>
<tr>
<td>Dr. Shannon Smith</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>N/A</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Larry Ashley                   |                      |                    |                       |               |                    |
|--------------------------------|----------------------|--------------------|-----------------------|---------------|
| Teaching Area                  | Relevant Preparation | Professional Licensure & Experience |
| CED 735 Substance Prevention and Intervention | Ed.S., CPGC, LADC, LMSW, LPC | Extensive research and clinical experience relative to addictive disorders |
| CED 745 Assessment, Treatment and Case Management in | Ed.S., CPGC, LADC, LMSW, LPC | Twenty five years experience managing addiction/ mental |
### Larry Ashley

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Relevant Preparation</th>
<th>Professional Licensure &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addictions and Mental Health</td>
<td></td>
<td>health programs.</td>
</tr>
<tr>
<td><strong>CED 755</strong> Planning,</td>
<td>Ed.S., CPGC,</td>
<td>Twenty five years experience</td>
</tr>
<tr>
<td>Evaluation of Addiction</td>
<td>LADC, LMSW, LPC</td>
<td>managing addiction/ mental</td>
</tr>
<tr>
<td>Programs</td>
<td></td>
<td>health programs.</td>
</tr>
<tr>
<td><strong>CED 645</strong> Trauma and</td>
<td>Ed.S., CPGC,</td>
<td>Extensive research and clinical</td>
</tr>
<tr>
<td>Addiction</td>
<td>LADC, LMSW, LPC</td>
<td>experience relative to combat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>trauma and sexual trauma</td>
</tr>
</tbody>
</table>

### Dr. Astramovich

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Relevant Preparation</th>
<th>Professional Licensure &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CED 727</strong> Counseling Process &amp; Procedures</td>
<td>PhD &amp; MEd coursework</td>
<td>NCC, NCSC</td>
</tr>
<tr>
<td><strong>CED 703</strong> Counseling with Expressive Arts &amp; Activities</td>
<td>PhD &amp; MEd coursework</td>
<td>NCC, NCSC</td>
</tr>
<tr>
<td><strong>CED 731</strong> Social Justice &amp; Advocacy in Counseling</td>
<td>PhD &amp; MEd coursework</td>
<td>NCC, NCSC</td>
</tr>
<tr>
<td><strong>EPC 701</strong> Introduction to School Counseling</td>
<td>PhD &amp; MEd coursework</td>
<td>NCC, NCSC</td>
</tr>
<tr>
<td><strong>CED 741</strong> Practicum</td>
<td>PhD &amp; MEd coursework</td>
<td>NCC, NCSC</td>
</tr>
</tbody>
</table>

### Dr. Brinson
<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Relevant Preparation</th>
<th>Professional Licensure &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 701 Introduction to Counseling</td>
<td>EdD &amp; MA coursework</td>
<td>18 years as a Counselor Educator</td>
</tr>
<tr>
<td>CED 733 Group Counseling</td>
<td>EdD &amp; MA coursework</td>
<td>18 years as a Counselor Educator</td>
</tr>
<tr>
<td>CED 738 Introduction to Community Mental Health Counseling</td>
<td>EdD &amp; MA coursework</td>
<td>18 years as a Counselor Educator</td>
</tr>
<tr>
<td>CED 741 Practicum in Counseling</td>
<td>EdD &amp; MA coursework</td>
<td>18 years as a Counselor Educator</td>
</tr>
</tbody>
</table>

Dr. Hoskins

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Relevant Preparation</th>
<th>Professional Licensure &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 715 Counseling &amp; Consultation Theories</td>
<td>PhD &amp; MA coursework</td>
<td>Taught four years at two different universities.</td>
</tr>
<tr>
<td>EPY 713 Personal and Group Processes in School Counseling</td>
<td>PhD &amp; MA coursework</td>
<td>Have co-taught and taught group courses at two different universities</td>
</tr>
<tr>
<td>CED 731 Social Justice &amp; Advocacy in Counseling</td>
<td>PhD &amp; MA coursework</td>
<td>taught one year – include travel to international conferences for broader scope of social justice and advocacy globally</td>
</tr>
<tr>
<td>EPY 731 Substance Abuse Prevention and Intervention in the Schools</td>
<td>PhD &amp; MA coursework</td>
<td>Have taught this course twice for UNLV - attended ACA sponsored workshops for continuing educational benefit - counseled in private practice and schools regarding substance abuse prevention and intervention</td>
</tr>
<tr>
<td>CED 721 Career Theories and Practices</td>
<td>PhD &amp; MA coursework</td>
<td>Have taught one semester at UNLV. Previously worked at a</td>
</tr>
</tbody>
</table>
### Dr. Hoskins

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Relevant Preparation</th>
<th>Professional Licensure &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>university setting working primarily with career services for students</td>
<td></td>
</tr>
<tr>
<td><strong>EPY 747 Practicum</strong></td>
<td>PhD &amp; MA coursework</td>
<td>Have supervised master's level and/or doctoral level interns for over 7 years at three different universities</td>
</tr>
<tr>
<td><strong>CED 751, 752, 753 Internship in Counseling</strong></td>
<td>PhD &amp; MA coursework</td>
<td>Have supervised master's level and/or doctoral level interns for over 7 years at three different universities</td>
</tr>
<tr>
<td><strong>EPY 760 Doctoral level Supervision (fall)</strong></td>
<td>PhD &amp; MA coursework</td>
<td>Have developed and taught two supervision courses for advanced master's level</td>
</tr>
<tr>
<td><strong>EPY 791 Introduction to School Counseling Supervision</strong></td>
<td>PhD &amp; MA coursework</td>
<td>Have developed and taught two supervision courses for advanced master's level</td>
</tr>
</tbody>
</table>

### Dr. Markos

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Relevant Preparation</th>
<th>Professional Licensure &amp; Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COU 700 Dance/Movement Therapy</strong></td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td><strong>COU 700 Expressive Arts in Counseling</strong></td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td><strong>COU 715 Group Process &amp; Procedures</strong></td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td><strong>COU 725 Multicultural Issues in Counseling</strong></td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>Dr. Markos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Teaching Area</strong></td>
<td><strong>Relevant Preparation</strong></td>
<td><strong>Professional Licensure &amp; Experience</strong></td>
</tr>
<tr>
<td>CED 727 Counseling Process &amp; Procedures</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 731 Critical Issues in the Treatment of Substance Abuse</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 738 Orientation to rehabilitation Counseling</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 739 Vocational Placement &amp; Community Resources</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 740 Career Counseling and Practice</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 747 Supervised Practice in Counseling</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 754 Advanced Groups in Counseling</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 756 Human Development, Medical Aspects, and Psychopharmacology of Disability</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 770 Advanced Practicum</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>COU 776 Internship</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>EPY 702 Research Methods</td>
<td>PhD &amp; MS coursework</td>
<td>CRC; 16 years as a Counselor Educator</td>
</tr>
<tr>
<td>Dr. Pehrsson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Teaching Area</td>
<td>Relevant Preparation</td>
<td>Professional Licensure &amp; Experience</td>
</tr>
<tr>
<td><strong>CED 703 Counseling with Expressive Arts &amp; Activities</strong></td>
<td>Ed.D/MEd/MC coursework Post Doc work in Art/Play therapy</td>
<td>school &amp; college counseling Play Therapy Clinic</td>
</tr>
<tr>
<td><strong>CED 751,2,3 Internship in Counseling</strong></td>
<td>Ed.D coursework Post Doc Certifications and registrations</td>
<td>Taught Prac/Int at 4 universities, have supervision credentials at State, national and specialty levels (Id CLPC-S,RPT-S,ACS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. Smith</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Area</td>
<td>Relevant Preparation</td>
<td>Professional Licensure &amp; Experience</td>
</tr>
<tr>
<td><strong>CED 711 Counseling Appraisal &amp; Inquiry</strong></td>
<td>PhD &amp; MA coursework</td>
<td>PCC-S; Conducted large scale assessment research project, school counseling program review, and university assessment</td>
</tr>
<tr>
<td><strong>CED 713 Introduction to School Counseling</strong></td>
<td>PhD &amp; MA coursework</td>
<td>SC Endorsement, school counselor, crisis intervention, and mobile triage</td>
</tr>
<tr>
<td><strong>CED 731 Social Justice &amp; Advocacy in Counseling</strong></td>
<td>PhD &amp; MA coursework</td>
<td>PCC-S; client advocate, advocate for the counseling profession, written and published on advocacy</td>
</tr>
<tr>
<td><strong>CED 743 Ethical &amp; Legal Issues in Counseling</strong></td>
<td>PhD &amp; MA coursework</td>
<td>PCC-S; director and supervisor responsible for ethical and legal issues; written and published on ethical and legal issues</td>
</tr>
<tr>
<td><strong>CED 741 Counseling Practicum</strong></td>
<td>PhD &amp; MA coursework; post education training for</td>
<td>PCC-S (supervising credential); director and supervisor responsible for over 20 clinical</td>
</tr>
<tr>
<td>Dr. Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Area</strong></td>
<td>Relevant Preparation</td>
<td>Professional Licensure &amp; Experience</td>
</tr>
<tr>
<td></td>
<td>state licensure (OH supervising credential)</td>
<td>staff; taught 10 practicum classes</td>
</tr>
<tr>
<td><strong>CED 751,2,3 Internship in Counseling</strong></td>
<td>PhD &amp; MA coursework; post education training for state licensure (OH supervising credential)</td>
<td>PCC-S (supervising credential); director and supervisor responsible for over 20 clinical staff; taught 11 internship classes</td>
</tr>
</tbody>
</table>

5. identify with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Professional Organization Membership</th>
<th>Professional Certification</th>
<th>Professional Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Ashley</td>
<td>ACA, NAADAC, ISTSS, NCA, NCPG, SOPHE</td>
<td>CPGC</td>
<td>LADC, LMSW, LPC</td>
</tr>
<tr>
<td>Dr. Randall Astramovich</td>
<td>ACA; ASCA; ALGBTIC; ACES; WACES; NCA</td>
<td>NCC, NCSC</td>
<td></td>
</tr>
<tr>
<td>Dr. Jesse Brinson</td>
<td>ACA, ACES, NCA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Wendy Hoskins</td>
<td>ACA, ASCA, ACES, WACES, NCA, Chi Sigma Iota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Patricia Markos</td>
<td>ACA, ACES, ARCA, ACC,</td>
<td>CRC</td>
<td></td>
</tr>
</tbody>
</table>
WACES, NCA
ACA, ACC, ACES, WACES, APT,
NAPT, NCA Chi Sigma Iota, Phi Kappa Phi

Dr. Shannon Smith
ACA; ASCA; ACES; WACES; ASERVC;
ALGBTIC; CSJ; APT; NAPT; APA;
NCA

NCC, DAPA, EMDR Level 1
Professional Clinical
Counselor-Supervisor designation (PCC-S) (OH)

Vitas with detail about each of the faculty are in Appendix E.

6. and have the authority to determine program curricula within the structure of the institution’s policy.

All full-time core faculty within the Department of Counselor Education have the authority and expertise to determine program curricula within the structure of the institution’s policy. The faculty discusses curricular issues within area meetings and at department meetings. Changes in courses and/or new courses are sent to a curriculum committee for college approval. Changes are updated on the department webpage in a timely fashion, and every new academic year, an updated CED Graduate Student Handbook (Appendix C) is published that reflects changes in the curriculum.

B. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions simultaneously.

B1. A core faculty member is clearly designated as the academic unit leader for counselor education who

a. is responsible for the coordination of the academic unit
Patricia Markos, Ph.D., academic unit leader and Chair of the Department of Counselor Education, meets all of the above criteria. Dr. Markos is responsible for the overall functioning of the unit and is assigned to the unit full-time. She teaches a 1/1 load, recommends the hire of new faculty, oversees curriculum, monitors the budget, delegates tasks to the faculty, and ensures that all university requirements are met. Further description of the department chair responsibilities can be found in the CED bylaws (Appendix J).

b. receives inquiries regarding the overall academic unit,

Dr. Markos receives and respond to inquiries regarding the overall academic unit.

c. is assigned at least 50% to the academic unit,

Dr. Markos is assigned 100% to the respective academic unit.

d. makes recommendations regarding the development of and expenditures from the budget,

Dr. Markos makes recommendations regarding the development of and expenditures from the budget.

e. has release time from faculty member responsibilities to administer the academic unit, and

Dr. Markos receives two course releases per semester for the responsibilities to administer the academic unit.

f. provides or delegates year-round leadership to the operation of the program.

Dr. Markos provides or delegates year-round leadership to the operation of the program.
B2. One core faculty member is identified as the coordinator for each program for which accreditation is being sought and has

a. a teaching assignment in the program

Both Drs. Hoskins (School Counseling) and Brinson (Community Mental Health Counseling) a reduced teaching load to a 2:2 for area coordinating tasks.

b. identified responsibilities as coordinator, and

Both Drs. Hoskins and Brinson are identified as coordinator and the administrative organizer of the respective units.

c. relevant preparation and experience.

Dr. Wendy Hoskins has been a faculty member at UNLV since fall 2004, and Dr. Jesse Brinson has been a faculty member at UNLV since fall 1989. Dr. Hoskins is program coordinator for the M.Ed. Program in School Counseling. Dr. Brinson is the coordinator for the M.S. in Community Mental Health Counseling.

Summary IV.B.2: Dr. Wendy Hoskins is the School Counseling program area coordinator and Dr. Jesse Brinson is responsible for coordinating the M.S. in Community Mental Health Counseling. They are each assigned 100% to the respective areas and have a 2:2 load with one reassignment each semester for coordinating duties. Program responsibilities include: coordinating the preparation and maintenance of the School Counseling and Community Mental Health Counseling programs; keeping policies/records that pertain to the program areas; administering admissions in consultation with the Graduate Coordinator; serving on the executive committee; coordinating communication between the area faculty and executive committee; coordinating area faculty meetings and maintain/distribute meeting minutes; coordinate class scheduling; coordinate area curriculum issues (e.g. new course development, program development, revision of courses, maintaining course blueprints). Each serves on department oversight committee with input to the department Chair on budgetary and other area functions. A copy of the department bylaws is in Appendix J.
B3. A core faculty member is identified as the clinical coordinator for the academic unit and/or program who

a. is responsible for the coordination of all clinical experiences in each counselor education program for which accreditation is sought,

Both Drs. Hoskins (School Counseling) and Brinson (Community Mental Health Counseling) coordinated all clinical experiences during the 2006-2007 academic year. Prior to this arrangement, Dr. Pam Staples was the clinical coordinator.

b. is the individual to which inquiries regarding clinical experiences are referred, and

Both Drs. Hoskins (School Counseling) and Brinson (Community Mental Health Counseling) respond to inquiries regarding clinical experiences.

c. has clearly defined responsibilities as clinical coordinator.

Summary IV.B.3.a.b.c: Dr. Hoskins assumed the clinical coordinator responsibilities for the School Counseling Area during the 2006-2007 academic year. Responsibilities of this position included: monitoring the CCSD appointed internship sites, recruiting additional sites, participating on the CCSD Advisory Board with the CCSD Office of Guidance and Counseling Director and staff, coordinating comprehensive examinations, and ensuring that CACREP accreditation standards are being met for internship as well as other clinical experiences.

Dr. Brinson assumed the clinical coordinator responsibilities for the Community Mental Health Counseling Area during the 2006-2007 academic year. Responsibilities of this position included: monitoring the community appointed internship sites, recruiting additional sites, and ensuring that CACREP accreditation standards are being met for internship as well as other clinical experiences.
B4. If the counselor education academic unit operates a clinical facility, there must be a faculty member who

a. is responsible for the overall operation of the facility

b. has identified responsibilities, and

c. works closely with the clinical coordinator

The Department of Counselor Education does NOT operate a clinical facility. However, there is a proposal for new clinical facility under review.

C. The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who

C1. hold graduate degrees, preferably from CACREP accredited programs;

C2. have relevant preparation and experience to the assigned area of teaching;

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Degree</th>
<th>CACREP Accredited</th>
<th>Relevant Preparation</th>
<th>Relevant Experience</th>
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<td>Rita</td>
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<td>Yes</td>
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<tr>
<td>Bycina</td>
<td>Bridget</td>
<td>M.S.</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Carter</td>
<td>John</td>
<td>Ph.D.</td>
<td>Yes</td>
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<tr>
<td>D'Amore</td>
<td>Diane</td>
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<td>Lormer</td>
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</table>
C3. identify with the counseling profession through memberships in appropriate professional organizations (i.e. ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g. NCC) and licenses (e.g. LPC) pertinent to the profession and

<table>
<thead>
<tr>
<th>Last Name</th>
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<tr>
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<td>ACA, NCA</td>
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<tr>
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<td>ACA, Past-President of ACA-EB, American Mensa Society; V.P. Prof. Cert. Bd of AD Coun in Germany</td>
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<td>Carter</td>
<td>John</td>
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<td>Nelson-Leaf</td>
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</table>

C4. understand the mission and goals of the program.

Each semester the CED presents a **PTI (Part-Time Instructor) Orientation (Appendix L)**. The mission, goals, and curriculum of the program area are covered as well as practical matters (e.g., communications, mail policy, parking).
D. During the three-year period preceding the date of application for program accreditation, core faculty should be engaged in activities of ACA and/or other professional activities including all of the following:

D1. development/renewal (e.g. attended appropriate professional meetings, conventions, workshops, seminars);

Faculty members are members of the major counseling associations and their divisions including American Counseling Association (ACA), American School Counseling Association (ASCA), Association for Counselor Education and Supervision (ACES), and specialty or related counseling associations for example the Association for Play Therapy. All members attend at least one professional conference each year and most present on their specified area of research and professional scholarship. Below are selected examples.

<table>
<thead>
<tr>
<th>Core Faculty Member</th>
<th>Example of professional meetings, conventions, workshops, and seminars (see vita for comprehensive listing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley</td>
<td>Attended WACES Conference in Las Vegas, NV</td>
</tr>
<tr>
<td></td>
<td>ISTSS conference in Hollywood California</td>
</tr>
<tr>
<td>Astramovich</td>
<td>Attended WACES Conference in Las Vegas, NV</td>
</tr>
<tr>
<td></td>
<td>Attended ACA Conference in Detroit, MI</td>
</tr>
<tr>
<td></td>
<td>International Association for Counseling, Cork, Ireland</td>
</tr>
<tr>
<td></td>
<td>International Counseling Conference, Shanghai, China</td>
</tr>
<tr>
<td></td>
<td>Will attend ACES Conference in Columbus, OH</td>
</tr>
<tr>
<td>Brinson</td>
<td>Attended ACA Conference in Montreal, Canada</td>
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<td></td>
<td>Attended WACES Conference in Las Vegas, NV</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Hoskins</td>
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<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td></td>
<td>Attended ACA Conference in Detroit, MI</td>
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<td>Attended ACES Leadership Meeting, Providence, RI</td>
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<td>Attended WACES Leadership Retreat, San Diego, RI</td>
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<td>Will attend ACES Conference in Columbus, OH</td>
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<td>Will attend ACA Governing Council Washington, DC</td>
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<table>
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<tr>
<th>Markos</th>
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<td>International Association for Counseling, Cork, Ireland</td>
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<td>International Conference on Education, Honolulu, Hawaii</td>
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<td>Eastern Education Research Association 30th Annual Conference, Clearwater, Florida</td>
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D2. research and scholarly activity; and

Faculty members are productive researchers and scholars.
<table>
<thead>
<tr>
<th>Core Faculty Member</th>
<th>Example of research and scholarly activity (see vita for comprehensive listing)</th>
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<table>
<thead>
<tr>
<th>Astramovich</th>
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<table>
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<tr>
<th>ARTICLES IN REFEREED JOURNALS</th>
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<tr>
<td>*Doctoral student advisee</td>
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school counselor identity. Guidance & Counselling, 21, 127. [Introduction to special issue]


BOOK CHAPTERS

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
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<tr>
<td>Brinson, J. A., &amp; Brew, L.</td>
<td>A structure classroom approach for increasing multicultural development. <em>Journal of Counseling and Development</em></td>
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<tr>
<td>Brinson, J. A., &amp; Alamri, F.S.</td>
<td>Students' Perceptions of the Mental Health Counselor’s role in the United Arab Emirates. <em>International Journal for the Advancement of Counseling</em></td>
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<tr>
<td>Okech, J. E. A., Astramovich, R. I., Johnson, M. M., Hoskins, W.J., &amp;</td>
<td></td>
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</table>


D3. service (e.g. program presentations, workshops, consultations, speeches, direct service).
| Core Faculty Member | Example of program presentations, workshops, consultations, speeches, and direct service  
(see vita for comprehensive listing) |
|---------------------|--------------------------------------------------------------------------------|
| Ashley              | Duke, L., Allen, D., Ashley, L., Evidence for the Unique Role of Flashback in Rape Survivors, Poster Presentation, The International Society for Traumatic Stress Studies 22nd annual meeting, Hollywood, California, November 6, 2006  
―Sherlock Holmes and Sigmund Freud and Their Addictions." United States Probation District Conference, Big Bear Lake, CA, September 22nd, 2005  
―Sex Workers and Trauma." University of Utah Summer School on Alcohol and Other Drug Dependencies, Salt Lake City, UT, June 22nd, 2005.  
―Trauma and Substance Abuse” Learning Institute 45th Annual Conference European Branch of the American Counseling Association Sonthofen, Germany (October 30-31, 2004)  
―The Effects of PTSD on Military Personnel and Their Families” Learning Institute, American Counseling Association Conference, Kansas City, MO, April 1st, 2004. |
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Conference/Location</th>
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<tbody>
<tr>
<td>Astramovich, R. L.</td>
<td>Counseling program evaluation: A model for practice. Paper presented at the semiannual conference of the Western Association for Counselor Education and Supervision, Las Vegas, NV.</td>
<td></td>
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<tr>
<td>Author(s)</td>
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<td>Conference/Event</td>
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<tr>
<td>Astramovich, R. L., &amp; Hoskins, W. J.</td>
<td>School counselor education and CACREP core areas. Paper presented at the annual conference of the American Counseling Association</td>
<td>Atlanta, GA</td>
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<tr>
<td>Smith, S. D., &amp; Astramovich, R. L.</td>
<td>Biological correlates of sexual orientation: Implications for counselors. Paper presented at the Western Association for Counselor Education and Supervision</td>
<td>Sacramento, CA</td>
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<tr>
<td>Astramovich, R. L.</td>
<td>Program evaluation in school counseling: The accountability bridge. Paper presented at the annual conference of the Education Trust's Transforming School Counseling Initiative</td>
<td>Norfolk, VA</td>
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Hoskins, W. J. & Thompson, H.C. (November 2006). The role of counselor education in fostering a strong professional identity. Western Association for Counselor Education and Supervision, Las Vegas, NV.


counselors in program evaluation: A model for counselor education. Paper presented. Association for Counselor Education and Supervision, Pittsburgh, PA


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<td>Model of Bibliosupervision. Association for Counselor Education and Supervision, Columbus, Ohio. Accepted.</td>
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<td>Markos et al. (2007). De and Reconstructing our counselor education paradigm: A new beginning. Association for Counselor Education and Supervision, Columbus, Ohio. Accepted.</td>
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<th>Smith</th>
<th>Brinson, J., &amp; Smith, S. D. (To be presented, 2007, October). Social advocacy on behalf of clients, students, and colleagues. ACES National Conference, Columbus, Ohio.</th>
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Summary: The Counselor Education faculty members regularly engage in activities of professional organizations including development and renewal, research, scholarly activity, and service. From the information presented above, it is clear that faculty belong to the national counseling associations (i.e., ACA, ASCA), and several regularly publish and present in ACA journals and at national conferences. Faculty description of their participation in such activities can be found in the faculty curricula vita located in Appendix E.

E. Adequate clinical assistance, technical equipment and support, software, and training available to support faculty activities and the operations of the program and are commensurate with similar graduate programs.

The department has one full time Administrative Assistant that provides support to faculty. Faculty has graduate assistant resources for teaching and research. A monthly meeting is held for department Chairs to keep them up to date on the advent and operation of online systems. Technical support is available in COE and University for computer systems and programs, high tech classrooms, equipment, grant writing, etc. The COE has a Technology Support Office. The COE Technology Support Office provides technical assistance for education students, faculty, and staff. The COE technology consists of computing labs, Technology Enhanced Classrooms, mobile curriculum labs, wireless connectivity, and digital equipment (i.e. cameras, video conversation, etc). They services students, faculty, and staff needs and are located in CEB 211, their web link is: http://elabs.education.unlv.edu/. In addition, the University frequently offers training to update faculty on a variety of topics such as WebCampus, online scheduling and data management reporting online.

The Office of Information Technology (OIT) assists faculty by providing trainings and one on one consultations in data and class management and online teaching. The Teaching and Learning Center provides courses, workshops and consultation for faculty in a wide array of topics, including but not limited to Academic Career Review, Classroom Assessment Techniques, Case Studies, Cooperative & Collaborative Learning, International Students: Meeting Teaching & Learning Challenges, Learning & Teaching Styles, Plagiarism — Deterring It (in collaboration with the Library), Problem-Based Learning, Research Assignment Design (in collaboration with the Library), Service Learning, Teachers as Mentors, Teaching Adult & Non-Traditional Students, Teaching & Mentoring Graduate Students, Teaching Large Classes, Teaching/Faculty Portfolios, Is There Life Besides Multiple Choice Quizzes? — Testing Options, Time Management for Faculty, Working with At-Risk Students, Writing

F. Program faculty members are assigned to provide classroom and clinical instructional services only in areas for which they have demonstrated knowledge and skills.

Determination of the course schedule is conducted by the department Chair in cooperation with the faculty, who generally indicate courses they would like to teach. Teaching assignments are determined by the optimum match between course and instructor and the needs of the Department program(s). The first teaching assignment priority for CED faculty is within the two graduate programs. Faculty vita containing teaching experiences and areas of expertise can be found in Appendix E.

G. The counselor education academic unit has made systematic and long-term efforts to attract and retain faculty from different ethnic, racial, gender, and personal backgrounds representative of the diversity among people in society.

The CED faculty searches for new hires have included efforts at identifying and attracting candidates form various ethnic, racial, gender, and personal backgrounds. Faculty positions are advertised by word of mouth at professional conferences, in Counseling Today, and through online resources including CESNET. UNLV maintains strict standards in identifying and attracting candidates form various ethnic, racial, gender, and other diverse backgrounds in which we are required to comply.

H. Adequate assistance, including technical support and professional development activities, is available for faculty members who are engaged in distance learning.

Several CED faculty members are currently engaged in distance learning courses. UNLV's Distance Education program offers technical support and the Teaching
and Learning Center (TLC) has professional development opportunities available for all faculty. All faculty members are given access to WebCampus with each course, and some use this web format on a regular basis as it fits the needs of the particular course. WebCampus is the major platform supported by UNLV Computing Resources.
Section V
ORGANIZATION AND ADMINISTRATION

A. Program description and requirements are published and disseminated to all prospective students.

Information /Admission packets for prospective students are available in the Counselor Education Department, on-line, and by mail if requested. Prospective students can access information and admission forms about the counseling programs from the CED website link: http://counselored.unlv.edu/. Current information on the web is as follows:

Students are admitted to the Community Mental Health Counseling, School Counseling, and Advanced Graduate Certificate programs once a year. For the next graduate program admissions cohort, completed application materials are due by February 1, 2008 to begin studies in summer 2008. Note: After the 2008 admissions process, the admission deadline for graduate programs will move to November 1st. Applicants interested in beginning studies in the 2009 cohort must have completed admissions materials submitted by November 1, 2008 to begin studies in summer 2009.

Admission to the graduate degree programs in the Department of Counselor Education is competitive; meeting the minimum entrance requirements does not guarantee admission. The number of students admitted annually will be based upon available space within the program as a whole. Selected applicants will be invited for an on-campus interview with an admissions committee comprised of program faculty and practicing counselors. Applicants are strongly encouraged to submit all application materials well in advance of the deadlines.

In addition to applying to the CED, students must also apply to the UNLV Graduate College for admission to UNLV. Information regarding Graduate College admission is found on the web at: http://graduatecollege.unlv.edu/.

B. A clear procedure for responding to inquiries of prospective students has been identified and carried out.

The procedure for responding to prospective students is outlined in the admissions web link on the CED web page at http://counselored.unlv.edu/. Prospective students have access to an online question/answer board and may also phone the counseling area
coordinators Drs. Brinson or Hoskins. A “Frequently Asked Question” web page is also available to prospective students: http://counselored.unlv.edu/faqs.htm.

C. Prior to or at the beginning of the first term of enrollment in the program, the following should occur for all new students:

1. a new student orientation is conducted; and

During the fall semester of every year, the Counselor Education Department conducts an orientation meeting for all newly admitted students. Program faculty is introduced and meets with their respective students to discuss orientation issues. In general, the procedures are as follows: faculty members are introduced, students are given an overview of the counseling sequence, and students are given an opportunity to meet with sequence advisors. The Graduate Coordinator is responsible for organizing and oversight of the new student orientation meeting.

2. a student handbook is disseminated that includes the institution’s programs:

a. academic appeal policy,

The CED Graduate Student Handbook, including all of the above information, is distributed at the orientation meeting for new students and can be found in Appendix C, and is always available on-line at the CED home web page at http://counselored.unlv.edu/.

The academic appeal policy can be found in the Graduate Student Handbook.

b. student retention policy explaining procedures for possible student remediation and/or dismissal from the program,
The student retention policies are described in the “Student Progress” section of the Graduate Student Handbook (pages 23-27) (Appendix C).

c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment,

The CED Graduate Student Handbook (Appendix C) section entitled “CERTIFICATIONS, ENDORSEMENT, & PROFESSIONAL ORGANIZATIONS” (pages 39-43) describes credentialing and employment options.

d. information about appropriate professional organizations (i.e., ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program, and

Information about professional organizations is distributed at the student orientation, and membership in ACA or ASCA or AMCHA is suggested for insurance coverage. Additional information about credentialing (e.g., CACREP) can also be found in the CED Graduate Student Handbook. Students are also given the Professional Identity Handout (Appendix B) during the new student orientation meeting held each fall semester (i.e., August 24, 2007).

e. mission statement and program objectives.

The CED mission statement is outlined in the introduction of the CED Graduate Student Handbook (Appendix C) of and program objectives are listed on the department webpage: http://counselored.unlv.edu/.

Summary of section V.C.: During the fall semester of every year, the Counselor Education Department (CED) conducts an orientation meeting for all newly admitted students. The CED Graduate Student Handbook, including all of the above information, is distributed at the orientation meeting for new students and can be found in Appendix C. This handbook contains pertinent
student information such as the academic appeal policy, the student retention policies, credentialing and employment options, et cetera. Information about professional organizations is distributed at the student orientation and membership in ACA or ASCA is suggested for insurance coverage. Additional information about certification is referenced as well, such as the National Counselor Certification (NCC) and the National School Counselor Certification. The CED mission statement is located on page 4 of the CED Graduate Student Handbook. All program information is located the CED webpage: [http://counselored.unlv.edu/](http://counselored.unlv.edu/).

D. **The program has procedures for disseminating current information to all students enrolled in the program, and associated personnel.**

Dissemination of new information to students currently enrolled occurs in four ways. First, information is provided every semester when students meet with their advisors - a requirement for registration. Second, new information may be disseminated in classes by faculty. Third, information is presented in the annual orientation meeting for new students and at semiannually informal student socials. Finally, all students are required to obtain a free e-mail account (Rebel-mail) from the University Computing Services in order to receive CED announcements and newsletters via e-mail.

E. **The recommended ratio of FTE students to FTE faculty is 10:1.**

Currently there are 62 students in the masters program with ?? students being full time and ?? being part-time (not including doctoral students), and there are 8 full time equivalent faculty members. This amounts to an FTE student to FTE faculty ratio of ??.

F. **The teaching loads of program faculty are consistent with those of the institution’s other graduate level units that require intensive supervision as an integral part of professional preparation and incorporate time for:**

1. advising and supervising student research using formulae consistent with established graduate school policies within the institution;
The UNLV workload is governed by the UNLV Workload Assignment Policy and Guidelines which is found on the provost website: http://www.unlv.edu/provost/files/UNLV_WLAP&G_FINAL_10.23.04.doc.

In addition, the COE Bylaws also provide oversight to faculty workloads. The COE web link for the Bylaws can be found at the following site: http://education.unlv.edu/documents/COLLEGE/coeByLawsComplete.pdf.

College of Education Bylaws: Chapter 4
2.8 Faculty Load and Assignments. See Chapter I, Section 4.2, Chapter II, Section 3.1, and Chapter III, Section 2 of the UNLV Bylaws.

The Chairperson of each department, after consulting with the departmental faculty and the Dean in accordance with the college bylaws will assign each faculty member specific courses. (B~ 10/98)

The current factors used in determining assigned faculty work loads throughout the COE are displayed in Appendix M.

The CED workload policy (CED Bylaws 6.3, 6.4) is in line with the UNLV and COE bylaws. CED Bylaws state:

6.3. In recognition of the tripartite functions of UNLV (teaching, research, and service), Department faculty will be normally given no more than a nine credit-hour teaching load to permit the accomplishment of these functions.

6.4 Faculty rights and responsibilities will be consistent with those specified in the COE Bylaws, rev. 11-22-2004, Chapter 4, Section II.

The CED workload policy is in the Bylaws (Appendix J). Workload for faculty is typically 9 semester hours (three 3-credit courses, except for visiting faculty).

2. maintaining knowledge and skill as a counselor educator, which ordinarily includes ongoing scholarship and service; and
All faculty members are expected to mentor students, attend and present at conferences, publish, and perform service to the community, school, and/or profession. Faculty can apply for travel funds in the COE to support research CEU’s and money for ongoing scholarship activities.

3. administrative responsibilities (if applicable).

Faculty members can be assigned to administrative responsibilities by the department Chair as needed. For example, faculty can assume certain administrative roles (e.g., coordinator positions). See CED Bylaws which describes the functions and responsibilities of the administrative roles found in Appendix J.

Summary V.F.1.2.3: The University workload for faculty is 9 semester hours (three credit courses, except for visiting faculty). The CED workload policy is in line with University and COE policies, and can be found in Appendix J. Released time from instruction has typically been given for grants, special research endeavors, departmental projects, and administrative responsibilities.

Below is a list of approximate percentages of time spent in faculty activities for the 2006-2007 academic year.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Teaching FTE</th>
<th>Research FTE</th>
<th>Service FTE</th>
<th>Administrative FTE</th>
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G. Graduate assistantships for program students are commensurate with graduate assistantships in other clinical training programs in the institution.

Graduate Assistant (GA) assignments for the 2006-07 and 2007-2008 academic years are included as Appendix G. CED received eight additional GA positions including four PTI-GA’s (Part-Time Instructor-GA’s) for the 2007-2008 academic year. Assignments for the CED faculty are consistent with other department areas and other clinical programs. For example, in both the counseling program area and the psychology department at UNLV the faculty is assigned a minimum of 10 hours of graduate assistance per week.

H. A written policy has been developed to recruit students to represent a multicultural and diverse society has been developed and is implemented by program faculty.

The CED supports and fosters the recruitment of students to represent a multicultural and diverse society. Toward the end, both the CED mission statement and the
recruitment and diversity policy both provide a direct reference to this goal. An example of each is listed below:

**Example # 1:** The Department of Counselor Education promotes excellence in counselor training and counseling research. Our counseling programs help prepare students to: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for individuals and particular groups; 2) Address the academic, career, mental health, and personal/social needs of individuals and groups; 3) Help individuals and groups strive to find meaning, involvement, worth, and self-esteem in their lives; 4) Plan and conduct qualitative and quantitative research studies to further the knowledge base of the profession; and 5) Consult and interface with various community organizations to promote client and societal well being. The department helps students develop into professional counselors in a variety of specialties including community mental health counseling, addictions counseling, school counseling, and rehabilitation counseling (Appendix C, CED Graduate Student Handbook).

**Example # 2:** Minority Recruitment & Diversity Policy

The principles of ethnic diversity and equal rights are accepted and valued by the Department of Counselor Education at the University of Nevada, Las Vegas. The department’s commitment to “equal opportunity” includes active recruitment of minority students as a professional challenge.

The department works to recruit and retain minority students by:

1. Using established affirmative action guidelines in awarding assistantships.
2. Targeting mailing to minority groups as well as other organizations and institutions with minority participation, both on campus and off.
3. Establishing out-reach programs and personal contact with potential minority students.
4. Using equitable admissions requirements; i.e., using multiple criteria.
5. Seeking to employ minority faculty members.

(Appendix C, Graduate Student Handbook).
In addition, the former UNLV president (Carol Harter) has established a clear policy on Reaffirmation of Affirmative Action/Equal Employment Opportunity Policy University of Nevada, Las Vegas. See the Equal Employment Opportunity Policy below:

Equal Employment Opportunity Policy

The University of Nevada, Las Vegas is an equal employment opportunity employer and embraces the same philosophy for recruitment of students.

Equal Employment Opportunity Policy

March 1, 2002

TO: Campus Community

FROM: Carol C. Harter /s/Carol C. Harter
President

SUBJECT: Reaffirmation of Affirmative Action/Equal Employment Opportunity Policy University of Nevada, Las Vegas

The University of Nevada, Las Vegas is a campus that values difference and supports cultural diversity. Our primary goal is to lead by example, and to create a model campus community that values, nurtures and celebrates collegiality, diversity, pluralism, and individualism.

As an Affirmative Action/Equal Employment Opportunity employer and educator, the University of Nevada, Las Vegas is committed to the principles of equal opportunity for all of its students, faculty, employees, and applicants for admission and employment. The University of Nevada, Las Vegas will not tolerate discrimination based on race, color, religion, age, sex, national origin, ancestry, sexual orientation, disability, or Vietnam-era and/or disabled veteran status, in any of its programs, organizations, and/or conditions of employment and admission.

To ensure equality in employment, personnel actions are monitored and tracked by the Office of Diversity Initiatives. As administered by the Office of Federal Contract Compliance, Executive Order 11246, as amended, mandates an equal competitive employment process for all applicants and employees. All terms and conditions of employment (compensation, benefits, transfers, recruitment, selections, training, and
promotions) are based on qualifications and abilities only. Reasonable accommodation(s) will be considered for individuals with disabilities and disabled veterans (or Vietnam-Era veterans) -- whether students, employees or applicants -- unless it can be demonstrated that such accommodation(s) would impose an undue hardship on institutional operations and activities.

The Office of Diversity Initiatives is responsible for administering a comprehensive and proactive Affirmative Action Plan. Toward the goal of correcting identified underutilization of women and/or minorities in the various job groups, the annual Affirmative Action Plan identifies specific problem areas, and sets goals designed to correct underutilization and ensure that qualified women, minorities, individuals with disabilities, and veterans to ensure they are afforded equal opportunities for employment and advancement. A summary of the current UNLV Affirmative Action Plan is posted on the webpage for the Office of Diversity Initiatives at: www.unlv.edu/Finance_Admin/Diversity/.

The complete Affirmative Action Plan is available for inspection by students, employees, applicants for employment, and other interested persons at the Office of Diversity Initiatives, located in the Campus Services Building, room #143 between the hours of 8 a.m. and 5 p.m. If you wish to review the UNLV Affirmative Action Plan, please call (702) 895-3504 to schedule an appointment.

Additionally, the Office of Diversity Initiatives is charged with the responsibility for investigation complaints of discrimination. Minorities, women, individuals with disabilities, and veterans will not be subjected to harassment, intimidation, threats, coercion or discrimination because they have filed a complaint, assisted or participated in an investigation, compliance review or other activity related to the UCCSN Board of Regents' Code of Conduct and all federal and state laws and regulations requiring equal employment opportunity or because they have opposed any act or practice made unlawful by those laws.

As a premier institution of higher learning, the University of Nevada, Las Vegas recognizes a moral imperative to ensure equal access in academic and work settings conducive to personal and professional development. We can all take pride in our accomplishments in the area of cultural diversity. I am confident that you will join me in continuing to support the principles of equal opportunity by ensuring that all constituencies enjoy a welcoming, respectful, and productive campus community.

Send questions or comments to Office of Diversity Initiatives.
The CED strives to recruit candidates of diverse backgrounds and ethnicities. Application forms are kept in student files in the department office. The minority population of the program includes:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
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<tbody>
<tr>
<td>African-American</td>
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<tr>
<td>Asian</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
</tr>
<tr>
<td>Native American</td>
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*Note: All students do not list ethnic origin in their application papers.

## I. The Program Admissions Criteria

The program admissions criteria, as well as selection and retention procedures, are distributed to prospective students. The criteria and procedures include consideration of:

1. **Input from Regular, Adjunct, and Affiliate Program Faculty:**

   Each spring semester the CED Admission Committee meets to begin the yearly admission process. The committee generally consists of program and affiliate faculty, advisory board members, and other invited guests (i.e., doctoral students from the Educational Psychology School Counselor Education program). At that time the criteria and procedures are reviewed, and input from members is discussed and implemented accordingly. The procedure for selecting students involves each of the members of the Admissions Committee reviewing each applicant's file. The Admissions Committee selects the best students to be interviewed based on the above criteria for the number of slots in the program. Prospective students must attend a day of personal interviews where they are interviewed individually and take part in role-plays. The CED Admission Committees meets to discuss which students to select for admission after the interviews and completes an evolution. All forms for the admission process are located in **Appendix B**.

2. **Each Applicant's Potential Success in Forming Effective Interpersonal Relationships in Individual and Small-Group Contexts:**

   During the interview process applicants are asked a variety of questions regarding interpersonal relationships in individual and small-group contexts. Also,
candidates are interviewed in a both a group and individual format, allowing the admission committee to observe their interpersonal skills.

3. each applicant's aptitude for graduate-level study, including technological competence and computer literacy:

Applicant’s aptitude for graduate level study, including technological competence and computer literacy is assessed through the interview process. Aptitude for graduate level study is assessed using a variety of criteria, including GPA and GRE scores, admissions essay, and completing the admission packet. Technological competence and computer literacy is assessed under the “Personal Strengths” question of the interview process and included further evaluated as a component of “Academic Preparedness” on the Candidate Interview Rubric evaluation form (Appendix B).

4. each applicant’s career goals and objectives and their relevance to the program; and

1. Applicant’s career goals and objectives and their relevance to the program are assessed through the interview process. For example, every applicant is asked “What would you describe as your motivation for wanting to become a counselor?” and other related questions. See Appendix B for further information related to admissions such as questions on the applicant interview guide entitled “Protocol and Questions.”

5. each applicant’s openness to self-examination and personal and professional self-development.

Applicant’s openness to self-examination and personal and professional self-development are assessed through the interview process. For example, question #4 and #5 on the applicant interview guide entitled “Protocol and Questions” Ask “What are some of your personal strengths?,” and “What is a struggle in your life and what have you learned from it? What would you do differently?” See Appendix B for further questions on the applicant interview guide.
Summary V.I.1-5: New CED students are admitted to the program once a year; on occasion a special admission may occur in order to meet certain demands. Current admission criteria and a description of the admissions procedures are located on the CED admissions web link found on the main CED webpage: http://counseled.unlv.edu/admissions.htm. Applicants must attend an interview with the CED Admissions Committee, respond to a variety of questions, and complete a counseling role-play. Data from the admission process is used to select and finalize candidates for entry into the CED academic programs. All forms used for the admissions are located in Appendix B.

J. Admission decision recommendations are made by an academic unit’s selection committee.

The CED Admissions Committee makes final recommendations of students to be admitted. Input is also sought from a screening committee comprised of area faculty members, students, and representatives from the Clark County School District.

K. Effort is made to secure financial assistance for students in the program, including all of the following:

1. monitoring to ensure that the program receives a proportionate share of institutional funds allocated for such purposes; and

The CED makes and annual request to the UNLV Graduate College for the number of graduate assistantships perceived as needed. Each graduate department in the University makes such requests and receives their proportionate share of funds for this purpose.

UNLV has Financial Aid, Student Employment, and Career Services offices and websites for students who have financial need.
The financial aid office provides a variety of services with information available at the URL: http://financialaid.unlv.edu/

2. informing students of available loans, part-time work, graduate assistantships and fellowships, and other sources of financial aid.

Student employment opportunities can also be found at the financial services website. The primary goal of Student Employment Services at the University of Nevada, Las Vegas is to provide students with the opportunity to gain career-related work experience while assisting with the financing of their education. By providing work-related education experiences, Student Employment Services also enhances the educational experiences. Student Employment Services also enhances the educational development and growth of the students.

Career services are available for students at the ULV Career Services Center. The mission of the center is to educate, prepare, and assist students as they pursue the career development and job search process in a global and dynamic world of work.

Services and resources include: career counseling, on campus recruitment, job information, resume and interview information, career software, a career library, and career fairs. More information can be found at http://hire.unlv.edu/

L. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve (12) semester or eighteen (18) quarter hours of graduate study. The planned program of study identifies the following:

1. program prerequisite curricular experiences,

Each student is assigned an advisor at the time of admission (See Appendix K for the 2006-07 academic year assignments).
The recommended sequence for students to take courses is listed on the CED graduate programs web page: http://counselored.unlv.edu/graduateprograms.htm, and can be found in the CED Graduate Student Handbook (Appendix C) under the major header "Typical Course Sequences."

2. core curricular requirements

The core curricular requirements include all of the core courses in the M.S. in Community Mental Health Counseling program and the M.Ed. in School Counseling program (except for electives). The CED core curricular requirements are listed below:

**CED Core Curricular Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 701</td>
<td>Introduction to Counseling</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 703</td>
<td>Counseling with Expressive Arts &amp; Activities</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 711</td>
<td>Counseling Appraisal &amp; Inquiry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 715</td>
<td>Counseling &amp; Consultation Theories</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 721</td>
<td>Career Theories &amp; Practices</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 727</td>
<td>Counseling Process &amp; Procedures</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 731</td>
<td>Social Justice &amp; Advocacy in Counseling</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 733</td>
<td>Group Counseling</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 735</td>
<td>Substance Abuse Prevention &amp; Treatment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 741</td>
<td>Counseling Practicum</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 743</td>
<td>Ethics &amp; Legal Issues in Counseling</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 751, 752, 753</td>
<td>Counseling Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EPY 702</td>
<td>Research Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EPY 711</td>
<td>Human Growth &amp; Development</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
3. **specialized curricular experiences,**

The specialized curricular experiences include 6 credits of electives on topics for students in the M.Ed. School Counseling. Effective fall 2005, students in the M.Ed. School Counseling program will take 6 credits of school counseling specific elective courses as part of their program of study. These elective courses are offered during the summer terms and will range from 1-3 credits each. Topics for elective courses may include: Expressive Arts, Grief and Loss, Advanced Play Methods, Gender Issues, Career Development, Special Needs Students, and Child Mental Health. With approval of their advisory committee, students may opt to take additional electives outside the school counseling area, but must still complete the 6 credits of school counseling specific electives. This information is also outlined in the CED Graduate Student Handbook (*Appendix C*).

Students in the Community Mental Health Counseling program do not have electives in the 60 credit sequence. However, these students can take thesis credits to further their specialized curricular experience. Students have the option of taking additional courses above and beyond degree requirements.

4. **supervised practicum and internship requirements,**

The supervised practicum and internship requirements are in line with the CACREP standards, and are outlined in the CED Graduate Student Handbook (*Appendix C*) under the major heading “Field Experiences.”

5. **appropriate elective curricular requirements.**
THERE ARE NO ELECTIVES FOR EITHER PROGRAM NOW. There are no electives in the M.S. in Community Mental Health Counseling or M.Ed. in School Counseling. With approval of their advisor, students may opt to take additional electives outside the community mental health or school counseling area. These elective courses are offered during the academic semester and summer terms and range from 1-3 credits each. Topics for elective courses may include: Trauma and Addictions, Grief and Loss, Advanced Play Methods, Gender Issues, Career Development, Special Needs Students, and Child Mental Health. This information is also found in the CED Graduate Student Handbook (Appendix C).

**Summary V.L.1-5:** Each student is assigned an advisor at the time of admission (See Appendix K for the 2006-07 academic year assignments) and is expected to follow a set sequence of courses through completion of the program. Two recommended sequences have been developed, one for full-time and another for part-time students. These sequences are available online and are included in the CED Graduate Student Handbook. Students complete a formal application for the practicum course, and this application is reviewed by program area faculty as a review point to insure that the student is ready for the first clinical experience. A comparable procedure is followed to determine if the student is sufficiently prepared for the internship experience. Students in the School Counseling program take 6 credits of electives are allowed in the 48-credit program and are taken as special topics courses during summer school enrollment. Students in the Community Mental Health Counseling program have no electives in the 60 credit sequence, but can take thesis credits to further their specialized curricular experience.

A list of the full-time and part-time sequences is in the CED Graduate Student Handbook (Appendix C). Advisee assignments for the 2004-05 academic year (School Counseling Program only) and the 2006-07 academic year are in Appendix K. Practicum and internship application forms are in the CED Graduate Student Handbook (Appendix C). Below is a list of the courses required for the each specialty degree:
### M.S. in Community Mental Health Counseling: Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td>CED 701</td>
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<td>3 cr.</td>
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<td>CED 703</td>
<td>Counseling with Expressive Arts &amp; Activities</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 710</td>
<td>Relationships Across the Lifespan</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 711</td>
<td>Counseling Appraisal &amp; Inquiry</td>
<td>3 cr.</td>
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<td>Ethics &amp; Legal Issues in Counseling</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 745</td>
<td>Assessment, Treatment &amp; Case Management in Addictions</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 749</td>
<td>Thesis (optional)</td>
<td>6 cr.</td>
</tr>
<tr>
<td>CED 751,</td>
<td>Counseling Internship</td>
<td>3 cr.</td>
</tr>
<tr>
<td>752, 753</td>
<td>Planning, Management, and Evaluation of Addictions &amp; Mental Health Programs</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 755</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 766</td>
<td>Psychological Aspects of Dysfunctional Behavior</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CED 775</td>
<td>Advanced Internship in Mental Health &amp; Addictions Counseling</td>
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<td>Research Methods</td>
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<td>Human Growth &amp; Development</td>
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**Total** 60 or 66 credits
### M.Ed. in School Counseling: Required Courses

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<td>CED 713</td>
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<td>EPY 711</td>
<td>Human Growth &amp; Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Approved School Counseling Electives</td>
<td>6 cr.</td>
</tr>
</tbody>
</table>

**Total 48 credits**
Section VI
EVALUATIONS IN THE PROGRAM

A. Program mission, objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.

Multiple methods are used for ongoing evaluation of the quality of the CED academic programs. Evaluation is guided by the University (The Office of Academic Assessment) and CED Assessment Plan, including the mission statement and the program objectives, identified as “learning outcomes” in the document prepared for the UNLV Office of Academic Assessment (Appendix F). In addition, UNLV requires a review of all graduate degree programs every 5 years, using internal and external reviewers. A copy of the most recent review is included as Appendix F. (Do we have this document?)

B. The program faculty conduct a developmental, systematic assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development and personal development.

Reviews are conducted each semester of current/enrolled students. Specific benchmarks have also been identified for student progress through the M.S. and M.Ed. degrees, including:

1. Review of application for practicum following completion of prerequisite courses.
2. Review of performance during counseling practicum.
3. Review of performance during counseling internship
4. Successful completion of final comprehensive examination

The process for review also includes a procedure through which a faculty member may identify a student with either affective or academic concern. With intent to be developmental, rather than punitive, the faculty member reports the concern to the program coordinator who brings it to a program meeting as an agenda item. The faculty member presents the concern, followed with discussion by the program
faculty. Possible outcomes of the discussion include a request for careful observation of the student by other faculty, a request for the advisor to meet with the student to share the concerns, and/or a formal request to remove the student from the program. Student reviews are conducted during fall and spring semesters.

C. **Faculty establishes a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows:**

1. **an annual evaluation that documents how, where and the extent to which program objectives are addressed in course syllabi;**

   The bylaws (Section 4) of the Counselor Education Department assign responsibilities for admissions, curriculum, conducting search and recommendation in hiring new faculty, and monitoring student progress to the program area, acting under the leadership of the program area coordinator. A copy of these bylaws is in Appendix J.

   Monitoring of course syllabi is thus a joint responsibility of the program area coordinator, CACREP liaison, and the Chair of the department. Each syllabus contains both course objectives and the rubrics for assessing student performance. A copy of each syllabus is in the department office with expectation of annual review to insure compliance with program objectives.

2. **a review by program faculty of programs, curricular offerings, and characteristics of program applicants;**

   The CED faculty members act as a committee of the whole in recommending applicants for admission to the M.S. and M.Ed. degree programs. There is ongoing discussion in regular program meetings about the current efficacy of the program and future goals. Scheduling is done through the program area coordinator and reviewed by all faculty members before submission.

3. **at least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;**
The Community Mental Health Counseling program officially began in January 2007. At this point there is no follow-up information from graduates. The former Community Counseling program conducted formal follow-up studies of program graduates every three years. The results from this Alumni Survey were documented and used as valuable indicators of the program’s success in major areas of focus. The survey and results for 2004 are in ...

The most recent follow-up study of school counseling program graduates was conducted in January of 2004. Demographics and results of this study are in Appendix F. Example of this study is below:

Example #1 - The three MOST helpful experiences students had in terms of the Program:
A) Content: Practicum experiences, Internship, Videotaping ourselves counseling one another, Learning various theories, Having actual counselor come speak to the class, Content of Human Development class, Flexibility of faculty


Example #2 - The three LEAST helpful experiences students had in terms of the Program:
A) Content: Research methods, Careers not used very much in elementary level, Outdated theories, Outdated testing materials, Not enough handouts

B) Instruction: EPY 714- Multiculturalism: Perspectives for Educators, EPY 713- Intro to Group Counseling in the Schools, EPY 707- Intro. to School Counseling, EPY 740- Career Theories and Practices, EPY 734- Counseling Appraisal and Inquiry, EPY 771- Legal and Ethical Issues in School Counseling

4. at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and
program graduate employers to assess their perceptions and evaluations of major aspects of the program; and

The follow-up study cited in VI.C.3 included survey of supervisors of the program graduates. Demographics and results of this study are in Appendix F. A summary of the employers’ perceptions of strengths and weakness is listed below.

Example #1 - Employer’s perception of major strengths of the school counseling program: More rounded education than other local programs, Strong program in all aspects of counseling theory, Plenty of Internship experience, Practicum – hands on experiences, The foundation in counseling practices, Group counseling training and career exploration training

Example #2 - Employer’s perception of major weaknesses of the school counseling program: More training concerning the school counseling role, Diversity – English language learners (strategies), Needs to be more specific to school related issues- Less focus on counseling theories, Should give students more experience in academic advisement, Students are unprepared for the reality of a public school counseling setting, More preparation for scheduling, counseling skills, dealing with teachers, and other counselor responsibilities

5. at least once every three years, program faculty document use of findings from VI. C.1, 2, 3, and 4 above in program modifications.

The Community Mental Health Counseling program officially began in January 2007. Once the program has documentation from VI. C.1, 2, 3, and 4 the information will be used in program modifications.

The current M.Ed. program of study is the result of ongoing attention given by program faculty to findings from VI.C.1, 2, 3, and 4. Examples include:

- Creating a school-based counseling theory course to address concerns raised about need for focus on applications in the school.
- Reorganizing the presentation of content in the role and function of the school counselor by removing the old organization and administration course and
strengthening the introduction to school counseling course to address concerns raised about the role of the school counselor.
- Moved all practicum experiences to school-based settings to address concerns about need for increased experience in the schools prior to employment.
- Added a guided elective summer course in data management to address concerns about insufficient training in appraisal and research.

<table>
<thead>
<tr>
<th>D.</th>
<th>An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators and personnel in cooperating agencies (e.g., employers, site supervisors).</th>
</tr>
</thead>
</table>

Data obtained from the program evaluations are disseminated to program faculty and the department Chair. Results are reviewed and discussed with the program advisory group that includes representatives of the primary employer and graduates.

<table>
<thead>
<tr>
<th>E.</th>
<th>Students have regular and systematic opportunities to formally evaluate faculty and the students’ curricular experiences.</th>
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</thead>
</table>

Students complete a College of Education (COE) course evaluation form at the end of each course in the fall and spring semesters. The 12-item form elicits responses in three broad categories: instruction, learning, and assessment and also provides space for qualitative comments. A copy of the course evaluation form can be found in the CED office.

<table>
<thead>
<tr>
<th>F.</th>
<th>Provide annual results of student course evaluations to faculty.</th>
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</table>

University policy is that the course evaluations are a part of the personnel record and thus not open to distribution to other faculty unless serving on a merit or tenure-promotion committee. The individual faculty member receives a summary of the quantitative data for each course and a typed copy of the comments.

<table>
<thead>
<tr>
<th>G.</th>
<th>Present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures.</th>
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</thead>
</table>
Procedures for faculty evaluation are determined at the university and college levels. A standard format is required in preparation of an annual report (calendar year). The form is submitted by each faculty member in January/February and used by the department chair to prepare the annual review. The department chair's review is provided to the faculty member for comment, correction and/or request for revision prior to being forwarded by the Department Chair to the Dean.

Rubrics for the annual evaluation are a subject of ongoing discussion in open department meetings. Any changes from prior years must be provided to the faculty members prior to the evaluation period.

If the faculty member has also applied for merit, a department merit committee reviews all applicants and provides rank order distributions in teaching, in scholarship, and in service. Those reports are then reviewed by a college merit committee charged with integrating the lists from the COE departments into a single rank ordered listing of performance including recommendations for various amounts of merit award. The recommendation of the college committee goes to the Dean to be forwarded to the Vice President/Provost for the final decision.

Current documents that guide annual evaluations and merit award determinations can be found in the CED bylaws section 6.2 regarding merit.
## STANDARDS FOR MENTAL HEALTH COUNSELING PROGRAMS

### A. FOUNDATIONS OF MENTAL HEALTH COUNSELING

<table>
<thead>
<tr>
<th>1.</th>
<th>historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling;</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 701</td>
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<td>CED 738</td>
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<tr>
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<td>CED 755</td>
<td>Planning, Management, &amp; Evaluation of Addictions &amp; Mental Health Programs</td>
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<td>Advanced Internship in Mental Health &amp; Addictions Counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>roles, functions, and identity of mental health counselors;</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling</th>
</tr>
</thead>
</table>
CED 738 – Introduction to Community Mental Health Counseling
CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

4. implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status

CED 738 – Introduction to Community Mental Health Counseling
CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs

5. ethical and legal considerations related to the practice of mental health counseling (e.g., the ACA and AMHCA Code of Ethics); and

CED 738 – Introduction to Community Mental Health Counseling
CED 731 – Social Justice & Advocacy in Counseling
CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
6. the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling

CED 738 – Introduction to Community Mental Health Counseling
CED 731 – Social Justice & Advocacy in Counseling
CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

B. CONTEXTUAL DIMENSIONS OF MENTAL HEALTH COUNSELING

1. assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;

CED 701 – Introduction to Counseling
CED 715 – Counseling & Consultation Theories
CED 738 – Introduction to Community Mental Health Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling
### 2. **strategies for community needs assessment to design, implement, and evaluate mental health care programs and systems**

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</table>

### 3. **principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and**

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### 4. **management of mental health services and programs, including administration, finance, and budgeting, in the public and private sectors; principles and practices for establishing and maintaining both independent and group private practice; and concepts and procedures for determining outcomes, accountability, and cost containment.**

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CED 775 – Advanced Internship in Mental Health & Addictions Counseling

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

1. general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors;

CED 701 – Introduction to Counseling
CED 738 – Introduction to Community Mental Health Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling

2. general principles and practices for the promotion of optimal human development and mental health;

CED 701 – Introduction to Counseling
CED 738 – Introduction to Community Mental Health Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling
3. **specific principles and models of bio-psychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans;**

CED 731 – Social Justice & Advocacy in Counseling
CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

4. **knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current *Diagnostic and Statistical Manual*;**

CED 738 – Introduction to Community Mental Health Counseling
CED 741 – Counseling Practicum
CED 745 – Assessment, Treatment & Case Management in Addictions & Mental Health
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling

5. **application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches**

CED 701 – Introduction to Counseling
CED 738 – Introduction to Community Mental Health Counseling
CED 741 – Counseling Practicum
CED 745 – Assessment, Treatment & Case Management in Addictions & Mental Health
CED 751, 2, 3 – Counseling Internship
6. **basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications;**

CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 745 – Assessment, Treatment & Case Management in Addictions & Mental Health
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling

7. **principles and guidelines of conducting an intake interview, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management;**

CED 738 – Introduction to Community Mental Health Counseling
CED 741 – Counseling Practicum
CED 745 – Assessment, Treatment & Case Management in Addictions & Mental Health
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling
8. Knowledge and provision of clinical supervision, including counselor development;

CED 715 - Counseling & Consultation Theories
CED 738 - Introduction to Community Mental Health Counseling
CED 741 - Counseling Practicum
CED 745 - Assessment, Treatment & Case Management in Addictions & Mental Health
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling

9. The application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy; and

CED 715 - Counseling & Consultation Theories
CED 738 - Introduction to Community Mental Health Counseling
CED 741 – Counseling Practicum
CED 745 - Assessment, Treatment & Case Management in Addictions & Mental Health
CED 751, 2, 3 – Counseling Internship
CED 755 – Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775 – Advanced Internship in Mental Health & Addictions Counseling

10. Effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.

CED 715 - Counseling & Consultation Theories
CED 738 - Introduction to Community Mental Health Counseling
CED 741  Counselor Practicum
CED 745  Assessment, Treatment & Case Management in Addictions & Mental Health
CED 751, 2, 3  Counseling Internship
CED 755  Planning, Management, & Evaluation of Addictions & Mental Health Programs
CED 775  Advanced Internship in Mental Health & Addictions Counseling

D. CLINICAL INSTRUCTION

For the Mental Health Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours.

All community mental health counseling students are required to complete the 600 clock hour internship (CED 751, 752, 753) in a mental health setting under the supervision of a site supervisor. A minimum of 240 hours must be direct service/client contact hours. An additional 300 clock hours of internship (CED 775) in the mental health setting must also be completed in the appropriate clinical supervision of a site supervisor. Community Mental Health students must have a minimum of 150 direct contact hours during CED 775.

All of these requirements are documented in the course syllabus for CED 751, 752, and 753 Counseling Internship and CED 775, and are also referenced in the CED Graduate Student Handbook.
The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Mental Health Counseling Programs).

Outcomes for the Community Mental Health Counseling students are documented in the course syllabus for CED 751, 2, 3 Counseling Internship and CED 775, and students are evaluated upon completion of the internship hours for successful demonstration of the outcomes.
STANDARDS FOR SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;

   CED 701 – Introduction to Counseling
   CED 713 – Introduction to School Counseling
   CED 715 – Counseling & Consultation Theories

2. relationship of the school counseling program to the academic and student services program in the school;

   CED 701 – Introduction to Counseling
   CED 713 – Introduction to School Counseling
   CED 741 – Counseling Practicum
   CED 751, 2, 3 – Counseling Internship

3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

   CED 701 – Introduction to Counseling
   CED 713 – Introduction to School Counseling
   CED 741 – Counseling Practicum
4. **strategies of leadership designed to enhance the learning environment of schools;**

CED 701 – Introduction to Counseling  
CED 713 – Introduction to School Counseling  
CED 741 – Counseling Practicum  
CED 751, 2, 3 – Counseling Internship

5. **knowledge of the school setting, environment, and pre-K–12 curriculum;**

CED 701 – Introduction to Counseling  
CED 713 – Introduction to School Counseling  
CED 741 – Counseling Practicum  
CED 751, 2, 3 – Counseling Internship

6. **current issues, policies, laws, and legislation relevant to school counseling;**

CED 701 – Introduction to Counseling  
CED 713 – Introduction to School Counseling  
CED 743 – Ethics & Legal Issues in Counseling  
CED 741 – Counseling Practicum  
CED 751, 2, 3 – Counseling Internship

7. **the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation,**
religious and spiritual beliefs, occupation, physical and mental status, and equity issues in **school counseling**;

CED 701 – Introduction to Counseling  
CED 727 – Counseling Process & Procedures  
CED 731 – Social Justice & Advocacy in Counseling  
CED 743 – Ethics & Legal Issues in Counseling  
CED 741 – Counseling Practicum  
CED 751, 2, 3 – Counseling Internship

8. **knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;**

CED 701 – Introduction to Counseling  
CED 713 – Introduction to School Counseling  
CED 721 – Career Theories & Practice  
CED 741 – Counseling Practicum  
CED 751, 2, 3 – Counseling Internship

9. **knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and**

CED 701 – Introduction to Counseling  
CED 713 – Introduction to School Counseling
10. Ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 715 – Counseling Theories
CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

B. Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. Advocacy for all students and for effective school counseling programs;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 731 – Social Justice & Advocacy in Counseling
CED 743 – Ethics & Legal Issues in Counseling
CED 741 – Counseling Practicum
CED 750 – Advanced Seminar in School Counseling
CED 751, 2, 3 – Counseling Internship
2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 721 – Career Theories & Practice
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship
5. **methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CED 701</td>
<td>Introduction to Counseling</td>
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<tr>
<td>CED 713</td>
<td>Introduction to School Counseling</td>
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<tr>
<td>CED 741</td>
<td>Counseling Practicum</td>
</tr>
<tr>
<td>CED 751, 2, 3</td>
<td>Counseling Internship</td>
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</tbody>
</table>

6. **methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CED 701</td>
<td>Introduction to Counseling</td>
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<tr>
<td>CED 713</td>
<td>Introduction to School Counseling</td>
</tr>
<tr>
<td>CED 700</td>
<td>Special Topics: Program Evaluation</td>
</tr>
<tr>
<td>CED 751, 2, 3</td>
<td>Counseling Internship</td>
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</table>

7. **knowledge of prevention and crisis intervention strategies.**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CED 701</td>
<td>Introduction to Counseling</td>
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<tr>
<td>CED 713</td>
<td>Introduction to School Counseling</td>
</tr>
<tr>
<td>CED 727</td>
<td>Counseling Process &amp; Procedures</td>
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<tr>
<td>CED 715</td>
<td>Counseling &amp; Consultation Theories</td>
</tr>
<tr>
<td>CED 751, 2, 3</td>
<td>Counseling Internship</td>
</tr>
</tbody>
</table>

C. **KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS**
1. Program Development, Implementation, and Evaluation

a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
EPY 702 – Research Methods
CED 700 – Special Topics: Data Management in Counseling
CED 711 – Counseling Appraisal and Inquiry
CED 751, 2, 3 – Counseling Internship

b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 721 – Career Theories & Practice
CED 741 – Counseling Practicum
CED 751, 2, 3 - Counseling Internship

c. implementation and evaluation of specific strategies that meet program goals and objectives;

CED 701- Introduction to Counseling
CED 713 – Introduction to School Counseling
EPY 702 – Research Methods
CED 700 – Special Topics: Program Evaluation
CED 700 – Special Topics: Data Management in Counseling
CED 711 – Counseling Appraisal and Inquiry
CED 751, 2, 3 – Counseling Internship

d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 721 – Career Theories & Practice
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 751, 2, 3 – Counseling Internship

f. strategies for seeking and securing alternative funding for program expansion; and

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 751, 2, 3 – Counseling Internship

g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 721 – Career Theories & Practices
CED 751, 2, 3 – Counseling Internship

2. Counseling and Guidance

a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 727 – Counseling Process & Procedures
CED 733 – Group Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 721 – Career Theories & Practices
CED 733 – Group Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
EPY 711 – Human Development
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
f. constructive partnerships with parents, guardians, families, and communities in order to promote each student’s academic, career, and personal/social success;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 721 – Career Theories & Practices
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 735 – Substance Abuse Prevention & Treatment
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

3. Consultation

a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 731 – Social Justice & Advocacy in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 733 – Group Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship
strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

CED 713 – Introduction to School Counseling
CED 731 – Social Justice & Advocacy in Counseling
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

d. knowledge and skills in conducting programs that are designed to enhance students’ academic, social, emotional, career, and other developmental needs.

CED 701 – Introduction to Counseling
CED 713 – Introduction to School Counseling
CED 721 – Career Theories & Practices
CED 741 – Counseling Practicum
CED 751, 2, 3 – Counseling Internship

D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

School Counseling students complete a 600 clock-hour internship in a school setting under the supervision of a professional school counselor. Students are required to obtain internship hours at two different education levels including any combination of elementary, middle, or high school. A minimum of 240 hours are in direct service to
students including individual counseling, group counseling, guidance lessons, in consultation.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

School counseling outcomes are measured throughout the internship experience via supervision, and a final evaluation of student skill is completed upon completion of the internship experience. Outcomes for the School Counseling students are documented in the course syllabus for CED 751, 2, 3 Counseling Internship and final evaluation forms used by the site supervisor.
Appendix A
Dear President Barter:

At its October 21-26, 2003, meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education as the unit that oversees the professional education offerings at the University of Nevada, Las Vegas. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education at the University of Nevada, Las Vegas at the initial teacher preparation and advanced preparation levels.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution.

The Unit Accreditation Board cited the following areas for improvement:

. Some programs in the unit have not met the standards of their specialized professional associations. (Standard 1)
. The number of full-time faculty is insufficient to meet the instructional needs of candidates. (Standard 6)
The number of clerical support staff is insufficient to support the unit's programs. (Standard 6)

(Initial teacher preparation) The number of full-time advising staff is insufficient to meet the advising needs of candidates. (Standard 6)

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

Soon you will receive a letter confirming the date of your next NCA TE visit. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.
To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes general communications information. In addition, we encourage you to visit the "Press Packets" section of NCATE’s website, where you can access a sample press release and other pertinent information. Please feel free to contact NCATE’s communications department if you need further assistance. Also enclosed is a copy of NCATE’s Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE’s action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,

~

Arthur E. Wise

cc: Gene Hall, Dean, College of Education
    Chopin Kiang, Administrator, Office of Teacher Education and Licensure,
    Nevada Department of Education
    Board of Examiners Team
Appendix B
Letter of Intent to Apply for Graduate Studies in Counselor Education

Name: ____________________________________ Date: __________________

E-mail address (please print clearly):

________________________________________

Phone: Cell ( ) _____ - _____ Home ( ) _____ - _____ Work ( ) _____ - _____

Mailing address:

________________________________________________________________________

City: _______________________ State: _________ Zip:___________

Program of intent (check one):

Master’s Programs

 M.S. in Community Mental Health Counseling

 M.Ed. in School Counseling

Certificate Programs

 Advanced Graduate Certificate in Addictions Studies

 Advanced Graduate Certificate in Community Mental Health Counseling

 Advanced Graduate Rehabilitation Counseling Certificate

This letter serves as my notification of intent to apply to the above graduate program in Counselor Education. I have read and understand all graduate program admission requirements of the Department of Counselor Education and the UNLV Graduate College. I understand it is my responsibility to ensure all required application materials are received by the Department and the Graduate College by the appropriate deadlines. I will have all department application materials to the Department of Counselor Education office by February 1st. I understand that admission to the graduate programs in Counselor Education is competitive and that meeting minimum entrance requirements will not guarantee admission.
I understand my responsibility as an applicant and potential student to be familiar with and abide by the American Counseling Association Code of Ethics. I furthermore am aware of my responsibility to honor the non-discrimination policies of the department and UNLV, including non-discrimination on the basis of race, color, creed, religion, national or ethnic origin, gender, age, sexual orientation, disability, or veteran status.

____________________________________________________
Applicant Printed Name

____________________________________________________
__________________________________________
Applicant Signature Date
Graduate Program Application

Due by February 1st

Note: Graduate students are admitted once a year into a cohort and begin their studies in the summer session.

Name: _______________________________________ Date:______________

E-mail address (please print clearly): _________________________________

Phone: Cell ( )_____ - _____ Home ( )_____ - _____ Work ( )_____ - _____

Mailing address: ___________________________________________________

City: _______________________ State: _________ Zip:___________

Program of application (check one):

Master's Programs

○ M.S. in Community Mental Health Counseling

○ M.Ed. in School Counseling

Certificate Programs

○ Advanced Graduate Certificate in Addictions Studies

○ Advanced Graduate Certificate in Community Mental Health Counseling

○ Advanced Graduate Rehabilitation Counseling Certificate

Previous Education:

Undergraduate

Institution: ________________________________

Major: __________________ Minor: __________________

Degree Awarded: ________________________________

Overall GPA: _________ GPA for last 2 years (60 hours): _______
Graduate Institution: ___________________________________________________

Major: _______________________ Semester hours: ______________

Degree Awarded: ______________________

Overall GPA: ____________

Graduate College Application:

Date Submitted: ____ / ____ / _______

In addition to this department application, you must also submit an application and all other required materials to the UNLV Graduate College. The Graduate College Application may be completed on-line and submitted electronically. Information about the Graduate College Application is available at:

http://graduatecollege.unlv.edu/admissions/download_app_forms.htm

Professional Work Experience: (begin with most recent)

Dates Employer Position

Professional References:

Name Position/Affiliation E-mail address Phone

Please describe any past or current research or special projects you have participated in:

________________________________________________

Checklist of items to be submitted to the Department of Counselor Education

_____ Letter of Intent to Apply

_____ Graduate Program Application

_____ Official transcripts from each institution mailed directly to department

_____ Three letters of reference on department reference forms

_____ Responses to essay questions

Submit all department application materials to:

   UNLV Department of Counselor Education

176
4505 Maryland Parkway
Box 453066
Las Vegas, NV 89154-3066
Attn: Application

Materials may also be hand delivered to the department office: CEB 237

Note: Please include a telephone contact and current e-mail address in all correspondence with the department. Applicants are responsible for ensuring that their e-mail address is accurate and their e-mail accounts are active.

Deadline to submit materials for admission: February 1st

Applicants are strongly encouraged to submit all application materials well in advance of the Department and Graduate College deadlines.
Graduate Program Reference Form

Applicant Name: _______________________________________________________

E-mail address (please print clearly):
______________________________________________________________

Phone: Cell ( ) ____ - _______ Home ( ) ____ - _______ Work ( ) ____ - _______

Program of application (check one):

Master’s Programs

☐ M.S. in Community Mental Health Counseling
☐ M.Ed. in School Counseling

Certificate Programs

☐ Advanced Graduate Certificate in Addictions Studies
☐ Advanced Graduate Certificate in Community Mental Health Counseling
☐ Advanced Graduate Rehabilitation Counseling Certificate

I waive the right to view this reference form: ☐ Yes ☐ No

Signature of Applicant: ___________________________________________ Date: ____ / ____ / ______

____________________________________________________________________

Instructions for person making reference:

We would appreciate a recommendation from you concerning the above individual who is an applicant to a graduate program in the Department of Counselor Education.

Information is particularly desired concerning your knowledge of the candidate’s:
• Academic abilities and potential
• Potential ability to work as a professional counselor
• Interpersonal skills

Please respond to the open ended questions, complete the rating scale, and make your overall recommendation.

___________________________________________________________

Applicant Name: _____________________________________________

(These responses may be submitted on a separate sheet if desired.)

1. How long and in what capacity have you known the applicant?
2. Describe skills and dispositions that demonstrate the applicant’s potential for success as a professional counselor:
   
3. Describe any characteristics that may hinder the applicant’s effectiveness as a professional counselor:

### Applicant Rating Scale

(Please check applicant’s abilities for each category)

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceptional</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Not Observed</th>
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<td>Interpersonal skills</td>
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<td>Leadership skills</td>
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<td>Multicultural knowledge</td>
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<tr>
<td>Maturity level</td>
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<tr>
<td>Verbal and written skills</td>
<td></td>
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</tr>
</tbody>
</table>
OVERALL RECOMMENDATION

(Please check one; use reverse side for additional comments if necessary)

☐ I fully recommend the applicant for graduate counseling studies.
☐ I have some reservations, but recommend the applicant be given an opportunity for graduate counseling studies.
☐ I do not recommend this applicant for graduate counseling studies.

____________________________________________
Print Name

____________________________________________
Signature Date

____________________________________________
Affiliation/Title

____________________________________________
Address Phone

Please place this recommendation form letter in a sealed envelope, place your signature across the seal and return it to the applicant for submission with his/her application material. Or, mail the reference to:

UNLV Department of Counselor Education
4505 Maryland Parkway
Box 453066
Las Vegas, NV 89154-3066
Attn: Reference
Instructions: Please respond to the following three short essay items. Responses should be typed, double-spaced, using 12 point Times New Roman or Courier font. Please limit responses to three double-spaced pages per question. Be sure to include your name and page numbers in the document header.

1. Describe your personal and professional journey leading to your application for graduate studies in the Department of Counselor Education.
2. Describe your views of human nature including: Environmental versus biological or innate influences on human behavior; the process of change; and characteristics of healthy human development and functioning.
3. Respond to the following statement: “The society in which we presently live has redefined ethics in such a way that it is separate from morality. This separation of ethics from morality decreases the importance of morality and moral behavior in our lives and in society – much more than when ethics and morality were linked.”
Invitation Letter for Interview

February 14, 2005

Dear ,

On behalf of the school counseling program faculty, I would like to invite you to an on-campus interview. We are now entering the second level in our selection process for new students and the group interview is designed to determine which candidates will be the best fit for our program in terms of interests, dispositions, and skills.

The interview process will take place on Friday, March 4, 2005 from 3:00-6:00 pm. At 3:00 pm we will meet as a group in the Bennett Professional Development Center on the UNLV campus for a brief orientation/introduction. You will then participate in two activities: A structured interview and a guided counseling role play. Each activity will be evaluated by an interview team made up of faculty, doctoral students, and members of the UNLV-CCSD School Counseling Advisory Board.

You must reserve your place in the interview by calling the department office at 895-3253 no later than Monday, February 28, 2005. We then confirm your reservation and send you links to a campus map and parking information.

We look forward to seeing you!

Sincerely,

Randall Astramovich, Ph.D., NCC, NCSC
Assistant Professor
School Counseling Program
College of Education
Candidate Interview Protocol & Questions
UNLV Counselor Education Program Master's Interviews

Let candidates know that during this portion of the interview process they will be asked a few questions about their background and about their potential to work as a professional counselor. Each team member should ask questions. Try to manage the interview time effectively. Interviews should last no longer than 20 minutes including any time you need to evaluate the candidate using the rubric.

Once candidate has completed the interview, ask them to leave and remind them to check the schedule for their role-play. Evaluate each candidate using the interview rubric. Please avoid discussing your ratings with each other until all interview team members have completed their rubrics.

2. What would you describe as your motivation for wanting to become a counselor?

3. Tell us some about your background and how it may benefit your work as a professional counselor.

4. What are some of your personal strengths?

5. What is a struggle in your life and what have you learned from it? What would you do differently?

6. Give us an example of how you have helped someone who has come to you with a problem they are facing.

7. In what area of counseling do you see yourself practicing? What client populations and issues are you interested in working with?

8. Tell us some about your background with diversity, including any work with people of color, the LGBT population, and people with disabilities.
9. As an advocate for clients, please respond to this statement: “People of color and people living in poverty often experience institutional and societal barriers that impede their personal wellbeing and success.” How might you help remove these barriers as a professional counselor?

10. Do you have any questions for us?
Candidate Role Play Protocol
UNLV Counselor Education Program Master’s Interviews

For all candidates, a master’s graduate assistant will role play an adolescent who has just found out that his/her parents are divorcing. Furthermore, there is no money in savings to pay for his/her college tuition as he/she had anticipated.

1. Inform the candidate that for this portion of the interview they will be asked to provide help to an adolescent (being role played). Let them know that they will be given a few minutes to explore their “client’s” presenting concern and then will receive some feedback from the interview team before resuming. The candidates should not be informed in advance about the content of the client’s presenting concern.

2. Tell the candidate that for the first few minutes of their helping, their main goal should be to explore the client’s presenting problem, but not to try to “fix” things.

3. Ask candidate to begin the client interview with an opening invitation such as “What brings you in today?”

4. Allow approximately 5 minutes of exploration.

5. “Pause” the counseling at an appropriate point and (as a team) provide some concrete feedback and suggestions for candidate to continue exploring and processing. Some examples of feedback might be:
   a. “Try not to ask questions”
   b. “Respond more to the client’s feelings”
   c. “Try responding more frequently to the client” or “Try giving the client more time to speak”

6. Allow the candidate and “client” to resume their counseling for about 5 additional minutes. Notice if the candidate makes an active attempt to implement feedback provided to them.

7. Interrupt the exchange and thank the candidate for their participation.

8. Use the role play rubric to evaluate the candidate’s performance. Please avoid discussing your ratings with each other until all interview team members have completed their rubrics.
Candidate Role Play Protocol
UNLV School Counseling Master's Program

For all candidates, a master's student will role play a high school senior who has just found out that his/her parents are divorcing and that there is now no money in savings to pay for his/her college tuition as he/she had anticipated.

9. Inform the candidate that for this portion of the interview they will be asked to provide help to a high school senior (being role played by Doug, Harmony, or Karen). Let them know that they will be given a few minutes to explore their "client's" presenting concern and then will receive some feedback from the interview team before resuming. The candidates should not be informed in advance about the content of the client's presenting concern.
10. Tell the candidate that for the first few minutes of their helping, their main goal should be to explore the client's presenting problem, but not to try to "fix" things.
11. Ask candidate to begin the client interview with an opening invitation such as "What brings you in today?"
12. Allow approximately 5 minutes of exploration.
13. "Pause" the counseling at an appropriate point and (as a team) provide some concrete feedback and suggestions for candidate to continue exploring and processing. Some examples of feedback might be:
   a. "Try not to ask questions"
   b. "Respond more to the client's feelings"
   c. "Try responding more frequently to the client" or "Try giving the client more time to speak"
14. Allow the candidate and "client" to resume their counseling for about 5 additional minutes. Notice if the candidate makes an active attempt to implement feedback provided to them.
15. Interrupt the exchange and thank the candidate for their participation.
16. Use the role play rubric to evaluate the candidate’s performance. Please avoid discussing your ratings with each other until all interview team members have completed their rubrics.
Candidate Interview Rubric
UNLV Counselor Education Program Master’s Interviews

Candidate: ____________________________________  Rater: ____________________________________

### Professional Attributes

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Appropriateness</td>
<td>Clarity about purpose for joining the program</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Realistic vision of their professional future in counseling</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivational Appropriateness</td>
<td>Expresses appropriate reasons for wanting to enter the counseling field</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candidate’s awareness of motivations for wanting to become a professional counselor</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Preparedness</td>
<td>Familiarity with the role and function of professional counselors</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional experience in counseling or another helping field</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Preparedness</td>
<td>Potential ability and motivation to carry out the academic tasks required in the program</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

### Personal Attributes

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Maturity</td>
<td>Awareness of personal strengths and limitations</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to monitor his/her own personal boundaries</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Appears open to ideas, opinions, beliefs, or lifestyles different from his/her own</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>Awareness of his or her own personal issues and attempts to resolve these issues</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Overall impression of this candidate

<table>
<thead>
<tr>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
</table>

Comments:

Candidate Role Play Rubric
UNLV Counselor Education Program Master’s Interviews

187
| Candidate: __________________________ | Rater: __________________________ |

### Interpersonal Skill

<table>
<thead>
<tr>
<th>Presence</th>
<th>Ability to interact with client in a personal and engaging manner</th>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Displays genuineness, openness, and attentiveness toward the client</td>
<td>A</td>
<td>A-/B+</td>
<td>B</td>
<td>B-/C+</td>
<td>C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Appropriateness</th>
<th>Appropriateness of demeanor, including nonverbal behavior</th>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During interactions, candidate stays on the topic and responds with honesty</td>
<td>A</td>
<td>A-/B+</td>
<td>B</td>
<td>B-/C+</td>
<td>C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal Skills</th>
<th>Ability to attend to client messages and utilize active listening skills</th>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to express self clearly and meaningfully through words</td>
<td>A</td>
<td>A-/B+</td>
<td>B</td>
<td>B-/C+</td>
<td>C</td>
</tr>
</tbody>
</table>

### Supervision

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Openness to feedback about counseling process and counseling skills</th>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to implement feedback from supervision</td>
<td>A</td>
<td>A-/B+</td>
<td>B</td>
<td>B-/C+</td>
<td>C</td>
</tr>
</tbody>
</table>

### Overall impression of this candidate

<table>
<thead>
<tr>
<th>Overall impression of this candidate</th>
<th>A</th>
<th>A-/B+</th>
<th>B</th>
<th>B-/C+</th>
<th>C</th>
</tr>
</thead>
</table>

### Comments:

188
### 2006 Interview

<table>
<thead>
<tr>
<th>Time</th>
<th>Candidate</th>
<th>1. Ability to interact with client in a personal and engaging manner</th>
<th>2. Ability to attend to client messages and utilize active listening skills</th>
<th>3. Ability to express self clearly and meaningfully through words</th>
<th>4. Openness to feedback</th>
<th>5. Ability to implement feedback</th>
<th>Overall impression of candidate</th>
<th>Total (max 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:15pm</td>
<td>Lindsey Harrison</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td>SCALE</td>
</tr>
<tr>
<td>4:30pm</td>
<td>Lauren Cardarelli</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td>5 = Very High</td>
</tr>
<tr>
<td>4:45pm</td>
<td>Erin Schroll</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td>4 = High</td>
</tr>
<tr>
<td>4:45pm</td>
<td>Jeff Barboa</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td>3 = Acceptable</td>
</tr>
<tr>
<td>5:00pm</td>
<td>Timothy Ledna</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td>2 = Low</td>
</tr>
<tr>
<td>5:00pm</td>
<td>Erin Denton</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td>1 = Very Low</td>
</tr>
<tr>
<td>5:00pm</td>
<td>Amber Ebert</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td></td>
</tr>
<tr>
<td>5:00pm</td>
<td>Yvette Tippetts</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>5:15pm</td>
<td>Wendy Lane John</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15pm</td>
<td>Michael Schmitt</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30pm</td>
<td>Michael Ward</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>
10:00 am  Candidates report to CED Office

Individual Interviews & Role Plays:

<table>
<thead>
<tr>
<th>Time</th>
<th>Astramovich’s Office (CEB 244)</th>
<th>Hoskins’ Office (CEB 241)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:10 am</td>
<td>Interview: Jennifer Hagstrom</td>
<td>Interview: Kristine Korth</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Interview: Daniella Mueller</td>
<td>Role Play: Jennifer Hagstrom</td>
</tr>
<tr>
<td>10:50 am</td>
<td>Role Play: Kristine Korth</td>
<td>Role Play: Daniella Mueller</td>
</tr>
</tbody>
</table>

11:20 am – 12:00 pm Candidate Selection (CED Meeting Room)
**UNLV Master's School Counseling Program Interviews Spring 2005**

Friday March 4, 2005

3:00-3:15 pm Registration/Sign-in *(Bennett Professional Development Center Room 119)*

3:15-3:25 pm Overview of the admissions process and timeline, introduction of interviewers

**Individual Interviews & Role Plays:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 104</th>
<th>Room 112</th>
<th>Room 113</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 pm</td>
<td>Interview: Laura Ames</td>
<td>Interview: Laurie Tuggle</td>
<td>Interview: Yesenia Avalos</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Interview: Russ Selwyn</td>
<td>Interview: Denise Butz</td>
<td>Interview: Valarie Morgan</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Interview: DanaMarie Dabu</td>
<td>Interview: Jeffrey Larsen</td>
<td>Interview: Melissa Depa</td>
</tr>
<tr>
<td>4:15 pm</td>
<td>Interview: Jill Kleinworth</td>
<td>Interview: Yung Gore</td>
<td>Interview: Abby Hanson</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>Interview: Caroline Gorman</td>
<td>Interview: Kamilah Greer</td>
<td>Interview: Robert Tschogl</td>
</tr>
<tr>
<td>Time</td>
<td>Role Play:</td>
<td>Role Play:</td>
<td>Role Play:</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Yesenia Avalos</td>
<td>Laura Ames</td>
<td>Laurie Tuggle</td>
</tr>
<tr>
<td>5:15 pm</td>
<td>Denise Butz</td>
<td>Valarie Morgan</td>
<td>Russ Selwyn</td>
</tr>
<tr>
<td>5:30 pm</td>
<td>Melissa Depa</td>
<td>DanaMarie Dabu</td>
<td>Jeffrey Larsen</td>
</tr>
<tr>
<td>5:45 pm</td>
<td>Yung Gore</td>
<td>Abby Hanson</td>
<td>Jill Kleinworth</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Robert Tschogl</td>
<td>Caroline Gorman</td>
<td>Kamilah Greer</td>
</tr>
</tbody>
</table>

6:20 pm – 7 pm Candidate Selection (Room 119)
Practicum in Counseling Application

This application is due to the Graduate Coordinator by **November 1** for Spring semester enrollment in Practicum. Students must have their faculty advisor approve their application. **Note:** Students are required to obtain liability coverage from an approved professional organization (e.g. ACA) prior to accruing practicum hours. The practicum instructor helps coordinate site placements.

Name: _______________________________________ Date:_________________

E-mail address (please print clearly): ________________________________________

Phone: Cell ( ) _____ - _____ Home ( ) _____ - _____ Work ( ) _____ - _____

Bilingual? ☐ No ☐ Yes – Language(s): ______________________________________

Grades earned in the following prerequisite courses (put "IP" (in progress) if currently enrolled):

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>701 Introduction to Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>715 Counseling &amp; Consultation Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>727 Counseling Process &amp; Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>733 Group Counseling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Advisor Endorsement:

☑ This student has my approval for enrollment in CED 741 Practicum in Counseling.

☒ This student does not meet requirements for enrollment in CED 741 Practicum in Counseling.

Faculty Advisor Signature: ________________________________________________

Date: _____ / _____ / _______
Internship in Community Mental Health Counseling Application

This application is due to the Community Mental Health Counseling Program Coordinator by November 1st for Spring semester placements and April 1st for Summer and Fall semester placements. A new request form must be completed for each semester you enroll in internship. Note: Students must obtain liability coverage from an approved professional organization (i.e. ACA) prior to accruing internship hours.

Request for: ☐ Fall 20___ ☐ Spring 20___ ☐ Summer 20___

Name: ________________________________ Date:_________________

E-mail address (please print clearly): ________________________________

Home address: ____________________________________________

Phone: Cell ( ) ____ - ______ Home ( ) ____ - ______ Work ( ) ____ - ______

Bilingual? ☐ No ☐ Yes – Language(s): ________________________________

Internship Site(s)

1. ___________________________________________________________________

   *Have you interviewed with this site? ☐ Yes ☐ No

   *Have you been selected by this site? ☐ Yes ☐ No ☐ Do Not Know Yet

   Number of internship hours for this placement: _______ hours

2. ___________________________________________________________________

   *Have you interviewed with this site? ☐ Yes ☐ No

   *Have you been selected by this site? ☐ Yes ☐ No ☐ Do Not Know Yet

   Number of internship hours for this placement: _______ hours

3. ___________________________________________________________________

   *Have you interviewed with this site? ☐ Yes ☐ No
<table>
<thead>
<tr>
<th>Have you been selected by this site?</th>
<th>Yes</th>
<th>No</th>
<th>Do Not Know Yet</th>
</tr>
</thead>
</table>
Number of internship hours for this placement: _______ hours

I understand that CED 751-753 is a professional practice course. I am aware of and will abide by the Policy on Student Practicum and Internship Conduct found in the Graduate Student Handbook. I understand that I will be responsible for the ongoing care of clients at my site. I agree to abide by the standards of professional behavior and ethics expected of me as a practicing professional, including carrying my own liability insurance. I understand that I am obligated to provide care for clients throughout the entire semester of my internship and any absences or other circumstances affecting my participation and practice must be handled appropriately, in consultation with my site supervisor and the faculty. Failure to conduct myself professionally may result in my being dismissed from the program.

Student Signature: _______________________________ Date: __/__/_____

UNLV Faculty Advisor Signature: __________________________ Date: __/__/_____

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Internship in School Counseling Application

This application is due to the School Counseling Program Coordinator by November 1st for Spring semester placements and April 1st for Summer and Fall semester placements. A new request form must be completed for each semester you enroll in internship. Note: Students must obtain liability coverage from an approved professional organization (ACA, ASCA) prior to accruing internship hours.

Request for: ☐ Fall 20___ ☐ Spring 20___ ☐ Summer 20___

Name: _______________________________________ Date:_________________

E-mail address (please print clearly): ________________________________________

Home address: __________________________________________________________________

Major cross streets: ___________________________________________________________

Phone: Cell ( ) ____ - ____ Home ( ) ____ - ____ Work ( ) ____ - ____

Bilingual? ☐ No ☐ Yes – Language(s): _________________________________

Placement Request

Expected Internship Dates: Begin ___/___/___ End ___/___/___

Number of internship hours for this placement: _______ hours

Level: ☐ Elementary

☐ Middle School

☐ High School

I understand that I am not to contact school sites or counselors myself regarding an internship placement and that I may be denied an internship placement by CCSD if I contact school sites or counselors on my own. I understand that I will be notified when my placement is finalized and that I am not to contact CCSD regarding the status of my internship request. I also understand that CCSD makes all placement decisions and that at-risk schools are given preference for interns. Furthermore, I understand that I may only be placed at one school per semester and that my internship schedule will be coordinated with my on-site supervisor.
I understand that CED 751-753 is a professional practice course. I am aware of and will abide by the Policy on Student Practicum and Internship Conduct found in the Graduate Student Handbook. I understand that I will be responsible for the ongoing care of clients at my site. I agree to abide by the standards of professional behavior and ethics expected of me as a practicing professional, including carrying my own liability insurance. I understand that I am obligated to provide care for clients throughout the entire semester of my internship and any absences or other circumstances affecting my participation and practice must be handled appropriately, in consultation with my site supervisor and the faculty. Failure to conduct myself professionally may result in my being dismissed from the program.

Student Signature: ___________________________ Date: __/__/____

UNLV Faculty Advisor Signature: ___________________________ Date: __/__/____
# CED 741 Counseling Practicum Weekly Time Log

Name: __________________________________ Week of: ____/___/____ Site: __________________________

<table>
<thead>
<tr>
<th>[ Direct Contact Hours ]</th>
<th>[ Indirect Contact Hours ]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Counseling</strong> (minimum 40 hours)</td>
<td><strong>Group Counseling</strong> (minimum 10 hours)</td>
</tr>
<tr>
<td>Counseling individual clients</td>
<td>Small group counseling</td>
</tr>
</tbody>
</table>

**Monday**

___/___/___

**Tuesday**

___/___/___

**Wednesday**

___/___/___

**Thursday**

___/___/___

**Friday**
<table>
<thead>
<tr>
<th></th>
<th>Individual Counseling</th>
<th>Group Counseling</th>
<th>Case Conferences</th>
<th>Consultation</th>
<th>Case Management</th>
<th>Other</th>
<th>Individual Supervision</th>
<th>Group Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

On-site Supervisor: ____________________________________________ Date: ___/___/___
CED

Professional Identity Handout

How do I define "community counselor" or "school counselor"?
How do I define myself as a community counselor or a school counselor?
Why is this important?
What does it mean to me?

What is CACREP?
Council for the Accreditation of Counseling and Related Educational Programs

Why is this important to you?

ACA: American Counseling Association
www.counseling.org

ASCA: American School Counselor Association
www.schoolcounselor.org

Nevada School Counseling Association

Nevada School Counseling Association
Greater Nevada School Counseling Association and Southern Nevada School Counseling Association are merging. For information:
http://www.gnsca.org/nvsca.html
ACES: Association for Counselor Education and Supervision
www.acesonline.net

WACES: Western ACES Division
Hmmm... Does anyone know who our upcoming president will be?

Liability Insurance
ACA
ASCA

Upcoming Conferences:
TBA
TBA
TBA

Why attend?
Presentations
Networking
Birds of a feather..."
Duh... they're fun!

LETTER TO SITE SUPERVISOR

Date
Dear Ms. or Mr.

The letter concerns your upcoming role as an onsite supervisor for a school counseling intern. First of all, Dr. Kelly Coker and myself, Dr. Pam Staples, wish to express our appreciation for the time and effort that you will expend in this capacity. Let us also acknowledge that your contribution is vital to the intern’s professional development.

As you are aware, internship is the final activity in a student’s School Counseling program. It is designed to provide the student/intern with experience in school counseling tasks under the supervision of a school counselor. Accordingly, each intern should participate in the variety of tasks performed by a school counselor at INSERT NAME of SCHOOL. Part of these daily tasks must be direct contact hours. Direct contact hours involve interpersonal communication in activities, such as individual counseling, group counseling, developmental classroom guidance activities, and consultation. Additionally, we ask you to provide a minimum of one hour of individual supervision to the intern each week. Generally, this requirement is easily met through ongoing activities.

Near the end of the summer term, you will be asked to complete a form evaluating the intern’s performance. We have enclosed a copy of this for your perusal. We have also enclosed a copy of the form that the intern will use to evaluate his or her internship experience at your school.

Internship is an essential component of our School Counseling program, and your participation is valued. It is important that we function as a team to ensure that the student’s internship experience is a productive one. If you have any questions or concerns about the intern’s performance, please contact me immediately at INSERT PHONE NUMBER. Moreover, either Dr. Coker or I will meet with you this summer to discuss the intern’s performance. Please take a moment to denote a preferred time and date on the enclosed schedule and fax it back at your convenience.

Thank you and best wishes for a good summer.

Cordially yours,
LETTER TO ADMINISTRATOR

Date: September 20, 2004

To: Administrator / School Counselor

From: Pamela Staples, Ed. D., Ed. S., NCC
          UNLV Practicum Supervisor

Re: Opportunity for graduate students in the UNLV school counseling program to practice counseling skills

Your school has been identified as a site which might provide individual and group counseling experiences for students in EPY 747 (School Counseling Practicum). The purpose of the course is to teach masters level students in the Counselor Education Department, School Counseling Program, individual counseling methods, group methods, and techniques, while they are co-leading group counseling sessions and providing individual counseling in a school setting. Faculty in the EPY department provides the didactic information and supervision of the individual and group experience. Your site provides the opportunity to meet the State of Nevada and the Counseling field's accreditation requirements. The requirements include:

1. Students leading or co-leading a group or groups for a minimum of 10 clock contact hours. Students will also be providing individual counseling at the sites. The combined hour requirement is 40 hours.
2. Videotaping or audio taping for supervisory purposes by the instructor. All information is deemed confidential and the tapes will be erased soon after feedback is provided to the students in this course.
3. Supervision and feedback will occur during weekly individual supervision meetings with the instructor.
4. Students should also be permitted to ask for help or feedback from the staff on site.

The counselors-in-training have been informed that they are principally involved in primary and secondary prevention activities and are not doing tertiary prevention or psychotherapy. Counseling groups often center upon topics, such as, social skills, grief and loss, self-esteem, divorce, relationships, and career counseling.
If you have any questions about the practicum experience, or if any problems occur while our student is involved in counseling activities at your site, please do not hesitate to call me at 895-1558. Thank you for your interest and help in the counseling training process.

Sincerely,

Pamela Staples
Assistant Professor in Residence
Dept. of Educational Psychology, School Counseling Area
# Practicum Log

**Name:** _____________________________  **Site:** _____________________

**Supervisor:** _______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Time Direct</th>
<th>Time Indirect</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Hours</td>
<td>% of Time</td>
<td>Total Direct Hours</td>
<td>Total Indirect Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
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</tbody>
</table>

_____________________________                            _____________________________

Student’s Signature                 Date                              Supervisor’s Signature            Date
Univer
sity of Nevada, Las Vegas
Counselor Education Department
School Counseling
Supervisor Evaluation Form
Student Counselor ________________________ Academic Term ________________________

Supervising Counselor ________________________ School ________________________

Please rate the student according to the following scale being as fair and objective as possible.

Excellent Strong Average Weak Poor

ATTITUDE TOWARD WORK

Student demonstrates:
Ability to take initiative and perform independently
Promptness
Dependability
Daily preparation
Cooperativeness
Ability and desire to carry out suggestions

Excellent Strong Average Weak Poor

PERSONAL CHARACTERISTICS

Student demonstrates:
Self-awareness and self-understanding
Emotional Stability
Capacity to accept constructive criticism
Ability to communicate clearly and effectively
Ability to be tactful
Ability to grasp and successfully adapt to new situations
ATTITUDE TO STUDENT POPULATION

Student demonstrates:

- Genuine interest in student population
- Ability to understand students’ points of view
- Ability to secure cooperation of student’s in individual, group, and classroom settings
- Ability to understand students’ points of view
- Ability to maintain confidentiality

PERFORMANCE IN COUNSELING

Student demonstrates:

- Ability to establish and maintain rapport
- Ability to successfully relate to diverse students
- Awareness of and adherence to ethical standards
- Understanding of developmental stages of students
- Ability to use/develop appropriate activities in counseling and guidance work
- Ability to accurately assess the educational and/or psychological needs of students
- Ability to use appropriate appraisal techniques for the gathering and utilization of information
- Ability to use educational, vocational, and personal-social information in assisting students with the skills of decision-making
- Ability to conduct purposeful individual counseling
- Ability to conduct purposeful counseling
PERFORMANCE OF PROGRAM DUTIES

Student demonstrates:

Ability to conduct activities, lessons, and programs in classroom and large groups that is age appropriate and that meets the objectives of the curriculum

Knowledge of community referral sources

Knowledge of school policies and regulations

Knowledge of any tests used and their proper interpretation

Ability to interact productively with other personnel at the school

Ability to function as a team member

An overall understanding of the organization and functions of the school

PLEASE RATE YOUR STUDENT ON OVERALL:

Counseling ability

Coordination ability

Consultation ability

Guidance planning and implementation ability

Potential for overall success as a future school counselor

Please use this space for additional comments:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Master's School Counseling Program Internship Requirements

The UNLV master's school counseling internship experience is designed to continue fostering quality counseling skills, as well as offer interns with the opportunity to apply their knowledge of comprehensive school counseling programs in a field based experience. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the internship consists of a minimum of 600 hours of field-based school counseling activities. Of these, a minimum of 240 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

240 Direct hours may include:

- Individual counseling
- Group counseling
- Classroom guidance
- Consultation with parents, teachers, administrators, counselors
- Staff development and parent group presentations
- Leadership activities

360 Indirect Hours may include:

- Student classroom observation
- Counselor observation
- Guidance curriculum development
- Individual planning for academic or career needs (including registration activities)
- Group supervision, UNLV faculty supervision, and on-site supervision

Examples of non-counseling duties that do not meet the requirement for direct or indirect hours include:

- Making disciplinary decisions or imposing disciplinary actions
- Student supervision duty including: bus duty, taking tickets at school events, recess duty, lunch duty, hall duty etc.
- Substitute teaching of a class
- Non-counseling related clerical work
- Other duties that do not foster the development of a professional school counselor

**Videotaping**

UNLV faculty requires regular video-taping of counseling sessions in accordance with CACREP accreditation standards for school counseling programs. Videotaping thus continues to be an integral part of quality supervision during internship. It is the student’s responsibility to ensure video-taping occurs. The purpose of videotaping is twofold: As supervisors, we are ethically bound to take all feasible measures possible to ensure that CCSD students receive quality services from UNLV school counseling interns. Furthermore, videotaping allows the least intrusive, yet most secure avenue of supervision currently available. Students are responsible for erasing all videos after supervision.
UNLV/CCSD School Counseling Internship Placement Request

Please do not contact school sites or counselors yourself. You will be notified when your placement is finalized. Note that every attempt will be made to accommodate your placement preference; however guarantees about locations and/or supervisors cannot be made. This application is due **November 1st for Spring** semester placements and **April 1st for Summer and Fall** placements. A new request form must be completed for each semester you enroll in internship.

Request for: __Fall 20__ __Spring 20__ __Summer 20__

Last Name: ___________________________ First Name: ___________________________

Home Address: ______________________ City: __________ State: ____ Zip: _____

e-mail: ______________________________

Home phone: __________ Cell phone: _______ Work phone: __________

Employer (if CCSD give location): ________________________________

UNLV faculty supervisor: _______________ Phone: __________ e-mail: _______________

Please list all master’s program courses not yet completed (include course number and title):

_________________________________  __________________________

_________________________________  __________________________

_________________________________  __________________________

Bilingual?  __No  __Yes – Languages: __________________________

Expected Intern Dates   Begin __/__/___  End __/__/___

215
Number of internship hours for this placement:  

- [ ] 200 hrs.  
- [ ] 400 hrs.  
- [ ] 600 hrs.  

Dates/times available for internship hours: 

- Monday: 
- Tuesday: 
- Wednesday: 
- Thursday: 
- Friday: 

Please indicate Choice "1" and Choice "2" for school level and region:  

<table>
<thead>
<tr>
<th>Level</th>
<th>Region</th>
<th>Specific School Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>__Elementary</td>
<td>__Northwest</td>
<td>_________________________</td>
</tr>
<tr>
<td>__Middle School</td>
<td>__Southwest</td>
<td>_________________________</td>
</tr>
<tr>
<td>__</td>
<td>Northeast</td>
<td>_________________________</td>
</tr>
</tbody>
</table>

Comments:
The CCSD counselors listed below have agreed to supervise UNLV students in the Spring intern program. Please send the new counselor supervisors guidelines of what types of activities you would like the interns to experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Home # Location</th>
<th>Supervisor</th>
<th>Supervisor #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barker, Curtis</td>
<td>220-5703</td>
<td>Canyon Springs</td>
<td>Jill Hersha</td>
<td>799-1870 X4301</td>
</tr>
<tr>
<td>Cordova, Angela</td>
<td>837-8554</td>
<td>Coronado HS</td>
<td>Lisa Diffley</td>
<td>799-6800 X4307</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cowan</td>
<td>Doris Wood</td>
<td>799-7580 X4304</td>
</tr>
<tr>
<td>Festa, Jessica</td>
<td>431-3275</td>
<td>Morris</td>
<td>Allan Mauldin</td>
<td>799-3440 X4304</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gregson ES</td>
<td>Priscilla Walton</td>
<td>799-7330</td>
</tr>
<tr>
<td>Gil, Jimmy</td>
<td>360-3300</td>
<td>Cowan</td>
<td>Doris Wood</td>
<td>799-7580 X4304</td>
</tr>
<tr>
<td></td>
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<td>Las Vegas HS</td>
<td>Jennifer Williamson</td>
<td>799-0180 X4301</td>
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<tr>
<td>Haas, Jennifer</td>
<td>730-2988</td>
<td>Sierra Vista HS</td>
<td>Susan Sawyer</td>
<td>799-6820 X4302</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guinn MS</td>
<td>Joanna Mallo</td>
<td>799-5900 X4302</td>
</tr>
<tr>
<td>Houser, Ebony</td>
<td>6472639</td>
<td>Agassi Academy</td>
<td>Mary Casale</td>
<td>948-6160</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cowan</td>
<td>Doris Wood</td>
<td>799-7580 X4304</td>
</tr>
<tr>
<td>Maceri-Finfrock, Stella</td>
<td>838-7437</td>
<td>Cimarron HS</td>
<td>Andri Maiorano</td>
<td>799-4400 X4301</td>
</tr>
<tr>
<td>Mason, Desiree</td>
<td>734-1512</td>
<td>Woodbury MS</td>
<td>Sharon Cameron</td>
<td>799-7660 X4302</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peterson ES</td>
<td>Trish Marquez</td>
<td>799-1120</td>
</tr>
<tr>
<td>(Bilingual – Spanish)</td>
<td>898-0297</td>
<td>Knudson MS</td>
<td>Melonie Medellin</td>
<td>799-7470 X4303</td>
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<tr>
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<td>Chaparral HS</td>
<td>Doris Wood</td>
<td>799-7580 X4304</td>
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<tr>
<td>Rochelle, Karen</td>
<td>616-3295</td>
<td>Las Vegas HS</td>
<td>Jennifer Williamson</td>
<td>799-0180 X4301</td>
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<td></td>
<td></td>
<td>Academy for Individualized Study</td>
<td>Allison Moravitz</td>
<td>799-8636</td>
</tr>
</tbody>
</table>
Interns may contact their supervisors to work out details.

C: Martha Tittle

Arlene Hummel    Counselor Supervisors

3950 SOUTH PECOS-MCLEOD, SUITE 1F • LAS VEGAS, NEVADA 89121-4396 • PHONE (702)799-8441 • FAX (702)799-8518
DATE: September 6, 2005

TO: Wendy Hoskins, UNLV

FROM: Jane Kadoich, Director, Guidance Services

SUBJECT: UNLV - Fall 2006 Interns – August 30, 2006 thru December 15, 2006

The CCSD counselors listed below have agreed to supervise UNLV students in the Fall intern program.

Please send the new counselor supervisor's guidelines of what types of activities you would like the interns to experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Home #</th>
<th>Location</th>
<th>Supervisor</th>
<th>Supervisor #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shake Ajamian</td>
<td>562-2665</td>
<td>Wilhelm ES</td>
<td>Mary Jo Wagner</td>
<td>799-1750 x 4301</td>
<td>300</td>
</tr>
</tbody>
</table>

Interns may contact their supervisors to work out details.

C: Martha Tittle
   Arlene Hummel
   Counselor Supervisors
DATE: January 31, 2007

TO: Wendy Hoskins, University of Nevada, Las Vegas

FROM: Kim Boyle, Director, Guidance Services


The CCSD counselors listed below have agreed to supervise University of Nevada, Las Vegas students in the (Spring) intern program.

Please send the new counselor supervisors guidelines of what types of activities you would like the interns to experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Home #</th>
<th>Location</th>
<th>Supervisor</th>
<th>Supervisor #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shake Ajamian</td>
<td>370-2667</td>
<td>Bonanza HS</td>
<td>Alane Cook</td>
<td>799-4000x430</td>
<td>400</td>
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<tr>
<td>Yesenia Avalos</td>
<td>234-4814</td>
<td>Cowan Sunset BS</td>
<td>Doris Wood</td>
<td>799-6370</td>
<td>400</td>
</tr>
<tr>
<td>Denise Butz</td>
<td>498-7712</td>
<td>Burk Sunset HS</td>
<td>Gary Chaires</td>
<td>799-4000x430</td>
<td>n/a</td>
</tr>
<tr>
<td>Colleen Caldwell</td>
<td>376-9345</td>
<td>Sierra Vista HS</td>
<td>Debra Jamison</td>
<td>799-6820x430</td>
<td>300</td>
</tr>
<tr>
<td>Pua Carlin</td>
<td>510-1314</td>
<td>Peterson ES</td>
<td>Trish Marquez</td>
<td>799-1120x430</td>
<td>400</td>
</tr>
<tr>
<td>Dana Marie Dabu</td>
<td>(619)</td>
<td>Legacy HS</td>
<td>Carole Young</td>
<td>799-1777x430</td>
<td>600</td>
</tr>
<tr>
<td>Angelique Dickens</td>
<td>595-8189</td>
<td>Coronado HS</td>
<td>Lisa Diffley</td>
<td>799-6800x430</td>
<td>300</td>
</tr>
<tr>
<td>Intern</td>
<td>Phone</td>
<td>School</td>
<td>Counselor</td>
<td>Supervisor</td>
<td>Phone</td>
</tr>
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</tr>
<tr>
<td>Kamilah Greer</td>
<td>370-2961</td>
<td>Cowan Sunset</td>
<td>Doris Wood</td>
<td></td>
<td>799-6370</td>
</tr>
<tr>
<td>Abby Hanson</td>
<td>963-6671</td>
<td>Cheyenne HS</td>
<td>Jeanne White</td>
<td></td>
<td>799-4830x430</td>
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<tr>
<td>Emily Morgan Wells</td>
<td>325-2831</td>
<td>Hyde Park MS</td>
<td>Heather Skelton</td>
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<td>799-4260x430</td>
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<tr>
<td>Russ Selwyn</td>
<td>228-6675</td>
<td>Guinn MS</td>
<td>Joanna Mallo</td>
<td></td>
<td>799-5900x430</td>
</tr>
<tr>
<td>Eboni Simpson-Hodge</td>
<td>589-9289</td>
<td>Brinley MS</td>
<td>Marge Diorio</td>
<td>Tamara White</td>
<td>799-4550x430</td>
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<tr>
<td>Laurie Tuggle</td>
<td>791-6531</td>
<td>Cimarron HS</td>
<td>Andrea Mairano</td>
<td>Brent Bandhaur</td>
<td>799-4400x430</td>
</tr>
<tr>
<td>Lauren Siqueiros</td>
<td>(775) 544-6560</td>
<td>Rogich MS</td>
<td>Amy Rogers</td>
<td></td>
<td>799-6040x430</td>
</tr>
<tr>
<td>Jo Van Patten</td>
<td>204-1693</td>
<td>Desert Rose</td>
<td>Joan Ferraro</td>
<td>Carol James</td>
<td>799-6240x211</td>
</tr>
<tr>
<td>Tania Webb</td>
<td>352-6456</td>
<td>Bilbray ES</td>
<td>Heather Swartwood</td>
<td></td>
<td>799-4646x430</td>
</tr>
<tr>
<td>Lori Wilhelm</td>
<td>408-6212</td>
<td>Liberty HS</td>
<td>Anthony Elliot</td>
<td></td>
<td>799-2270x430</td>
</tr>
</tbody>
</table>

Interns may contact their supervisors to work out details.

C. Martha Tittle
Arlene Hummel
Counselor Supervisors
DATE: May 15, 2007

TO: Wendy Hoskins, University of Nevada, Las Vegas

FROM: Kim Boyle, Director, Guidance Services

SUBJECT: University of Nevada - Intern Date Starting - May 14, 2007 thru August (various days)

The CCSD counselors listed below have agreed to supervise University of Nevada, Las Vegas students in the (Summer) intern program.

Please send the new counselor supervisors guidelines of what types of activities you would like the interns to experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Home</th>
<th>Location</th>
<th>Supervisor</th>
<th>Supervisor #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Ames</td>
<td>(269)</td>
<td>Wynn ES</td>
<td>Chon Rivard</td>
<td>799-8160x430</td>
<td>400</td>
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<tr>
<td>Melissa Bosnich</td>
<td>371-8430</td>
<td>Ober ES</td>
<td>Lauren Frydman</td>
<td>799-6077x430</td>
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<tr>
<td>Denise Butz</td>
<td>453-2120</td>
<td>Silverado HS</td>
<td>Cathy Chant</td>
<td>799-7185x450</td>
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<td>Angela Campbell</td>
<td>277-1254</td>
<td>Alamo ES</td>
<td>Elizabeth Castoe</td>
<td>799-2590x430</td>
<td>400</td>
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<tr>
<td>Elena Claul</td>
<td>348-9952</td>
<td>Hill ES</td>
<td>Jocelyn Tettamant</td>
<td>799-5720x430</td>
<td>400</td>
</tr>
<tr>
<td>Kendra Cox</td>
<td>353-7576</td>
<td>Treem ES</td>
<td>Linda Green</td>
<td>799-8760x430</td>
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<tr>
<td>Angelique Dickens</td>
<td>595-8189</td>
<td>Lamping ES</td>
<td>Susan Inghram</td>
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<td>ES</td>
<td>Counselor</td>
<td>Phone</td>
<td>Notes</td>
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<td>Caroline Gorman</td>
<td>205-1100</td>
<td>Morrow ES</td>
<td>Christa Bardwell</td>
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<tr>
<td>Kristine Korth</td>
<td>496-5252</td>
<td>Gehring ES</td>
<td>Sylvia Moujaes</td>
<td>799-6899x430</td>
<td>200</td>
</tr>
<tr>
<td>Dominique Yvette Logan</td>
<td>(909)-747-2515</td>
<td>Cunningham ES</td>
<td>John Halpin</td>
<td>799-8780x430</td>
<td>200</td>
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<tr>
<td>Holly Policastro</td>
<td>606-2917</td>
<td>Petersen ES</td>
<td>Trish Marquez</td>
<td>799-1120x430</td>
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</tr>
<tr>
<td>Kelly Scheiner</td>
<td>335-5454</td>
<td>Rowe ES</td>
<td>Barbara Grogan</td>
<td>799-5540x430</td>
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<tr>
<td>Danella Tobler-Hanief</td>
<td>217-0314</td>
<td>Rhodes ES</td>
<td>Marcia Washington</td>
<td>799-3450x430</td>
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<tr>
<td>Jo Van Patten</td>
<td>204-1693</td>
<td>Wilhelm ES</td>
<td>Mary Jo Wagner</td>
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<tr>
<td>Sharon Voo</td>
<td>(714)-928-6261</td>
<td>Hayes ES</td>
<td>Larraine Barr-Loverde</td>
<td>799-6030x430</td>
<td>N/A</td>
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<tr>
<td>Tania Webb</td>
<td>352-6456</td>
<td>Heckethorne ES</td>
<td>Kathy Shovlin</td>
<td>799-6690x430</td>
<td>400</td>
</tr>
</tbody>
</table>

Interns may contact their supervisors to work out details.

C: Jhone Ebert
Arlene Hummel
Counselor Supervisors
DATE: August 23, 2007

TO: Wendy Hoskins, University of Nevada, Las Vegas

FROM: Kim Boyle, Director, Guidance Services

SUBJECT: University of Nevada - Intern Date Starting - August 30, 2007 - December 10, 2007

The CCSD counselors listed below have agreed to supervise University of Nevada, Las Vegas students in the Fall intern program.

Please send the new counselor supervisors guidelines of what types of activities you would like the interns to experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Home #</th>
<th>Location</th>
<th>Supervisor</th>
<th>Supervisor #</th>
<th>Hours</th>
</tr>
</thead>
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<tr>
<td>Denise Butz Castle</td>
<td>498-7712</td>
<td>Frias ES</td>
<td>Toni Shina</td>
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<td>Angela Campbell</td>
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<td>Durango HS</td>
<td>Kelly O’Quinn</td>
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<td>Elena Clavel</td>
<td>348-9952</td>
<td>Silverado HS</td>
<td>Corey Clyde</td>
<td>799-5790x4301</td>
<td>200</td>
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<tr>
<td>Caroline Gorman</td>
<td>205-1100</td>
<td>Bass ES</td>
<td>Jenna Passer</td>
<td>799-2220x4301</td>
<td>200</td>
</tr>
<tr>
<td>Dominique Yvette Logan</td>
<td>(909)</td>
<td>Fremont MS</td>
<td>Ken Basinger</td>
<td>799-5558x4302</td>
<td>n/a</td>
</tr>
<tr>
<td>Holly Policastro</td>
<td>606-2917</td>
<td>Peterson ES</td>
<td>Trish Marquez</td>
<td>799-1120x4301</td>
<td>150</td>
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<tr>
<td>Kelly Scheiner</td>
<td>335-5454</td>
<td>Eldorado HS</td>
<td>Celeste Taylor</td>
<td>799-7200x4301</td>
<td>200</td>
</tr>
<tr>
<td>Nicole Taneyhill</td>
<td>(814)</td>
<td>Woodbury MS</td>
<td>Sharon Cameron</td>
<td>799-7660x4301</td>
<td>200</td>
</tr>
</tbody>
</table>
Interns may contact their supervisors to work out details.

C: Jhone Ebert
Arlene Hummel
Counselor Supervisors
Community Mental Health Counseling

SITE SUPERVISOR’S EVALUATION OF STUDENT COUNSELOR’S INTERNSHIP PERFORMANCE

Name of Counselor Trainee:__________________________________________________

Name of Agency:______________________________________________________________

Name of Site Supervisor (Please include License):________________________________

Beginning and Ending Dates of Evaluation:_____________________________________

Total Number of Direct Hours Completed by Counselor Trainee:
- Individual Counseling____________________________________________________
- Group Counseling__________________________________________________________
- Assessment________________________________________________________________
- Consultation_______________________________________________________________

Total Number of Indirect Hours Completed by Counselor Trainee:_________________

Total Number of Individual Supervision Hours:________
Instructions: This form is to be used by the site supervisor to evaluate the performance of the student intern and to verify internship hours completed. The form should be completed at the end of each semester of placement. The site supervisor’s evaluation is an important part of each student interns’ overall evaluation and final grade. It is expected that upon completion of this form each site supervisor will meet individually with the student intern being evaluated and provide feedback. Site supervisors and student interns must sign each completed form. A signed copy of this evaluation form must be turned in to the Counseling Program Coordinator (or instructor) at the end of each semester for fulfillment of internship requirements.

GENERAL SUPERVISION

<table>
<thead>
<tr>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>N/A</th>
</tr>
</thead>
</table>

1. Demonstrates a personal commitment to the development of professional competencies
   1 2 3 4 5 6 N/A

2. Willingly invests time and energy in becoming a professional counselor.
   1 2 3 4 5 6 N/A

3. Seeks, accepts and uses feedback to enhance self-development and counseling skills.
   1 2 3 4 5 6 N/A

4. Displays open and clear communication with supervisor and other personnel.
   1 2 3 4 5 6 N/A

5. Completes paperwork punctually and conscientiously.
   1 2 3 4 5 6 N/A
THE COUNSELING PROCESS:

1. Keeps appointments on time  1 2 3 4 5 6  N/A

2. Explains the nature and objective of counseling  1 2 3 4 5 6  N/A

3. Is relaxed and comfortable in counseling sessions, N/A  1 2 3 4 5 6
displays appropriate non-verbal skills.

4. Communicates interest in and acceptance of clients.  1 2 3 4 5 6  N/A

5. Facilitates client expression of concerns and feelings.  1 2 3 4 5 6  N/A

6. Uses silence effectively in counseling sessions.  1 2 3 4 5 6  N/A

7. Is aware of, and can identify own feelings in the counseling session.  1 2 3 4 5 6  N/A

8. Communicates own feelings to the client when appropriate.  1 2 3 4 5 6  N/A

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9. Recognizes and skillfully manages the client's covert messages or negative affect.  
10. Facilitates realistic goal-setting with the client.  
11. Employs appropriate judgment in the timing and use of a variety of counseling interventions.  
12. Displays awareness of group dynamic processes.  
13. Demonstrates appropriate group leadership skills.  
15. Appropriately address self and client issues related to termination (denial, resistance, timing, appropriate referrals, etc.).

EVALUATION AND TESTING:

1. Demonstrates ability to develop, execute, and evaluate an intervention plan for clients.
2. Appropriately explains, administers, and interprets N/A tests.

3. Is sensitive to ethical, cultural, and legal dimensions of testing.

INTAKE INTERVIEWS:

1. Conducts intake interview appropriately. 1 2 3 4 5 6 N/A

2. Provides accurate assessment and diagnosis of client issues. 1 2 3 4 5 6 N/A

3. Completes written form of the intake interview in a timely manner. 1 2 3 4 5 6 N/A

CONSULTATION:

1. Uses strategies to promote, develop, and enhance effective teamwork within the agency and larger community. 1 2 3 4 5 6

2. Uses strategies and methods of empowering N/A
Clients.

3. Recognizes issues that affect the functioning of client and makes appropriate referrals. 1 2 3 4 5 6 N/A

4. Presents in-service training to staff and other professionals. 1 2 3 4 5 6 N/A

TECHNOLOGICAL:

1. Demonstrates appropriate and effective use of technology. 1 2 3 4 5 6 N/A

2. Uses technology in a secure and ethical manner in order to maintain privacy of client. 1 2 3 4 5 6 N/A

ADMINISTRATIVE AND PROFESSIONAL BEHAVIOR:

1. Displays knowledge of, and adheres to programs and policies. 1 2 3 4 5 6 N/A

2. Participates in in-services and group supervision activities. 1 2 3 4 5 6 N/A

3. Displays promptness, reliability, and responsibility. N/A 1 2 3 4 5 6
4. Demonstrates ethical and professional behavior.  1  2  3  4  5  6  N/A

ADDITIONAL COMMENTS: This section may be used to provide additional information on low ratings, and to note specific strengths of the intern.

____________________________________________________
Signature of Site Supervisor

____________________________________________________
*Signature of Intern

________________________
Date

________________________
Date
University Internship Supervisor

Date

*Intern's signature indicates that this evaluation has been read and discussed with the site supervisor. It does not necessarily indicate that Intern agrees with the evaluation in part or in whole.

Community Mental Health Counseling
COUNSELING INTERN’S
EVALUATION OF SUPERVISION

Name of Counselor Trainee: ________________________________

Name of Agency: _________________________________________

Name of Site Supervisor (Please include License): ______________

Beginning and Ending Dates of Evaluation: _________________

Instructions: This form is to be used by the student intern to evaluate the performance of the site supervisor. The form should be completed at the end of each semester of placement. This evaluation must be complete, signed, and turned in to the Counseling Program Coordinator (or instructor) in order to receive a grade for each semester’s Internship Seminar. Interns are encouraged to share the information on this form with their site supervisor.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Gives time and energy in observing and supervising
   N/A 1 2 3 4 5 6

2. Accepts and respects me as a person.
   1 2 3 4 5 6 N/A
3. Recognizes and encourages further development of my strengths and capabilities.  1 2  3 4  5 6  N/A

4. Gives me useful feedback when I do something well.  1 2  3 4  5 6  N/A

5. Provides me the freedom to develop flexible and effective counseling styles.  1 2  3 4  5 6  N/A

6. Encourages and listens to my ideas and suggestions for developing my counseling skills.  1 2  3 4  5 6  N/A

7. Provides suggestions for developing my counseling skills.  1 2  3 4  5 6  N/A

8. Helps me to understand the implications and dynamics of the counseling approaches I use.  1 2  3 4  5 6  N/A

9. Deals with both content and process.  1 2  3 4  5 6  N/A

10. Is spontaneous and flexible in supervision.  1 2  3 4  5 6  N/A

11. Helps me to devise and achieve specific concrete goals during the internship experience.  1 2  3 4  5 6  N/A
12. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6 N/A

13. Pays attention to both my concerns and my clients' concerns. 1 2 3 4 5 6 N/A

14. Focuses on both verbal and nonverbal behavior in me and my clients. 1 2 3 4 5 6 N/A

15. Helps me define and maintain ethical behavior. 1 2 3 4 5 6 N/A

16. Encourages me to engage in professional behavior. 1 2 3 4 5 6 N/A

17. Maintains confidentiality in regard to material discussed in supervision. 1 2 3 4 5 6 N/A

18. Helps me apply counseling theory to practice. 1 2 3 4 5 6 N/A

19. Helps me in planning goals and strategies with my clients. 1 2 3 4 5 6 N/A

20. Helps me formulate a theoretically sound rationale of N/A

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human behavior.

21. Offers and encourages me to use a variety of resource information. 1 2 3 4 5 6

22. Helps me develop increased skill in critiquing and gaining insight from counseling sessions. 1 2 3 4 5 6

23. Explains criteria for evaluation clearly and in behavioral terms. 1 2 3 4 5 6

24. Applies criteria fairly in evaluation my counseling skills and performance. 1 2 3 4 5 6
School Counseling
SITE SUPERVISOR’S EVALUATION OF STUDENT COUNSELOR’S INTERNSHIP PERFORMANCE

Name of Counselor
Trainee:__________________________________________________

Name of School:________________________________________________________

Name of Site Supervisor (Please include License):__________________________________

Beginning and Ending Dates of Evaluation:________________________________________

Total Number of Direct Hours Completed by Counselor Trainee:
- Individual Counseling____________________________________
- Group Counseling____________________________________
- Classroom Guidance____________________________________
- Consultation____________________________________

Total Number of Indirect Hours Completed by Counselor Trainee:___________________

Total Number of Individual Supervision Hours:__________
**Instructions:** This form is to be used by the site supervisor to evaluate the performance of the student intern and to verify internship hours completed. The form should be completed at the end of each semester of placement. The site supervisor’s evaluation is an important part of each student interns’ overall evaluation and final grade. It is expected that upon completion of this form each site supervisor will meet individually with the student intern being evaluated and provide feedback. Site supervisors and student interns must sign each completed form. A signed copy of this evaluation form must be turned in to the School Counseling Program Coordinator at the end of each semester for fulfillment of internship requirements.

**GENERAL SUPERVISION**

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<tr>
<th>Category</th>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>N/A</th>
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<td>1. Demonstrates a personal commitment to the development of professional competencies</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Willingly invests time and energy in becoming a professional school counselor.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Seeks, accepts and uses feedback to enhance self-development and counseling skills.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Displays open and clear communication with supervisor and school personnel.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Completes paperwork punctually and conscientiously.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**THE COUNSELING PROCESS:**

1. Keeps appointments on time  
   123456N/A

2. Explains the nature and objective of counseling  
   123456N/A

3. Is relaxed and comfortable in counseling sessions,  
   displays appropriate non-verbal skills.
   123456N/A

4. Communicates interest in and acceptance of students.  
   123456N/A

5. Facilitates student expression of concerns and feelings.  
   123456N/A

6. Uses silence effectively in counseling sessions.  
   123456N/A

7. Is aware of, and can identify own feelings in the counseling session.  
   123456N/A

8. Communicates own feelings to the student when appropriate.  
   123456N/A
9. Recognizes and skillfully manages the student's covert messages or negative affect.  1 2 3 4 5 6 N/A

10. Facilitates realistic goal-setting with the student.  1 2 3 4 5 6

    N/A

11. Employs appropriate judgment in the timing and use of a variety of counseling interventions.  1 2 3 4 5 6 N/A

12. Displays awareness of group dynamic processes.  1 2 3 4 5 6 N/A

13. Demonstrates appropriate group leadership skills.  1 2 3 4 5 6 N/A

14. Demonstrates competency in applying group interventions.  1 2 3 4 5 6 N/A

15. Appropriately address self and student issues related to termination (denial, resistance, timing, appropriate referrals, etc.).  1 2 3 4 5 6 N/A

EVALUATION AND TESTING:

1. Demonstrates ability to develop, execute, and evaluate an intervention plan for students.  1 2 3 4 5 6 N/A
2. Appropriately explains, administers, and interprets tests.  

3. Is sensitive to ethical, cultural, and legal dimensions of testing.

**CLASSROOM GUIDANCE:**

1. Designs classroom guidance to assist students with academic, career, and personal/social development.  

2. Assists in facilitation of peer programs including peer helper, peer tutor, peer mediation, and conflict resolution.  

3. Assists students and parents at points of educational transition.

**CONSULTATION:**

1. Uses strategies to promote, develop, and enhance effective teamwork within the school and larger
community.

2. Uses strategies and methods of empowering parents/guardians to act on behalf of their children.

3. Recognizes issues that affect the development and functioning of students and makes appropriate referrals.

4. Presents in-service training to staff and teachers.

TECHNOLOGICAL:

1. Demonstrates appropriate and effective use of technology to enhance the school counselor’s role.

2. Uses technology in a secure and ethical manner in order to maintain privacy of students.

ADMINISTRATIVE AND PROFESSIONAL BEHAVIOR:
1. Displays knowledge of, and adheres to school programs and policies. 1 2 3 4 5 6 N/A

2. Participates in school in-service and group supervision activities. 1 2 3 4 5 6 N/A

3. Displays promptness, reliability, and responsibility. N/A

4. Demonstrates ethical and professional behavior. 1 2 3 4 5 6 N/A

**ADDITIONAL COMMENTS:** This section may be used to provide additional information on low ratings, and to note specific strengths of the intern.
Signature of Site Supervisor

*Signature of Intern

Date

Date

University Internship Supervisor

Date

*Intern's signature indicates that this evaluation has been read and discussed with the site supervisor. It does not necessarily indicate that Intern agrees with the evaluation in part or in whole.

School Counseling
COUNSELING INTERN’S
EVALUATION OF SUPERVISION

Name of Counselor Trainee: ___________________________________

Name of School: ____________________________________________

Name of Site Supervisor (Please include License): _________________

Beginning and Ending Dates of Evaluation: ________________________

Instructions: This form is to be used by the student intern to evaluate the
performance of the site supervisor. The form should be completed at the end of
each semester of placement. This evaluation must be complete, signed, and
turned in to the School Counseling Program Coordinator in order to receive a grade for
each semester’s Internship Seminar. Interns are encouraged to share the
information on this form with their site supervisor.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>N/A</th>
</tr>
</thead>
</table>

1. Gives time and energy in observing and supervising
   N/A

2. Accepts and respects me as a person.

3. Recognizes and encourages further development of

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|   |   |   |   |   |   |
|---|---|---|---|---|
| 4. | Gives me useful feedback when I do something well. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 5. | Provides me the freedom to develop flexible and effective counseling styles. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 6. | Encourages and listens to my ideas and suggestions for developing my counseling skills. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 7. | Provides suggestions for developing my counseling skills. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 8. | Helps me to understand the implications and dynamics of the counseling approaches I use. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 9. | Deals with both content and process. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 10. | Is spontaneous and flexible in supervision. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
| 11. | Helps me to devise and achieve specific concrete goals during the internship experience. | 1 | 2 | 3 | 4 | 5 | 6 | N/A |
12. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6 N/A

13. Pays attention to both my concerns and my students’ concerns. 1 2 3 4 5 6 N/A

14. Focuses on both verbal and nonverbal behavior in me and my students. 1 2 3 4 5 6 N/A

15. Helps me define and maintain ethical behavior. 1 2 3 4 5 6 N/A

16. Encourages me to engage in professional behavior. 1 2 3 4 5 6 N/A

17. Maintains confidentiality in regard to material discussed in supervision. 1 2 3 4 5 6 N/A

18. Helps me apply counseling theory to practice. 1 2 3 4 5 6 N/A

19. Helps me in planning goals and strategies with my clients. 1 2 3 4 5 6 N/A

20. Helps me formulate a theoretically sound rationale of human behavior. 1 2 3 4 5 6 N/A
21. Offers and encourages me to use a variety of resource information.  
N/A  
1 2 3 4 5 6

22. Helps me develop increased skill in critiquing and gaining insight from counseling sessions.  
N/A  
1 2 3 4 5 6

23. Explains criteria for evaluation clearly and in behavioral terms.  
N/A  
1 2 3 4 5 6

N/A  
1 2 3 4 5 6
GUIDELINES FOR INTERNSHIP IN SCHOOL COUNSELING

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GUIDELINES FOR INTERNSHIP IN SCHOOL COUNSELING

INTRODUCTION

The internship experience is the last phase of training for becoming a counselor. This experience is intended to be an intensive on-the-job experience conducted in a setting as close as possible to the one in which the student will seek employment.
The nature of this experience should be similar to a regular school counseling position, but with much more supervision than is usually the case with an employed school counselor.

Internship occurs at the end of the sequence of core and elective courses that comprises the curriculum of the master's degree programs in School Counseling. As the culminating experience of this program, the internship is designed to provide an opportunity for the student to synthesize and apply theory, practice, and research in an actual counseling setting. While in this setting, the site supervisor serves as an important role model and mentor, guiding the intern's training.

Your participation in this counseling internship requires a commitment of time and effort. The expertise and willingness of the site supervisor should be valued and appreciated. Throughout the internship, we welcome feedback, and would be happy to discuss any questions and/or concerns you or your site supervisor may have.

This handbook will acquaint you and your site supervisor with information regarding the internship, as well as provide copies of the forms needed to document the experience. Remember that this Handbook only serves as a guideline, and you should work closely with the School Counseling Coordinator, and your site supervisor to assure that you meet all the requirements necessary for completion of your degree.

CRITERIA FOR ADMISSION TO INTERNSHIP
Eligibility for admission to Internship in Counseling (CED 751-3) includes successful completion of Practicum (CED 741) and approval of the Counselor Education Department.

APPLYING FOR INTERNSHIP
Application for internship must be made through the Counselor Education Department as follows: Turn the Internship application into the School Counseling Program Coordinator by November 1st for Spring semester placements and April 1st for Summer and Fall semester placements. A new request form must be completed for each semester you enroll in internship. Note: Students must obtain liability coverage from an approved professional organization (ACA, ASCA) prior to accruing internship hours.

INTERNSHIP PLACEMENT
Consideration should be given to selecting an internship site that offers opportunities to participate in individual and group counseling. Internship provides an opportunity to perform a variety of activities that a regularly employed school counselor would be expected to perform while under supervision.

In addition, the internship should provide opportunities for students to counsel clients representative of the ethnic, lifestyle, and demographic diversity of the community.

The following steps are to be followed by the student in securing an internship site.

1. Complete and submit the Internship in School Counseling Application and return to the School Counseling Program Coordinator.
2. Schedule a review meeting with your advisor at the time you submit your Internship in School Counseling Application form.
3. Complete a resume that includes relevant counseling course work completed.
4. Internship in School Counseling Application and student resume(s) are sent by the School Counseling Program Coordinator to CCSD. Please allow adequate time for CCSD to complete placements. Once placement is completed, students will be informed and can contact individual site supervisors for on-site meeting.
5. The Internship instructor and School Counseling Program Coordinator must receive a signed Memorandum of Agreement from the internship site before registration is approved.
TIME REQUIREMENTS

All master's level programs require students to complete a supervised internship of 600 clock hours that begins after successful completion of the student's practicum. These hours must be accrued on-site over at least one or two academic terms for School Counseling interns (e.g., 40 hours per week = one semester and 20 hours per week= two semesters).

CACREP accreditation requirements specify that the student's internship must include the following:

1. a minimum of 240 hours of direct service with clients appropriate to the program of study;
2. a minimum of one (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
3. a minimum of one and one-half (1 ½) hours per week of group supervision, throughout the internship, usually performed by the internship faculty or doctoral level supervisors-in-training.
4. the opportunity for the student to become familiar with a variety of professional activities other than direct service;
5. the opportunity for the student to audio and/or videotape the student's interactions with clients appropriate to the specialization for use in supervision;
6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources, including print and nonprint media, professional literature, research, and information and referral to appropriate providers; and
7. a formal evaluation of the student's performance during the internship by a program faculty supervisor, in consultation with the site supervisor.

The combination of practicum and internship is a commitment of a minimum of three academic terms. It is highly recommended that the student intern not be working full-time at other employment during this period. In all cases, the student intern must show adequate release time from other employment to complete the internship requirement.

GRADING
The internship grade is based upon the syllabus requirements and the following:

1. Site supervisor evaluations.

2. University supervisor evaluations.

3. Completion of all Internship Seminar requirements.

**INTERNSHIP RESPONSIBILITIES**

Responsibilities of the Cooperating School

1. Complete Orient interns to the school.

2. Complete the Memorandum of Agreement from with student Intern.

3. Designate an on-site counseling supervisor for the student intern. Once the student is approved for placement, all contact regarding the student will be directed to the on-site supervisor. A site supervisor should meet the following criteria:

   a. A minimum of a master's degree in counseling or a closely related field and appropriate certifications and /or licenses. **A licensed or certified school counselor must supervise all school counseling students.**

   b. A minimum of two (2) years of pertinent professional experience;

   c. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

3. Provide an opportunity for the intern to participate in the routine professional activities appropriate for school counseling. These may include: individual and group counseling; classroom guidance; career counseling; administration, scoring and interpretation of tests for clients being counseled; use of educational, occupational, and personal-
social information; consultation with staff and other agencies, referral of clients; and staff meetings.

4. Provide opportunities to process sessions the student intern observed, participated in, or conducted.

5. The designated on-site supervisor should:
   a. Provide the student intern with the rules and guidelines for the conduct of the school.
   b. Participate in the development of the student’s internship plan, which must also be approved by the university supervisor.
   c. Sign and date the "Memorandum of Agreement" and the "Internship Plan".
   d. Supervise each student intern for at least one hour per week. A maximum of two students can be supervised at any one time to meet this requirement.
   e. Encourage the student to attend professional/staff meetings, in service training sessions, and workshops.
   f. Complete evaluations of the intern at the end of each semester.

6. A site supervisor may obtain, as a result of her/his role:
   a. Assistance and consultation from the University supervisor and School Counseling Program Coordinator at anytime during the internship experience.
   b. An opportunity to engage in mentoring a new school counselor.
   c. Assistance from an intern in dealing with difficult clients and lightening the workload.
   d. An opportunity to attend and obtain CEUs at the yearly Supervision Workshop provided free of charge by the Department of Counselor Education.
   e. Available for additional supervision or consultation at the supervision university meetings.
Orientation during the second week of each semester during the class time of Internship Seminar.

Responsibilities of the University of Nevada, Las Vegas Master’s Counseling Program

1. Approve students for internship registration and placement through the Department’s School Counseling Program Coordinator.

2. Arrange for the placement of students in cooperation with CCSD.

3. Provide a University supervisor who will be the contact person for student intern and site during the internship experience.

4. The University supervisor’s responsibilities are:
   a. Arrange on-site visits if necessary.
   b. Monitor the student intern’s performance.
   c. Assign course grades with consultation from the School Counseling Program Coordinator.
   d. Schedule meetings between site supervisor, intern, and University supervisor and Coordinator when needed.

5. Work closely with the participating school to ensure that the internship is a reciprocal arrangement benefiting all who are involved.

Responsibilities of the Student Intern
1. Arrange through the School Counseling Program Coordinator to register for the internship. The student is responsible for meeting deadlines to insure appropriate placement.

2. Attend on-campus, group supervision sessions in conjunction with the internship.

3. Complete all requirements for the group supervision portion of the internship.

4. Prepare proposed plan for internship experience. The plan should include the student’s goals, the activities to achieve the goals, a plan for assessing the experience, and scope of practice. The site supervisor and the university supervisor should endorse the plan by the end of the third week of each semester. (See example of Internship Plan).

5. Perform the counseling and guidance functions agreed to in the internship plan, as well as other functions as directed by the Site Supervisor.

6. Continuously work to improve his/her performance in response to feedback made by the Site Supervisor.

7. Meet at least one hour per week with the site supervisor for critique of work, including direct and indirect service. An attempt should be made to videotape or audiotape counseling sessions.

8. Keep a daily log of client contact hours, indirect service hours, and supervisory hours in accordance with the University supervisor’s guidelines.

9. Secure appropriate liability insurance.

10. Be consistent with the requirements of school in regard to grooming, punctuality, etc.

11. Demonstrate behavior in accordance with the highest ethical and professional standards.

12. Follow school policies regarding written consent for clients in individual and small group counseling.

*Internship in School Counseling Application*
Internship Weekly Log Forms

Found on-line at: http://counselored.unlv.edu/forms.htm
SAMPLE RESUME

Mary Jones
100 West Market Street, Apt. B
Las Vegas, NV 89111
(702) 975-1010

OBJECTIVE: To obtain an internship and gain the experience of counseling in a school setting.

Education

B.S. in Education, May 1992, Ohio State University, Columbus, Ohio
M.Ed. in School Counseling, expected degree August 2007, University of Nevada, Las Vegas

Completed Course Work:

CED 701 Introduction to Counseling Consultation Theories
CED 703 Counseling with Expressive Advocacy in Arts & Activities
CED 711 Counseling Appraisal & Inquiry
EPY 702 Research Methods
CED 711 Human Growth & Development Procedures
CED 715 Counseling & CED 721 Career Theories & Counseling
CED 727 Counseling Process & CED 731 Social Justice &
CED 733 Group Counseling
CED 713 Introduction to School Counseling  CED 743 Ethical & Legal Issues in Counseling
CED 735 Substance Abuse Prevention & CED 741 Practicum in Counseling Treatment

Workshops and Seminars Attended:

School Crisis Intervention, The Western Association for Counselor Education and Supervision, Las Vegas, Nevada.
Play Therapy, 2007, American Counseling Association Annual Convention, Detroit, Michigan.

Related Experience

Spanish Teacher/Las Vegas, NV August 1997-January 1999
*Taught basic grammar, numbers, alphabets and reading in Spanish to middle school students.
*Provided tutoring services to students who were having trouble in Spanish class.
*Arranged parent-teacher conferences to discuss students’ progress.
*Kept students’ grades on computer grading system.
*Completed progress reports and report cards
*Served as advisor to the Foreign Language Club.
*Attended all faculty and staff meetings
*Participated in various workshops pertaining to multicultural education and teaching diverse students.

University of Nevada, Las Vegas August 2005-Present
*Graduate Assistant
*Issue inventory tests, assessments and their protocols for use by faculty, staff and students.
*Information processing and departmental mailing to students currently enrolled in Counseling.
*Information processing and departmental mailing to perspective graduate students
*Clerical
*Reception

Special Organizations/Honors

The American School Counseling Association
Chi Sigma Iota National Honor Society
Alpha Kappa Alpha, Sorority, Inc.

Skills

Certified in CPR/First Aid, Word Processing, Power Point, Excellent Verbal and Written Communication Skills, Very Organized, Prompt and Dependable, Dedicated and Ambitious.

Interests

Volunteer Work for S.P.C.A., Book Club, Travel

References

Jane E. Smith, Ph.D. Larry G. McDonald M.Ed. James K. Jones, Ph.D.
Principal School Counselor Counselor Education
Program Central High School Central High School
MEMORANDUM OF AGREEMENT

This agreement is made this __________ day of __________, by and between ________________________(herein after referred to as the School) and agreement will be effective for a period from _____________ to ________________ Internship Student

Purpose: The purpose of this agreement is to provide a qualified graduate student with a Internship experience in the field of school counseling.

The University (UNLV) shall be responsible for the following:
1. Selecting a student who has successfully completed all the prerequisite courses.

2. Designating a qualified faculty member as the Internship Supervisor who will work with the SCHOOL in coordinating the Internship experience.

3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.

4. Informing the student that he/she must have adequate liability insurance.

The SCHOOL shall be responsible for the following:
1. Providing the Internship student with an overall orientation to the school's specific services necessarily for the implementation of the Internship experience.

2. Designating a qualified and appropriate licensed professional as Site Supervisor. The Site Supervisor will be responsible, with the approval of the Administration of the School, for providing opportunities for the Internship student to engage in a variety of counseling activities under supervision, and for evaluating the student’s performance.

3. Providing the Internship student with adequate work space, telephone, office supplies and staff support to conduct professional activities as required.
The Internship student shall be responsible for the following:

1. Attesting to having read and understood the American Counseling Association and American School Counselor Association ethical standards. The Internship student will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on the Internship student’s part will result in removal from Internship, a failing grade, and documentation of such behavior will become part of the permanent academic record.

2. Agreeing to adhere to the administrative policies, rules, standards, and practices of the Internship site.

3. Agreeing to inform immediately, both SCHOOL and UNIVERSITY Supervisors regarding concerns or issues as related to the Internship experience or clinical work.

4. Understanding that a passing grade in Internship is contingent upon having demonstrated a competent skill level, as well as completion of all required paperwork and hours.

EQUAL OPPORTUNITY: It is agreed by all parties that there will be no discrimination on the basis of race, color, nationality, or ethnic origin, age, sex, or creed.

FINANCIAL ARRANGEMENTS: There are no financial stipulations in this agreement.

TERMINATION: It is understood and agreed by the parties hereto that the SCHOOL has the right to terminate the Internship experience of the student whose health status is detrimental to the services provided the clients of the SCHOOL. Further, it has the right to terminate the use of the SCHOOL by the Internship student if, in the opinion of the Supervising Counselor/Therapist, such person's behavior is detrimental to the operation of the SCHOOL and client care. Such action will not be taken until the grievance against any Internship student has been discussed with the Internship student and with the UNIVERSITY Supervisor.
The names of the responsible individuals charged with the implementation of this contract are as follows:

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL Supervising Counselor</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY Internship Supervisor</td>
<td></td>
</tr>
<tr>
<td>INTERNSHIP Student</td>
<td></td>
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</tbody>
</table>
Internship PLAN
Master’s Degree in School Counseling
University of Nevada, Las Vegas

Internship Goals
1. To learn the philosophies, services and procedures of the School site, which will be evidenced by ____________________.

2. To improve and enrich counseling skills which will be evidenced by ____________________.

3. To attend and participate actively in supervision (individual and group), intervention team meetings, and staff meetings. As evidenced by scheduled weekly times:

   Scheduled Weekly Individual Supervision Time:__________
   Scheduled Weekly Group Supervision Time:_____________
   Scheduled Weekly Staff Meetings:_____________________
   Scheduled Weekly Intervention Team Meetings:__________

4. To apply skills learned during individual and peer supervision with assigned clients, groups, or students. Skill development will be evidenced by using at least one other type of supervision modality other than case discussion, such as live supervision, videotape, or audiotape. Modality used:__________________________.

Objectives

Activities

1. Participate in the daily functioning of the school
   a. Participate in weekly staff/team meetings.

2. Practice and improve skills in individual and group counseling
   a. Participate in individual and group counseling sessions at the discretion of the supervisor.

3. Become more knowledgeable in developing intervention plans for students with varying impediments to learning.
   a. Participate in the weekly intervention team meetings with site supervisor.

4. Develop expertise in classroom guidance.
   a. Teach guidance-related lessons to classes.

5. Practice consultation skills with teachers and parents.
   a. Consult with teachers and parents as needed to help students succeed in school.

6. Participation in evaluation and research activities of the
   a. Help collect, organize and analyze research data.
school.

7. Participation in program-specific training, workshops, and professional presentations.
   a. Attend all relevant training opportunities to increase school counseling skills.

8. Gain experience in the use of a variety of resources, such as professional literature, computer programs, and referral sources.
   a. Participate in supervisory experiences by contributing professional information knowledge to the process.

   a. Perform competently and ethically following school, Licensure and professional guidelines

10. Scope of Practice.

__________________________                     ____________________
Signature of Site Supervisor                      Date

__________________________                     ____________________
Signature of University Supervisor                Date

__________________________                     ____________________
Signature of Internship Student                   Date
EXAMPLE of Types of Supervision, Direct, and Indirect Activity Hours

I. SUPERVISION ACTIVITY
   A. Live
   B. Video
   C. Audio
   D. Case Consultation
   E. Other

II. DIRECT SERVICE ACTIVITY
   A. Individual Counseling
   B. Small Group Counseling
   C. Classroom Guidance
   D. Consultation
   E. Other

III. INDIRECT SERVICE ACTIVITY
   A. Preparing lessons
   B. Scheduling
   C. Completing Forms
   D. In-service Meetings
   E. Writing Intervention Plans
   F. Professional Reading
   G. Scoring Standardized Tests
   H. Telephone Conferences
   I. Other
SITE SUPERVISOR’S EVALUATION OF STUDENT COUNSELOR’S INTERNSHIP PERFORMANCE

Name of Counselor Trainee:__________________________________________________

Name of School:____________________________________________________________

Name of Site Supervisor (Please include License):__________________________________

Beginning and Ending Dates of Evaluation:_____________________________________

Total Number of Direct Hours Completed by Counselor Trainee:
- Individual Counseling________________________________________________________
- Group Counseling____________________________________________________________
- Classroom Guidance__________________________________________________________
- Consultation________________________________________________________________

Total Number of Indirect Hours Completed by Counselor Trainee:__________________

Total Number of Individual Supervision Hours:___________
**Instructions:** This form is to be used by the site supervisor to evaluate the performance of the student intern and to verify internship hours completed. The form should be completed at the end of each semester of placement. The site supervisor’s evaluation is an important part of each student interns’ overall evaluation and final grade. It is expected that upon completion of this form each site supervisor will meet individually with the student intern being evaluated and provide feedback. Site supervisors and student interns must sign each completed form. A signed copy of this evaluation form must be turned in to the School Counseling Program Coordinator at the end of each semester for fulfillment of internship requirements.

**GENERAL SUPERVISION**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates a personal commitment to the development of professional competencies</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Willingly invests time and energy in becoming a professional school counselor.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Seeks, accepts and uses feedback to enhance self-development and counseling skills.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Displays open and clear communication with supervisor and school personnel.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
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</tr>
<tr>
<td>5. Completes paperwork punctually and conscientiously.</td>
<td>1 2 3 4 5 6</td>
<td>N/A</td>
<td></td>
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</tbody>
</table>
THE COUNSELING PROCESS:

1. Keeps appointments on time
   1 2 3 4 5 6 N/A

2. Explains the nature and objective of counseling
   1 2 3 4 5 6 N/A

3. Is relaxed and comfortable in counseling sessions,
   N/A
   displays appropriate non-verbal skills.

4. Communicates interest in and acceptance of
   students.
   1 2 3 4 5 6 N/A

5. Facilitates student expression of concerns and
   feelings.
   1 2 3 4 5 6 N/A

6. Uses silence effectively in counseling sessions.
   1 2 3 4 5 6 N/A

7. Is aware of, and can identify own feelings in the
   counseling session.
   1 2 3 4 5 6 N/A

8. Communicates own feelings to the student when
   appropriate.
   1 2 3 4 5 6 N/A
9. Recognizes and skillfully manages the student's covert messages or negative affect.  
   1  2  3  4  5  6  N/A

10. Facilitates realistic goal-setting with the student.  
    N/A  
   1  2  3  4  5  6

11. Employs appropriate judgment in the timing and use of a variety of counseling interventions.  
    1  2  3  4  5  6  N/A

12. Displays awareness of group dynamic processes.  
    1  2  3  4  5  6  N/A

13. Demonstrates appropriate group leadership skills.  
    N/A  
    1  2  3  4  5  6

    1  2  3  4  5  6  N/A

15. Appropriately address self and student issues related to termination (denial, resistance, timing, appropriate referrals, etc.).  
    1  2  3  4  5  6  N/A

**EVALUATION AND TESTING:**

1. Demonstrates ability to develop, execute, and evaluate an intervention plan for students.  
   1  2  3  4  5  6  N/A
2. Appropriately explains, administers, and interprets N/A tests.  
3. Is sensitive to ethical, cultural, and legal dimensions of testing.

CLASSROOM GUIDANCE:

1. Designs classroom guidance to assist students with N/A academic, career, and personal/social development.
2. Assists in facilitation of peer programs including N/A peer helper, peer tutor, peer mediation, and conflict resolution.
3. Assists students and parents at points of educational transition.

CONSULTATION:

1. Uses strategies to promote, develop, and enhance N/A effective teamwork within the school and larger
community.

2. Uses strategies and methods of empowering parents/guardians to act on behalf of their children. 1 2 3 4 5 6 N/A

3. Recognizes issues that affect the development and functioning of students and makes appropriate referrals. 1 2 3 4 5 6 N/A

4. Presents in-service training to staff and teachers. 1 2 3 4 5 6 N/A

TECHNOLOGICAL:

1. Demonstrates appropriate and effective use of technology to enhance the school counselor's role. 1 2 3 4 5 6 N/A

2. Uses technology in a secure and ethical manner in order to maintain privacy of students. 1 2 3 4 5 6 N/A

ADMINISTRATIVE AND PROFESSIONAL BEHAVIOR:
1. Displays knowledge of, and adheres to school programs and policies. 1 2 3 4 5 6 N/A

2. Participates in school in-service and group supervision activities. 1 2 3 4 5 6 N/A

3. Displays promptness, reliability, and responsibility. 1 2 3 4 5 6 N/A

4. Demonstrates ethical and professional behavior. 1 2 3 4 5 6 N/A

ADDITIONAL COMMENTS: This section may be used to provide additional information on low ratings, and to note specific strengths of the intern.
*Intern's signature indicates that this evaluation has been read and discussed with the site supervisor. It does not necessarily indicate that Intern agrees with the evaluation in part or in whole.

COUNSELING INTERN’S
EVALUATION OF SUPERVISION

Name of Counselor Trainee: ___________________________________

Name of School: ____________________________________________

Name of Site Supervisor (Please include License): ________________

Beginning and Ending Dates of Evaluation: ______________________

Instructions: This form is to be used by the student intern to evaluate the performance of the site supervisor. The form should be completed at the end of each semester of placement. This evaluation must be complete, signed, and turned in to the School Counseling Program Coordinator in order to receive a grade for each semester’s Internship Seminar. Interns are encouraged to share the information on this form with their site supervisor.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Avg.</th>
<th>Good</th>
<th>N/A</th>
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</table>

1. Gives time and energy in observing and supervising
   N/A

2. Accepts and respects me as a person.

3. Recognizes and encourages further development of
   my strengths and capabilities.
4. Gives me useful feedback when I do something well. 1 2 3 4 5 6 N/A

5. Provides me the freedom to develop flexible and effective counseling styles. 1 2 3 4 5 6 N/A

6. Encourages and listens to my ideas and suggestions for developing my counseling skills. 1 2 3 4 5 6 N/A

7. Provides suggestions for developing my counseling skills. 1 2 3 4 5 6 N/A

8. Helps me to understand the implications and dynamics of the counseling approaches I use. 1 2 3 4 5 6 N/A

9. Deals with both content and process. 1 2 3 4 5 6 N/A

10. Is spontaneous and flexible in supervision. 1 2 3 4 5 6 N/A

11. Helps me to devise and achieve specific concrete goals during the internship experience. 1 2 3 4 5 6 N/A

12. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6 N/A
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<tbody>
<tr>
<td>13. Pays attention to both my concerns and my students’ concerns.</td>
<td>1 2 3 4 5 6 N/A</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14. Focuses on both verbal and nonverbal behavior in me and my students.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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</tr>
<tr>
<td>15. Helps me define and maintain ethical behavior.</td>
<td>1 2 3 4 5 6 N/A</td>
<td></td>
<td></td>
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<tr>
<td>16. Encourages me to engage in professional behavior.</td>
<td>1 2 3 4 5 6 N/A</td>
<td></td>
<td></td>
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<tr>
<td>17. Maintains confidentiality in regard to material discussed in supervision.</td>
<td>1 2 3 4 5 6 N/A</td>
<td></td>
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</tr>
<tr>
<td>18. Helps me apply counseling theory to practice.</td>
<td>1 2 3 4 5 6 N/A</td>
<td></td>
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<tr>
<td>19. Helps me in planning goals and strategies with my clients.</td>
<td>1 2 3 4 5 6 N/A</td>
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<tr>
<td>20. Helps me formulate a theoretically sound rationale of human behavior.</td>
<td>1 2 3 4 5 6 N/A</td>
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</tr>
</tbody>
</table>

284
21. Offers and encourages me to use a variety of resource information. 1 2 3 4 5 6

N/A

22. Helps me develop increased skill in critiquing and gaining insight from counseling sessions. 1 2 3 4 5 6

N/A

23. Explains criteria for evaluation clearly and in behavioral terms. 1 2 3 4 5 6

N/A

24. Applies criteria fairly in evaluation my counseling skills and performance. 1 2 3 4 5 6

N/A
Internship Site Supervisor Support Services

To: All School Counseling Site Supervisors

Re: Internship Site Supervisor Support Services

The UNLV Department of Counselor Education values the time and effort internship site supervisors put forth to enhance the professional development of student interns. The following letter is provided to describe support services that the Department of Counselor Education offers to site supervisors during the internship process.

**Orientation:** Internship site supervisors are formally invited to attend a supervisor orientation at the beginning of each semester. Orientation is scheduled each semester, during the second class meeting time of Internship Seminar. Internship site supervisors will be notified in advance, by mail, of each semester’s scheduled orientation. This formal orientation is facilitated by the School Counseling Program Internship Supervisors and has three goals: 1) to provide information internship procedures and requirements; 2) to provide information on assistance and consultation processes; and 3) to provide site supervisors an opportunity to meet and become acquainted with University supervisors and the Internship Seminar group requirements.

**Assistance and Consultation:** Site Supervisors are strongly encouraged to request assistance or consultation at any time during the internship process. The School Counseling Program Coordinator is available for assistance or consultation by phone (702) 895-1342, or email at the following: wendy.hoskins@unlv.edu. The School Counseling Program Coordinator is available for on-site visits anytime during the semester. The official instructor of record for Internship each semester is also available to fulfill the above as well.
Professional Development Opportunities: The Counseling Department offers an annual Supervision Workshop that is provided free of charge to all site supervisors and other interested agency personnel. This workshop provides an opportunity for site supervisors to gain professional development knowledge, and to meet with other site and university supervisors. Site supervisors will receive formal notification by mail, and during the Orientation meeting, of scheduled workshops.

Sincerely,

Wendy Hoskins, Ph.D.
School Counseling Program Coordinator
School Internship Documentation

Student’s Name: ________________Dates: ________________

Supervisor’s Name: _______________Supervisor’s
Signature________________

DIRECT CONTACT HOURS: TOTAL:

Individual:

Group:
  Divorce
  Friendship
  Social Skills
  Grief
  Study Skills
  Other (Specify)

Classroom Guidance:

Consultation:
  Parents
  Teachers
  Administration
  School Staff
  Outside Resources

Individual Supervision:
  Case report
  Audio
Video
Live

Group Supervision:
  Case report
  Audio
  Video
  Live

INDIRECT CONTACT HOURS:  TOTAL:
Reports
Documentation
Lesson Planning
Telephone contacts
Testing
Referrals
Staff meetings
Counselor workshops
Board presentations
Other (Specify)

TOTAL DIRECT AND INDIRECT HOURS:
Appendix C
This handbook contains information essential for graduate students in the Department of Counselor Education. It is periodically updated and is designed to provide students with all the information necessary to successfully enroll in, and complete, a course of study in this department. The handbook is not intended to substitute for, replace, or supersede the Graduate Catalog, but rather to supplement it. Students should be familiar with both sources of information.

Like the Graduate Catalog, the handbook in effect when a student enrolls is the final authoritative document outlining the department’s requirements. Subsequent changes to the handbook do not apply to students who are enrolled under a previous edition, unless the student requests to be placed under the new edition’s requirements. Students are bound to requirements delineated in only one edition of the handbook.

It is the responsibility of the student to be familiar with the contents herein and to meet all requirements and deadlines (See the Affidavit of Commitment, p. 44).
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## FIELD EXPERIENCES
The Department of Counselor Education promotes excellence in counselor training and counseling research. Our counseling programs help prepare students to: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for individuals and particular groups; 2) Address the academic, career, mental health, and personal/social needs of individuals and groups; 3) Help individuals and groups strive to find meaning, involvement, worth, and self-esteem in their lives; 4) Plan and conduct qualitative and quantitative research studies to further the knowledge base of the profession; and 5) Consult and interface with various
community organizations to promote client and societal well being. The department helps students develop into professional counselors in a variety of specialties including community mental health counseling, addictions counseling, school counseling, and rehabilitation counseling.

Faculty in the Department of Counselor Education have strong research agendas in “best practice” models of treatment (i.e., addictions prevention and treatment, a multicultural counseling model for community and school counselors, a one-stop service provision model for people who are homeless, early intervention trauma program, a program evaluation model for counselors); innovative theory to practice research (i.e., expressive arts in counseling, multicultural issues in counseling, trauma and additions, homelessness, and counseling consultation); research in the use of technology in counseling; and research in community mental health and school counseling pedagogy. External funding capacity includes the following funded projects in recent years: Compulsive Gambling Treatment, Exotic Dancing, Trauma, and Addictions, Homelessness Treatment and Research.

Students who complete the Community Mental Health Counseling or School Counseling programs are eligible to sit for the National Counselor Examination (NCE), the exam that will likely be used for the eventual Licensed Professional Counselor (LPC). Community Mental Health Counseling graduates are also eligible for the State of Nevada licensing exam in Alcohol and Drug Counseling (LADC). Students interested in becoming Rehabilitation Counselors will be eligible to sit for the national Certified Rehabilitation Counselor (CRC) exam with completion of the Community Mental Health Counseling M.S. degree and the Advanced Graduate Rehabilitation Counseling Certificate. Students who complete the School Counseling program meet the endorsement requirements for the State of Nevada.
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Department of Counselor Education Graduate & Certificate Programs

The Department of Counselor Education programs emphasize translating theory into practice. This includes opportunities for students to work in clinical settings under supervision, with different client populations. Students are required to become competent clinicians and informed consumers of counseling literature and research. Because personal qualities play a vital part in the determination of success as a counselor, opportunities are provided for the development of self-awareness, as well as an understanding of the effect one has upon others in interpersonal interactions and relationships.

The philosophical underpinnings of the department include beliefs in democratic and communitarian values, the worth and dignity of individuals and relationships, personal uniqueness and value, and the freedom of individuals to be self-determined within a context of responsibility to others. Within the social world context, individuals strive to find meaning, involvement, worth, and self-esteem. However, they often experience difficulty addressing the basic problems of living: existential, relational, and occupational concerns about which people’s lives revolve. Graduates of the department’s programs are prepared to address these issues with clients, and are expected to be competent in doing so.

Community Mental Health Counseling

The Master of Science in Community Mental Health Counseling Program, a 60 semester hour course of study, is designed to train counselors for work in a full range of settings along the mental health care continuum. Community Mental Health Counselors work in college counseling centers, governmental health centers, community mental health centers, as well as private practice, managed care and non-profit agencies. The Community Mental Health Counseling Program prepares students for work with clients dealing with emotional and behavioral problems, such as substance abuse, anxiety, anger management, academic preparation, adjustment to a disability, and other mental health related issues.

The program provides courses that allow students to petition for an educational waiver to meet licensure requirements for Addictions Counselors in Nevada. In 1999, the Nevada legislature passed a law requiring a master’s degree and supervised clinical experience to become licensed as an Addictions Counselor. The Community Mental Health Counseling Master’s Degree includes at least four courses and a portion of the clinical experience required for licensure as an Addictions Counselor. (Students should not assume that completing the Master’s Degree will automatically qualify them for the Addictions Counselor license. Details of this process and assistance with application may be obtained from faculty specializing in this area.)
As a CACREP accredited program, students are eligible to sit for the National Counselor Examination (NCE). The National Board for Certified Counselors (NBCC) may grant certification as National Certified Counselors (NCC) to graduates who pass the NCE. Additionally, in most of the states that have the Licensed Professional Counselor (LPC), the NCE is the examination used.

The Community Mental Health Counseling Program also provides courses that may be applied toward national certification as a rehabilitation counselor. Certified Rehabilitation Counselors (CRCs) work with individuals who have disabilities as classified by the Americans with Disabilities Act (ADA). Such disabilities may include, but are not limited to, physical conditions; vocational concerns and mental health conditions diagnosed using the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV-TR). Certification requires coursework offered in the Community Mental Health Counseling program and one to two years of clinical training under the supervision of a Certified Rehabilitation Counselor. Upon certification they may practice privately. This is a national certification that is transferable to other states.

School Counseling

The master’s degree in School Counseling at UNLV requires a minimum of 48 graduate semester credits and prepares educational professionals who work to meet the academic, career, personal, and social needs of culturally and linguistically diverse K-12 student populations. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and prepares school counselors to fulfill the following roles:

- Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for students to succeed academically,
- Address the academic, career, and personal/social needs of all students in the school,
- Serve as leaders of equity and achievement and be able to address institutional and environmental barriers impeding student progress,
- Through the collection and dissemination of data, advocate for systemic change to promote student achievement and academic success,
- Become managers of resources and partnership builders, enlisting the support of parents, agencies, and community members.

According to the American School Counselor Association (ASCA, 2003):
“The comprehensive school counseling program balances many components. It requires counselors to deliver individual and small group counseling and large group guidance; to teach skill development in academic, career and personal/social areas; to provide consultation and case management; and to coordinate, manage and evaluate the school counseling program. As student advocates, professional school counselors participate as members of the educational team. They consult and collaborate with teachers, administrators and families to help students be successful academically, vocationally and personally. Professional school counselors are indispensable partners with the instructional staff in the development of contributing members of society. They ensure, on behalf of students and their families, that all school programs facilitate the educational process and offer the opportunity for school success.”

**Advanced Graduate Certificate in Addictions Studies**

The Department of Counselor Education admits applicants to an Advanced Graduate Certificate in Addiction Studies program. With substance abuse reaching epidemic proportions, Nevada, and the nation as a whole, is at the apex of professional training by offering a graduate level curriculum in the field of substance use and compulsive behaviors. The Advanced Graduate Certificate in Addictions Studies meets the needs of health professionals including Community Mental Health Counselors, Rehabilitation Counselors, School Counselors, Physicians, Psychologists, Social Workers, and Behavioral Health Therapists by providing graduate addiction education to help them address client needs. The program is two pronged: 1) the certificate program for students already enrolled in the Community Mental Health Counseling Program, consists of 12 additional credits or four courses; 2) for students with a masters degree in another counseling specialty (i.e., School Counseling, a counseling degree from another university, or a degree in psychology, or social work), the certificate program would consist of 24 credits, or eight courses. Students complete a Final Project as part of their enrollment in CED 787 Individual Research. Once admitted, certificate students are viewed as full participants in the department.

**Advanced Graduate Community Mental Health Counseling Certificate**

The Department of Counselor Education admits applicants to an Advanced Graduate Community Mental Health Counseling Certificate program. According to the National Institute of Mental Health (1999), four of the leading causes of disability for persons age five and older are mental disorders. In the United States, major depression is the leading cause of disability. Also near the top of these rankings are manic-depressive illness, schizophrenia, and obsessive-compulsive disorders. Mental disorders also are contributors to mortality, with suicide representing one of the leading preventable causes of death in the United States. Unfortunately, Nevada is a state with a high proportion of people who have experienced mental disorders. This may be attributed to
the high transient nature of the Las Vegas community. Another contributing factor could be that the consumption of alcohol in Nevada is higher than in any other state and it has been noted that alcohol and other drug use have been tied to many mental health issues that have an immense impact on families and children in Nevada. The Advanced Graduate Certificate in Mental Health Counseling is an extension of the M.S. degree in Counselor Education, Community Mental Health Counseling and us targeted primarily toward those individuals who have graduated from CACREP accredited or equivalent programs, but do not meet the necessary educational requirements for the proposed licensure for clinical professional counselors (LCPC) in the State of Nevada. The certificate consists of 12-24 credits, based on the student's counseling master's degree training. For example: 1) the certificate program for students who have completed a 54-credit CACREP accredited program of study in Community Counseling will be required to complete 12 additional credits, or four courses; 2) for students enrolled in the Department of Counselor Education school counseling program the certificate would consist of 24 credits, or eight courses; 3) for students with a non-CACREP counseling related degree such as psychology or social work, the certificate would consist of 24 credits, or eight courses.

**Advanced Graduate Rehabilitation Counseling Certificate**

The Department of Counselor Education admits applicants to an Advanced Graduate Rehabilitation Counseling Certificate program. The State of Nevada is experiencing a significant shortage of Certified Rehabilitation Counselors (CRC). This shortage parallels trends seen nationally. In many State Vocational Rehabilitation agencies across the United States, and especially in Nevada, Rehabilitation Counselors are retiring contributing to the higher demand for individuals trained in this profession. This certificate program is designed to meet the needs of the State of Nevada by building on the already existing Community Counseling Program in the department. The program is two pronged: 1) the certificate program for students already enrolled in the Community Mental Health Counseling Program, would consist of four additional credits, one course and a Professional Paper; 2) for students with a masters degree in another counseling specialty (i.e., Marriage and Family Counseling, School Counseling, or a counseling degree from another university), the certificate program would consist of 19 credits, or six courses and a one-credit Professional Paper. Once admitted, certificate students are viewed as full participants in the department.
## Example Programs of Study

### Community Mental Health Counseling Full Time Sequence

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# Community Mental Health Counseling Part Time Sequence

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**School Counseling Full Time Sequence**

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<td>CED 751 Internship in Counseling (1)</td>
<td>CED 752 Internship in Counseling (1)</td>
<td>CED 750 Advanced Seminar in School Counseling (3)</td>
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<tr>
<td></td>
<td></td>
<td>CED 753 Internship in Counseling (1)</td>
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</table>
# School Counseling Part Time Sequence

## Year 1

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<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
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<tbody>
<tr>
<td><strong>CED 701</strong> Introduction to Counseling (3)</td>
<td><strong>CED 715</strong> Counseling &amp; Consultation Theories (3)</td>
<td><strong>CED 731</strong> Social Justice &amp; Advocacy in Counseling (3)</td>
</tr>
<tr>
<td><strong>CED 735</strong> Substance Abuse Prevention &amp; Treatment (3)</td>
<td><strong>CED 733</strong> Group Counseling (3)</td>
<td><strong>CED 743</strong> Ethical &amp; Legal Issues in Counseling (3)</td>
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## Year 2

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<tr>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>EPY 702</strong> Research Methods (3)</td>
<td><strong>CED 727</strong> Counseling Process &amp; Procedures (3)</td>
<td><strong>CED 750</strong> Advanced Seminar in School Counseling (3)</td>
</tr>
<tr>
<td><strong>EPY 711</strong> Human Growth &amp; Development (3)</td>
<td><strong>CED 713</strong> Introduction to School Counseling (3)</td>
<td><strong>CED 741</strong> Counseling Practicum (3)</td>
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## Year 3

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<tr>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>CED 751</strong> Internship in Counseling (1)</td>
<td><strong>CED 703</strong> Counseling with Expressive Arts &amp; Activities (3)</td>
<td><strong>CED 711</strong> Counseling Appraisal &amp; Inquiry (3)</td>
</tr>
<tr>
<td><strong>CED 752</strong> Internship in Counseling (1)</td>
<td></td>
<td><strong>CED 721</strong> Career Theories and Practices (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CED 753</strong> Internship in Counseling (1)</td>
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# Advanced Graduate Certificate in Addiction Studies

## Year 1

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<tr>
<th></th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>CED 731</strong></td>
<td>Crucial Issues and Treatment Programs in Substance Abuse (3)</td>
<td><strong>CED 639</strong></td>
<td>Diagnosis &amp; Treatment Compulsive Gambling I (3)</td>
</tr>
<tr>
<td><strong>CED 640</strong></td>
<td>Compulsive Gambling II (3)</td>
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## Year 2

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<th>Summer</th>
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<tbody>
<tr>
<td><strong>ESP 755</strong></td>
<td>CNS &amp; Other Medically Related Aspects of Disability (3)</td>
<td><strong>CED 745</strong></td>
<td>Assessment, Treatment and Case Management in Addictions &amp; Mental Health (3)</td>
</tr>
<tr>
<td><strong>CED 755</strong></td>
<td>Planning, Management, and Evaluation of Addictions &amp; Mental Health Programs (3)</td>
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## Year 3

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<tbody>
<tr>
<td><strong>CED 758</strong></td>
<td>Individual Instruction (3)</td>
<td><strong>CED 787</strong></td>
<td>Individual Research (3) (Final Project)</td>
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311
## Advanced Graduate Community Mental Health Counseling Certificate

The following program of study is for illustrative purposes only. Students must plan an appropriate course of study for this certificate program with their assigned faculty advisor.

### Sample Program for Student with 48 Credit Master’s in School Counseling or non-CACREP accredited master’s in a Helping Profession

(18-24 credits)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer</th>
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<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>CED 738 Introduction to Community Mental Health Counseling (3)</td>
<td>CED 645 Trauma &amp; Addiction (3)</td>
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<tr>
<td></td>
<td></td>
<td>CED 745 Assessment, Treatment and Case Management in Addictions &amp; Mental Health (3)</td>
<td>CED 755 Planning, Management, and Evaluation of Addictions &amp; Mental Health Programs (3)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CED 731 Social Justice &amp; Advocacy in Counseling (3) if equivalent course not taken in master's program</td>
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<td>Year 2</td>
<td>Summer</td>
<td>Fall</td>
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<tr>
<td></td>
<td></td>
<td>CED 775 Advanced Internship in Addictions and Mental Health Counseling (3)</td>
<td>CED 766 Psychological Aspects of Dysfunctional Behavior (3)</td>
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<td>CED 710 Relationships Across the Lifespan (3)</td>
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<tr>
<td>(if equivalent course not taken in master’s program)</td>
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## Advanced Graduate Rehabilitation Counseling Certificate

### Year 1

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<tbody>
<tr>
<td><strong>CED 731</strong> Crucial Issues and Treatment Programs in Substance Abuse (3)</td>
<td><strong>CED 745</strong> Assessment, Treatment and Case Management in Addictions &amp; Mental Health (3)</td>
<td><strong>CED 755</strong> Planning, Management, and Evaluation of Addictions &amp; Mental Health Programs (3)</td>
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### Year 2

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<tr>
<th>Summer</th>
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<th>Spring</th>
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<tbody>
<tr>
<td><strong>ESP 755</strong> CNS &amp; Other Medically Related Aspects of Disability (3)</td>
<td><strong>CED 738</strong> Introduction to Community Mental Health Counseling (3)</td>
<td><strong>CED 787</strong> Individual Research (1)</td>
</tr>
</tbody>
</table>

### Year 3

<table>
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<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td><strong>CED 739</strong> Vocational Placement and Community Resources (3)</td>
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</table>
CACREP Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits professional counseling programs within institutions of higher education throughout the United States. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse and complex society. CACREP is dedicated to (1) encouraging and promoting the continuing development and improvement of preparation programs, and (2) preparing counseling and related professionals to provide service consistent with the ideal of optimal human development offering specific training, skills, and knowledge in various counseling specialties. CACREP requires foundational training in eight core counseling areas: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Furthermore, CACREP requires additional training in counseling specialties. Community Mental Health Counseling students also take coursework in mental health counseling foundations, contexts, knowledge, and skills, culminating in a 900 hour community mental health counseling internship. School counseling students take additional coursework in school counseling foundations, contexts, knowledge, and skills, culminating in a 600 hour school counseling internship experience. The master’s community mental health counseling and master’s school counseling programs at UNLV are fully CACREP accredited. For more information about CACREP, visit: www.cacrep.org
Financial Aid

Graduate Assistant Positions

The department receives an allocation of funds each academic year from the Graduate College to support a select number of graduate assistants (only students who are fully admitted degree-seeking students are eligible; provisionally admitted students are not eligible). Other sources of funds, e.g., from faculty research grants, are also sometimes available to fund assistants. Both the department and Graduate College advertise vacant graduate assistant positions. The department advertises its own vacant positions via announcements placed on the department's bulletin boards and through announcements made in classes. The Graduate College contacts graduate coordinators when an assistant position is available in another department. Students seeking assistantships must submit a completed application by November 1st (for positions beginning the following spring semester) or March 1st (for positions beginning the following fall semester).

Graduate assistantships in the Department of Counselor Education are awarded to qualified students based on two essential criteria: First, the assistant is hired to assist faculty and/or the department to accomplish specific academic functions. One essential function includes supporting faculty in their research and scholarly endeavors. Research-based activities include, but are not limited to, library (and internet) activity including literature searches, writing abstracts and/or literature reviews, copying and filing, data entry, basic database management, performing statistical analyses (under direct faculty supervision as necessary according to the assistant’s capabilities), editorial functions, and collaborative writing. Assistants also may be expected to perform additional clerical tasks on a limited basis that remain significant aspects of departmental functioning. Second, assistantships carry with them a strong educational component, and assistants, by virtue of their duties, may receive greater exposure to the process of conducting scholarly research with the intent of developing greater expertise in a substantive area of knowledge.

It is important to understand that the department receives funding for a limited number of graduate assistantships from the Graduate College. Other assistantship lines may come from research grants or other extramural funding sources. In any case, there are fewer available assistantships than there are qualified students. Therefore, the departmental selection process is competitive, and students applying for assistantships should understand that fact.
In addition, an assistantship is to be viewed as an investment by the department and University in a given student. Because of this, students awarded an assistantship as they enter their graduate careers are given priority to receive a second year of support, assuming their performance meets with departmental standards. The department will permit students to have a maximum of two years of graduate assistant work, unless funding for additional time is generated from a source other than the Graduate College. In other words, if the department receives funding for four assistantships from the Graduate College, it may be expected that two lines will likely go to new incoming students and two lines will likely be given to continuing students hired the year before.

It may be the case, however, that a continuing student who has not received a prior assistantship may receive one if the faculty determine that he/she has a strong application.

Departmental faculty award assistantships based upon the following selection criteria:

1. Applicants to the department’s graduate programs are given priority over other eligible applicants.

2. The strength of the applicant’s application materials—GPA, GRE scores, letters of recommendation, undergraduate background and major – are taken into consideration.

3. The applicant’s interpersonal skills, experience, interest and ability in research and/or scholarly pursuits, including the degree to which an applicant is interested and/or appropriate for potential doctoral work are evaluated.

Other Aid Opportunities

There are also other scholarships/fellowships available to students through the Graduate College and the Student Financial Aid office. The Graduate College catalog has additional information about graduate assistantships and other fellowships.
**Minority Recruitment & Diversity Policy**

The principles of ethnic diversity and equal rights are accepted and valued by the Department of Counselor Education at the University of Nevada, Las Vegas. The department’s commitment to “equal opportunity” includes active recruitment of minority students as a professional challenge.

The department works to recruit and retain minority students by:

1. Using established affirmative action guidelines in awarding assistantships.
2. Targeting mailing to minority groups as well as other organizations and institutions with minority participation, both on campus and off.
3. Establishing out-reach programs and personal contact with potential minority students.
4. Using equitable admissions requirements; i.e., using multiple criteria.
5. Seeking to employ minority faculty members.
Statement of Liability Awareness

Counselors and counselors-in-training are not immune to litigation regarding counseling practice. Therefore, in order to protect students in training who are providing direct client services, all students enrolled in clinical courses must obtain and present evidence of adequate personal liability coverage. It is recommended that students select insurance providing a minimum coverage amount of $1,000,000 incident/$1,000,000 aggregate.

Students may choose their own insuring company. Sources that will insure counseling students include: The American Counseling Association and The American School Counselor Association. It is the student's responsibility to evaluate the available insurance prior to choosing a particular company. Students may choose to use his or her own personal insuring agent if that company can provide satisfactory coverage.

Students will be asked to present evidence of coverage at the first class meeting of each course involving a clinical component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, policy number, and dates of coverage. Courses involving a clinical component include but are not limited to: Counseling Process and Procedures, Practicum, and Internship.
Upon admission to the Department of Counselor Education, each student (including certificate students) will be assigned a temporary faculty Advisor to facilitate the student’s enrollment. By the end of the student’s first semester, the student is expected to select and meet with a permanent Advisor to formulate a program of study compatible with the program to which the student has been admitted. If the student does not make a selection, the initial Advisor assignment will be continued.

Consultation with an Advisor is required for:

1. Implementing a Program of Study.
2. Appointing or modifying an Examination Committee.
3. Filing a Program of Study with the Graduate College.
4. Selecting and registering for courses each semester; students must have their Advisor’s signature on a Course Request form before they will be allowed to register.
5. Changing a previously submitted Program of Study.
6. Filing applications for Practicum and Internship.
7. Filing an application for graduation.

There may be other occasions when Advisor consultation is required or desired. When in doubt about any issues or concerns about your Program of Study or progress towards your degree, consult your Advisor. It is ultimately the student’s responsibility to ensure that the Program of Study submitted meets departmental and Graduate College requirements. In addition, students are responsible for ensuring that they have met any and all prerequisite requirements for all courses in which they attempt to enroll.

Changing Advisors

In addition to selecting a permanent Advisor after their admission, should the need arise, a student may request an Advisor change at any point in the program. The procedure for changing Advisors is as follows:

1. Contact the prospective Advisor to ascertain his/her availability and agreement to the proposed change.
2. Obtain his or her signature on a "Request for Advisor Change" form (available in the Department office).

3. Submit the form to the Department Chair for signature. The student will be notified when the request is approved or denied.
Forming an Examination Committee

All counseling students are required to select an examination committee. The committee must be selected prior to submitting a Program of Study. The examination committee consists of four members. The faculty advisor may continue to act as Chair of the examination committee at the discretion of the faculty member and the student. The committee will be formed according to the guidelines below. The applicable forms may be obtained from the Graduate College webpage.

The Chair and at least two other members of the student's committee come from the list of Departmental faculty who have Graduate Faculty Status. The fourth member of the committee serves as a representative of the Graduate College and is approved by the Dean of The Graduate College from faculty members who are not associated directly with the Department of Counselor Education. The purpose of the outside member is to see that the examination is conducted in an unbiased and professional manner, thus monitoring the performance of the student and the Department. The Department and The Graduate College must approve exceptions to the above procedures. After the examination committee is formed, no guarantee is made that the student will be successful on the final examination.

Exams are offered once each fall and spring semester. Students must apply to take the exam when the Department announces the examination date for that semester.

Filing a Program of Study

With the consultation and approval of the Advisor, all students must prepare a Proposed Graduate Degree Program, and complete a form for the Graduate College. The degree program outlines the courses the student will complete for the degree and must conform to the student's chosen program. The proposed program is to be submitted to the Graduate College prior to the student's completion of 16 credit hours of work toward the degree (this is typically done during the first fall semester). If the student requests that 15 or more credit hours (taken prior to formal admission) be considered for use toward the degree, the program must be submitted to the Graduate College within six weeks of the beginning of the semester of admission. It is the student's responsibility to schedule an appointment with his/her advisor for the purpose of filing the program well in advance of the program deadline.

Policy on Independent Studies

Students with a particular interest in an area of study in the counseling field may pursue Independent Study courses with faculty who have expertise and/or substantive interest in the area in question. These Independent Study courses afford students an opportunity to tailor an experience to their individual educational needs. Independent studies are to be used for these purposes only. Independent studies may not be used for core program coursework.
Academic and Interpersonal Benchmarks of Student Progress

The Department of Counselor Education graduate programs require 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 Department of Counselor Education faculty reserves the right to make recommendations based on their professional judgment concerning student needs and concerns.

Benchmarks of student progress include:

**Benchmark 1:** Admission to the graduate counseling program as evidenced by successful completion of the admissions interview and full adherence to program requirements.

**Benchmark 2:** Successful completion of pre-clinical coursework including Orientation to Counseling, Counseling & Consultation Theories, Counseling Process & Procedures, Social Justice & Advocacy in Counseling, Introduction to Group Counseling, and Legal & Ethical Issues in Counseling.

**Benchmark 3:** Successful completion of Counseling Practicum prior to Internship as evidenced by a grade of B or better.

**Benchmark 4:** Successful involvement in and completion of the Counseling Internship as evidenced by supervisor evaluations, completion of required contact hours, and a grade of B or better.
Benchmark 5: Successful completion of the comprehensive final examination prior to graduation from the program.
Student Review Process

As stated in the Graduate Catalog and as a CACREP accreditation requirement, all students admitted to department programs are reviewed to determine adequate progress and retention in their Program of Study. The Department faculty holds a department review meeting each semester for the purpose of such an analysis. This meeting usually takes place around midterm (as it is specified in the academic calendar).

Each student’s performance to date will be reviewed. A major purpose of this meeting is for faculty members to identify students experiencing difficulty. The faculty may document the nature of any difficulties, e.g., poor performance on class assignments or tests, inappropriate behavior in class or in clinical settings, or inadequate or inappropriate performance in counseling sessions. The faculty as a group may suggest the steps outlined below. When problems with students arise during the semester, any faculty member of the department, as well as faculty in other departments, lecturers, adjunct faculty or part-time instructors, may also begin that process independent of the student review meeting.

Once a problem situation has been identified, an effort will be made to work out a solution with the student. The following procedures may be used during Fall or Spring semesters; the steps will be followed to the point of resolution:

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<tr>
<th>Step</th>
<th>Process</th>
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<td>Student difficulty noted and documented by individual Professor. In the event that a student’s conduct is in direct violation with UNLV policies on student conduct, or, if the student commits an act in violation of academic integrity (e.g., plagiarism, cheating), the faculty has the option of immediately dismissing the student from the program and recommending the same to The Graduate College. This principle is in effect at all times, and is not subject to this due process policy.</td>
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<tr>
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<td>Student/Professor Conference: Professor will initiate and document this meeting, including any agreed upon remedial steps. If resolution is reached, Department faculty is informed and all documentation is placed in student’s file, with copies to the Department Chair and Graduate Coordinator. If not, the process continues to Step 3.</td>
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<tr>
<td></td>
<td>Department Review Meeting (may or may not be as scheduled): Faculty recommends a course of action and documents it.</td>
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</table>
Advisor/Student Conference: Advisor informs student of faculty recommendations and documents this meeting, including any agreed upon remedial steps. If resolution is reached, Department faculty is informed and all documentation is placed in student’s file, with copies to the Department Chair and Graduate Coordinator. If not, the process continues to Step 5.

Department Review Meeting (may or may not be as scheduled): Faculty develop remedial plan if warranted and stipulate specific actions that must be taken, and document them. Remedial steps may include personal counseling, remedial academic work, including writing laboratory work, or additional coursework, and/or probation or temporary suspension. The remedial plan will include specific dates by which requirements must be met and the faculty responsible for monitoring student progress.

Advisor/Student Conference: Advisor informs student of requirements, remedial agreement signed and placed in student file, with copies to the Department Chair and Graduate Coordinator. Department faculty is informed and all documentation is placed in student’s file. If resolution has not been reached (i.e., the student has not or will not comply), the process continues to Step 7.

Department Review Meeting (may or may not be as scheduled): A final decision is rendered: Consequences may include, but are not limited to, probation, with recommendations as above, or separation from the program. All documentation is placed in student’s file and copied to the Graduate College.

During summer terms: In the event that a “Red Flag” situation arises during the summer, as soon as the problem is noticed, the Department Chair will convene as many faculty as are available to address issues of immediate concern. The process will follow as closely as possible to the above.
Lack of Satisfactory Progress towards a Degree

If a student is not making satisfactory progress towards meeting the degree requirements, the Department may request that the Graduate Dean either separate the student from the College or place the student on probation.

Failure to make satisfactory progress may be determined in several ways:

a. Failure to complete two courses in two consecutive semesters (excluding summer).

b. Unsatisfactory grades (including grades below a B, Incompletes or Withdrawals).

c. Failure to consult with an Advisor.

d. Failure to develop an official degree program.

e. Failure to complete a thesis within two consecutive semesters (excluding summer) of registration for credit. The student must remove an Incomplete received for thesis within one semester of receiving the “I” grade.

f. Failure to successfully pass the Final Examination.

Faculty Advisors will monitor the progress of their Advisees, at the least during the semester student review meetings. When an Advisor has determined that an Advisee has not been making satisfactory progress, the student's record will be evaluated and a recommendation will then be forwarded to the Department for action. A grade of Incomplete (I) is given only in extenuating circumstances. An incomplete is not a substitute for an F. Students given an incomplete should be able to receive a passing grade based upon the work completed thus far. The incomplete must be removed in one calendar year or it reverts automatically to an F. Students are responsible for initiating completion of the incomplete grade. See the Graduate Catalog for further details.
Academic Appeals Policies

Graduate students (or potential graduate students) may appeal any of the following:

1. Admission decision
2. Course grade
3. Alleged unfair practice
4. Relief or waiver from a UNLV policy or requirement

Process:

1. Appeal to Graduate Coordinator/Instructor.
   a. The student must contact the Graduate Coordinator with appeals related to admissions, alleged unfair practice, or relief or waiver from a UNLV policy or requirement. The student must contact the Instructor to discuss his/her reasons for appealing a grade.
   a. If the student is dissatisfied with the result, s/he may appeal to the Department Chair.

2. Appeal to Chair.
   a. It is required that the student submits a written statement of appeal to the Department Chair.
   b. It is the student’s responsibility to provide a clear and concisely written statement of the appeal and to provide all relevant documentation.
   c. A departmental committee may be appointed to consider the appeal. The committee will consist of tenured faculty from the Department, one of whom will serve as chair.
      1. The committee will review the appeal and all relevant documentation (instructor and student).
      2. The committee will submit a written decision to the Department Chair.
   d. If the student is dissatisfied with the result, s/he may appeal to the Dean of the College of Education.

3. Appeal to Dean of the College of Education.
   a. The student must contact the Dean’s office for policies and procedures related to appealing a grade at this level.
4. **Appeal to Graduate College**
   
a. The student must initiate the appeal within 60 calendar days of the last day of the semester in question.

b. The appeal must include:
   1. UNLV Graduate College Appeal Form
   2. A written statement of appeal addressed to the appropriate UNLV administrator.
   3. Relevant documentation and support.

   c. The student must contact the Graduate College for additional policies and procedures related to appeals at this level.

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**Practicum & Internship Policies**

Enrollment in practicum and internship are considered critical experiences for successful completion of the M.S. or M.Ed. in counseling. Primary goals of both practicum and internship are to develop strong counseling skills and to promote the development of the student’s professional counselor identity in an organization compatible with their program emphasis area. Practicum and Internship activities will take place at departmentally approved sites with appropriately qualified supervisors where the intern can work with clients appropriate for the student's program emphasis.

**Practicum (CED 741)** placement requires students to complete 100 hours in an approved community setting under supervision from faculty and site supervisors. Students typically spend 6-10 hours per week involved in direct and indirect counseling activities and individual and group supervision. Hours in practicum must be accrued throughout the 15-week semester. Students ordinarily earn practicum credit at a single site; the department faculty must approve requests for an additional practicum site.

**Internship (CED 751, 752, 753)** requires 600 hours total of direct and indirect counseling in community settings. Of these, at least 240 hours must involve direct client services. Students enroll in CED 751, 752, and 753 sequentially, based upon the number of hours in the field. Each one-credit section of CED 751, 752, and 753 equals 200 internship hours. Note that a $250 supervisor fee is assessed upon registration for CED 751. Students ordinarily earn internship credit at no more than two sites per semester; the department faculty must approve requests for an additional internship site. The minimum time investment expected at an individual site placement is 15 weeks.
(one semester). Please note that students who choose to pursue full time completion of their internship hours (30-40 hours weekly) may not be employed full time. In the semester prior to beginning Internship, students should select an Internship site in consultation with the Advisor that is consistent with their needs and their program area. All Internship sites must be approved by the Department (a current list of approved sites is available in the Department office). Work at the internship site begins only after the student enrolls in, and begins attending, CED 751, 752, 753. Enrollment will be consistent with those guidelines described in the CACREP standards. Students must register for a minimum of one credit hour of CED 751, 752, 753 each semester during which they work as Interns. During internship, the department faculty will provide opportunity for discussion of professional and ethical issues related to the practice of counseling through a weekly on campus seminar. Attendance at this seminar is required throughout internship.

Advanced Internship (CED 775), for students in the community mental health counseling program, builds upon the skills developed in the first 600 hour internship experience and requires an additional 300 clock hours of supervised counseling experience in an organization compatible with their program emphasis area. Of these hours, 120 client contact hours are required at a minimum. Overall, students are required to accrue a total of 900 hours in Internship and Advanced Internship experiences.

Application for Practicum & Internship

Applications for Practicum and Internship must be filed by the appropriate deadline in the semester before the semester in which the experience will occur. Students will not be permitted to register for either Practicum or Internship unless an application is on file with all the necessary departmental and faculty approvals. Students are required to consult with their Advisor regarding these applications in order to ensure that all prerequisites have been met prior to participation in these experiences. Applications may be obtained from the field experiences section of the department webpage: http://counselored.unlv.edu/fieldexperiences.htm
Practicum Requirements

The counseling practicum experience is designed to foster critical individual and group counseling skills necessary for the quality practice of professional counseling. Students in both school and community mental health programs complete their practicum experience at specific, departmentally approved, community counseling sites. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), practicum consists of a minimum of 100 hours of supervised counseling activities. Of these, a minimum of 50 hours must be in direct individual counseling services, a minimum of 10 hours must be in direct group counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

50 Direct Hours include:

- Individual counseling (40+ hours)
- Group counseling (10+ hours)

50 Indirect Hours may include:

- Counselor observation
- Individual case conceptualization planning for client needs
- Researching strategies based on counseling theories
- Writing case progress notes
- Group supervision, UNLV faculty supervision, and on-site supervision

Videotaping

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to videotape counseling contact with clients. This involves videotaping individual and group counseling. Site placements that do not allow for videotaping will not be considered and students will be placed in other settings. Students are responsible for meeting the videotaping expectations established by practicum and internship instructors.
Community Mental Health Counseling
Internship Requirements

The UNLV master’s community mental health counseling internship experience is designed to continue fostering quality counseling skills, as well as offer interns the opportunity to apply their knowledge of community mental health counseling in a field based experience. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the internship consists of a minimum of 900 hours of field-based community mental health counseling activities. Of these, a minimum of 360 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

360 Direct Hours may include:

- Intake interviews
- Assessments
- Individual counseling
- Group counseling

540 Indirect Hours may include:
- Case management
- Counselor observation
- Individual case conceptualization planning for client needs
- Researching strategies based on counseling theories
- Writing case progress notes
- Group supervision, UNLV faculty supervision, and on-site supervision
- Professional development activities including: Conferences and workshops

**Videotaping**

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to regularly videotape counseling contact with clients. In a community mental health setting, this involves videotaping individual and group counseling. *Site placements that do not allow for videotaping will not be considered and students will be placed in other settings.* Students are responsible for meeting the videotaping expectations established by practicum and internship instructors.
School Counseling Internship Requirements

The UNLV master’s school counseling internship experience is designed to continue fostering quality counseling skills, as well as offer interns with the opportunity to apply their knowledge of comprehensive school counseling programs in a field based experience. Because the Nevada endorsement for school counseling is an all-level credential, students are required to gain experience at both elementary (PK-5) and secondary (6-12) levels at some point during their internship. In accordance with standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the internship consists of a minimum of 600 hours of field-based school counseling activities. Of these, a minimum of 240 hours must be in direct counseling services, with the remaining hours to be in appropriate indirect counseling related activities as outlined below:

240 Direct hours may include:
- Individual counseling
- Group counseling
- Classroom guidance
- Consultation with parents, teachers, administrators, counselors
- Staff development and parent group presentations
- Leadership activities

360 Indirect Hours may include:
- Student classroom observation
- Counselor observation
- Guidance curriculum development
- Individual planning for academic or career needs (including registration activities)
- Group supervision, UNLV faculty supervision, and on-site supervision

Examples of non-counseling duties that do not meet the requirement for direct or indirect hours include:
- Making disciplinary decisions or imposing disciplinary actions
- Student supervision duty including: bus duty, taking tickets at school events, recess duty, lunch duty, hall duty etc.
- Substitute teaching of a class
- Non-counseling related clerical work
- Other duties that do not foster the development of a professional school counselor

Videotaping
In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to regularly videotape counseling contact with clients. In the school setting, this involves videotaping individual and small group counseling as well as large group guidance activities. Site placements that do not allow for videotaping will not be considered and students will be placed in other settings. Students are responsible for meeting the videotaping expectations established by practicum and internship instructors.
Policy on Student Demeanor and Practicum and Internship Conduct

Professional behavior is required of students at all times. Professional behavior is especially critical during Practicum and Internship, because students are, for all intents and purposes, functioning as professional counselors despite their status as students. In view of this, student conduct in these settings is of the utmost significance. It is during these experiences that students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a given student’s appropriateness and preparedness for the professional role.

The Department of Counselor Education Code of Ethics is based upon those of the American Counseling Association (ACA) and the American School Counselor Association. Copies of both codes are available in a variety of places, including many texts used in counseling classes and on the respective organizations’ websites. Important areas of ethical concern for students are confidentiality and multiple relationships. The former requires that a student not discuss clients, cases, or confidential information about other students outside of a professional setting. The latter refers to any relationship simultaneously developed with a client beyond the therapy room. Any violation is gravely serious and will be treated as such. Ethical breaches are grounds for separation from the department and for reporting the violation to the professional organizations of which the student is a member.

In the event that a student’s conduct is unprofessional, the faculty has the obligation to the student, to the profession and to the public to take whatever steps are necessary to rectify the situation. Violations of professional ethics codes, insubordination to supervisors, mistreatment of colleagues, support staff or clients, demonstrations of gross clinical misjudgment or other actions inconsistent with professional standards of behavior are evidence of unprofessional conduct. These will not be tolerated.

When a student is fired or suspended from a Practicum or Internship site, or a student’s behavior is evaluated as being otherwise unprofessional by faculty, site supervisors or other qualified professionals in a position to offer a valid perspective, the faculty will initiate the following procedure:

- The faculty member responsible for the administration of the practicum or internship experience during which a documented instance of unprofessional conduct was observed will contact the Department Chair, the Graduate Coordinator, the student’s Advisor and the student within 24 hours (if possible) of the allegations of unprofessional conduct. The entire faculty will be apprised of the situation as soon as possible and their involvement will be essential as the process continues into the Student Review Process (the “Red Flag” process). Depending upon the nature of the allegation, the student may be required to discontinue clinical work immediately. In this event, the faculty and the site supervisor will take the responsibility for the disposition of any cases that the student may be carrying, and the student will immediately be placed on a temporary suspension from continuing in practicum or internship. This means that the student is also not to pursue another clinical setting until the faculty grant their permission.

- The faculty will make an immediate investigation into the specifics of the allegations, and the student will be given the opportunity to present any evidence in defense of his or her conduct. The faculty will document and present their findings and conclusions to the student and other relevant parties as soon as possible after the allegations have been made. If the faculty judges the allegations as being substantially accurate and a serious problem is indicated, the student will be either placed on probation or separated from the program. In both cases, a recommendation to that effect will be made to The Graduate College. A student who is separated from the program has the right of appeal through standard university procedures (see the Graduate Catalog). Students who are separated from The Graduate College are not eligible for admission or re-entry and must petition for reinstatement.

- For students placed on probation, the faculty will craft a remediation plan designed to address the specific needs identified by the investigation. The remediation plan will include specific requirements that must be met and the deadlines for meeting them. Requirements may include additional academic study in the form of classes or independent study under one or more faculty members, personal counseling, or other activities selected by the faculty. The student will be expected to complete additional practicum and/or internship hours, which will be stipulated in the plan. The student will be required to comply with the remediation plan. Unsatisfactory compliance with the remediation plan will result in the student’s separation from the program and The Graduate College.

- Upon completing the remediation plan, the burden of responsibility will be on the student to meet with the faculty as a whole at a regularly scheduled faculty meeting to summarize their progress. The faculty will render a decision as to whether they believe the student has made sufficient progress. If so, the student will be removed from probation and may continue in the program. If the faculty believe that the student has not satisfactorily completed the remediation plan, they may either make additional remediation requirements or separate the student from the program.
Students who are involved in unethical behavior will be reported to licensing and credentialing bodies and professional organizations in the interest of protecting the profession, the public, and not least, the student.
Comprehensive Exams

The culminating experience for the M.S. Community Mental Health Counseling and M.Ed. School Counseling master's degree programs is a final comprehensive examination. Students are required to take comprehensive exams during their final fall or spring semester enrollment in internship. Comprehensive exams are not offered in the summer; students are encouraged to plan accordingly. The application to complete comprehensive exams must be submitted to the Graduate Coordinator by February 15th for the spring semester and September 15th for the fall semester you intend to complete the exam.

The Comprehensive Examination involves preparation of a final portfolio and an oral exam with members of your advisory committee. The specific date and time of your oral examination will be assigned after you have submitted your comprehensive examination application. Portfolios are due to your committee chair two weeks prior to your scheduled oral exam.

Required Portfolio Items

The following items must be included in your portfolio:

a) A 3-4 page narrative that describes your growth as a professional counselor during your graduate studies and plans for your future career as a professional counselor;

b) A 2-3 page discussion of your current multicultural and diversity competence, including citation of at least four critical learning incidents occurring during the time of your graduate studies that directly contributed to enhancing your multicultural knowledge, awareness, and skills;

c) Two video or DVD recorded counseling sessions with the same client from your internship. The sessions chosen should be a "pre-post" snapshot of your work with the client, demonstrating a progression of client change and development of a strong therapeutic alliance. Please note that videos/DVDs must have excellent sound quality. Inaudible videos/DVDs will not be accepted. DVD recordings are the preferred method of submission;

d) A one-page theoretical conceptualization of the client from the above videos or DVDs. Please be sure to mask identifying client information. Include the following items in your conceptualization:
   1. Background information about client
   2. Presenting issues
   3. Previous interventions, counseling, etc… that client has received
   4. Intervention plan (goals)
5. Theory utilized
6. Techniques/interventions that are theory appropriate used in this session
7. Proposed modification to the intervention plan (if needed)
8. Areas of counselor strengths
9. Areas of counselor concerns

e) Evidence of membership in appropriate national, state, and regional counseling organizations including the American Counseling Association, the American School Counselor Association, American Mental Health Counselor Association, and the National Association of Alcohol & Drug Abuse Counselors. At a minimum, students should be a member of one national counseling organization and one state or regional organization;
f) Samples of materials developed for use in individual and/or small group counseling and guidance; and,
g) A current resume or curriculum vita.

Additional Portfolio Items

In addition to the above required portfolio items, students are encouraged to be creative and submit other evidence of their professional development as a counselor. Samples of class and field experience work, including copies of professional papers, or other projects demonstrating your counseling knowledge and skills may be included.

Oral Examination Procedures

Oral examinations will last approximately 30 minutes. Members of the student's advisory committee will participate in the oral examination. The student's committee chair will facilitate and lead the examination meeting. During the oral examination, students may be asked questions related to their professional portfolio as well as questions related to the CACREP core training areas, counseling foundations and practice, and questions regarding their counseling specialty area. Students may also be asked questions related to counseling theories, techniques, and conceptualization. At the conclusion of the examination, students will be asked to leave the meeting room while the advisory committee discusses the results and makes its recommendations. Students are encouraged to meet with their advisory committee chair for further information about the oral examination process.
Thesis Option

Students may choose to complete a thesis in lieu of the Comprehensive Exam. Thesis provides experience in preparation, completion, and writing of original empirical research, which will prove useful should the student pursue a doctoral degree in the future. The minimum number of credits required is six. The student may work with any faculty member who has graduate faculty status in the department as director of the thesis and form a committee as described above, as early as possible after choosing this option. The Oral Defense of the completed thesis will serve as the final examination.

Applying for Graduation

The Application for Graduation may be obtained from the Graduate College website. A completed application, properly signed, must be filed with the Graduate College by the date indicated on the UNLV academic calendar of the semester of graduation. All fees must be paid by this deadline. See the Graduate College website for further information. Students will not be permitted to participate in Commencement ceremonies until they have finished all of the requirements for their degree. Additionally, students must be enrolled for at least one (1) credit during the semester in which they intend to graduate.

NOTE: IT IS THE RESPONSIBILITY OF THE STUDENT TO ENSURE THAT ALL REQUIREMENTS HAVE BEEN MET BEFORE APPLYING FOR GRADUATION.
# Steps to Graduation Timeline

<table>
<thead>
<tr>
<th>Step</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advisor assigned</td>
<td>First semester of study</td>
</tr>
<tr>
<td>2. Select advisory committee with advisor and file form with Graduate College</td>
<td>First year of study</td>
</tr>
<tr>
<td>3. Develop proposed degree program with advisor and file form with Graduate College</td>
<td>First year of study</td>
</tr>
<tr>
<td>4. Submit application for Counseling Practicum to school counseling or community mental health counseling coordinator</td>
<td>By April 1(^{st}) for fall semester enrollment and by November 1(^{st}) for spring enrollment</td>
</tr>
<tr>
<td>5. Submit application for Counseling Internship to school counseling or community mental health counseling coordinator</td>
<td>By April 1(^{st}) for summer and fall enrollment and by November 1(^{st}) for spring enrollment</td>
</tr>
<tr>
<td>6. Submit comprehensive examination application to graduate coordinator (for students not completing the thesis option)</td>
<td>By February 1(^{st}) for spring semester and by September 15(^{th}) for fall semester</td>
</tr>
<tr>
<td>7. Apply for graduation</td>
<td>By first week of intended semester of graduation; see Graduate College website for specific deadlines and application materials.</td>
</tr>
</tbody>
</table>
National Counselor Certification

The National Board for Certified Counselors (NBCC) developed the first general practice counseling credential that was national in scope. NBCC began credentialing National Certified Counselors (NCCs) in 1983. Currently, approximately 40,000 mental health professionals throughout the United States and in over 40 other countries hold this voluntary professional credential. Although the NCC credential isn't required for independent practice and is not a substitute for the legislated state credentials, those who hold the credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors, not legislators.

The three basic components of the requirements for the NCC credential are education, supervised experience, and examination. Candidates for the NCC credential must hold an advanced degree with a major study in counseling from a regionally accredited college or university. They also must meet specific semester or quarter hour requirements and content area requirements. Candidates for national certification must meet the supervised experience requirements specific to the option under which they qualify and apply. Candidates for national certification must achieve a national passing score on the National Counselor Examination for Licensure and Certification (NCE).

For more information about NBCC and the NCC, visit: www.nbcc.org
National School Counselor Certification

The National Board for Certified Counselors also provides the specialty credential of National Certified School Counselor (NCSC). The specialty school counseling credential is a result of the joint efforts of the American Counseling Association (ACA), the American School Counselor Association (ASCA) and National Board of Certified Counselors (NBCC). The NCSC credential demonstrates the educational background, knowledge, skills and competencies of the specialist in school counseling. Some states provide a salary increase for school counselors holding the NCSC.

The purposes of the National School Counseling Certification are to:

- Promote the school counselor's professional identity, visibility and accountability on a national level.
- To establish the national school counseling standards have been met by the counselors credentialed.
- Advance cooperation among school systems, professional organizations, and other credentialing development agencies
- Encourage professional growth of counselors.

For more information contact the National Board of Certified Counselors at:
www.nbcc.org
Requirements for School Counselor Endorsement in Nevada

The Department of Counselor Education School Counseling master’s program meets and exceeds all requirements by the Nevada Department of Education for the special endorsement in school counseling. To qualify for an endorsement to serve as a school counselor in Nevada a person:

A. Must hold a master’s degree or a more advanced degree in school counseling from a regionally accredited college and or university; or
B. Must hold a master’s degree or more advanced degree conferred by a regionally accredited college or university and a specialty credential as a National Certified School Counselor issued by the National Board for Certified Counselors; or
C. Must hold a master’s degree or a more advanced degree with a major in counseling conferred by a regionally accredited college or university; and meet the requirements of subsection 2; or
D. Must hold a master’s degree or a more advanced degree conferred by a regionally accredited college or university and have at least 2 years of teaching experience or at least 2 years of school counseling experience; and meet the requirements of subsection 2.

A person who desires to qualify for an endorsement pursuant to C or D above must have completed:

- At least a 280 hours of a practicum, internship or field experience in school counseling at any grade level in kindergarten through grade 12; and
- At least 36 semester hour of graduate credits in school guidance and counseling in each of the following areas of study:
  1. The process of individual counseling;
  2. The process of group counseling;
  3. Testing and educational assessments;
  4. Legal and ethical issues in counseling;
  5. Career counseling
  6. Organization and administration of school counseling programs;
  7. Multicultural counseling;
  8. Child and family counseling; and
  9. Two of the following:
     a. The use of technology in education.
     b. Exceptional children.
     c. Human growth and development.
     d. Substances abuse counseling.
(Source: NAC 391.185 7-25-02)

To read the full Nevada Administrative Code pertaining to educational personnel, visit:
http://www.leg.state.nv.us/NAC/NAC-391.html
Students seeking positions as school counselors are advised that the Clark County School District (CCSD) requires successful performance on the Praxis II School Counseling & Guidance Examination. If you are currently a teacher in CCSD, and you have already taken a teaching related Praxis exam, you are exempt from this requirement.

The Praxis II Exam is offered each spring semester during March in the Las Vegas area. Advance registration is required, including submission of a $75 testing fee. Specific registration information, testing locations, and registration deadlines may be obtained at: http://www.ets.org/
Student Participation in Professional Counseling Organizations

AMERICAN COUNSELING ASSOCIATION

The American Counseling Association (ACA) is a professional association composed of over 55,000 counselors and human development specialists. ACA provides leadership training, continuing education and professional development opportunities and advocacy services for its members. Student memberships are available; a subscription to the Journal of Counseling and Development is included with membership. Applications can be obtained in the department office. Professional liability insurance is available to members. ACA has 16 divisions and special interest groups that members may join. Each division publishes a newsletter and many publish journals. Some of these divisions that may be of interest to students are: American Mental Health Counselors Association, American Rehabilitation Counseling Association, Association for Counselor Educators and Supervisors, Association for Multicultural Counseling and Development, Association for Specialists in Group Work, International Association of Marriage and Family Counselors, and National Career Development Association. ACA’s website is www.counseling.org.

CHI SIGMA IOTA

Chi Sigma Iota is an international honor society for counselors-in-training, counselor educators and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Omega Alpha is UNLV’s chapter of Chi Sigma Iota, consisting of student, alumni, faculty and professional members. Membership includes a certificate, a pin and a subscription to the Chi Sigma Iota newsletter. Members are encouraged to strive for excellence in the field of counseling and are honored both at the chapter and international levels. Annual awards and fellowships are given to compel members to work for outstanding scholarship and professionalism. Application information may be obtained in the Department office.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The American School Counselor Association (ASCA) supports school counselors’ efforts to help students focus on academic, personal/social and career development so
they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 19,000 professional school counselors around the globe. ASCA’s website: www.schoolcounselor.org
AFFIDAVIT OF COMMITMENT

Read and sign below. Obtain your advisor’s signature and leave this form with the department Administrative Assistant to be placed in your file. You may request a copy for your records.

My signature below indicates that I have read and understand the information in the Department of Counselor Education handbook and I agree to be bound to its stipulations, policies, and procedures. I understand my rights and responsibilities as a graduate student in the Department of Counseling.

Furthermore, I commit to enroll in a minimum of two classes per semester, unless I obtain departmental permission in writing to do otherwise for a legitimate reason and a specific period of time.

____________________________  
Printed Student Name

____________________________   ____________  
Student Signature                Date

____________________________  
Advisor Signature

350
UNLV/CCSD School Counseling Practicum Application

This application is due to the school counseling program coordinator by April 1st for practicum the following fall semester. Note: Students must have liability coverage from an approved professional organization (ACA, ASCA) prior to accruing practicum hours. The practicum instructor coordinates school placements.

Request for: Fall 20__

Last Name: ___________________________ First Name ___________________________

Home Address: ___________________________ City: ____________ State: ______ Zip: _____

e-mail: ________________

Home phone: ____________ Cell phone: ____________ Work phone: ____________

Bilingual? __No ___Yes – Languages: __________________________

UNLV faculty advisor: ________________ Phone: ____________ e-mail: ________________

Grades earned in the following courses (put “IP” (in progress) if currently enrolled):

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED701 Introduction to School Counseling</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>CED715</td>
<td>School Counseling Theories</td>
<td></td>
</tr>
<tr>
<td>CED727</td>
<td>Counseling Process &amp; Procedures</td>
<td></td>
</tr>
<tr>
<td>CED731</td>
<td>Social Justice &amp; Advocacy in School Counseling</td>
<td></td>
</tr>
<tr>
<td>CED733</td>
<td>Introduction to Group Counseling in the Schools</td>
<td></td>
</tr>
<tr>
<td>CED743</td>
<td>Legal &amp; Ethical Issues in School Counseling</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
UNLV/CCSD School Counseling Internship Placement Request

Please do not contact school sites or counselors yourself. You will be notified when your placement is finalized. Note that CCSD makes placement decisions and that at-risk schools are given preference for interns. Up to two concurrent or consecutive placements may be requested. Specific internship schedules are coordinated with your on-site supervisor. This application is due November 1st for Spring semester placements and April 1st for Summer and Fall placements. A new request form must be completed for each semester you enroll in internship. Note: Students must have liability coverage from an approved professional organization (ACA, ASCA) prior to accruing internship hours.

Request for: ___Fall 20___ ___Spring 20___ ___Summer 20___

Last Name:___________________________________________ First Name: _____________________________

Home Address: _____________________________ City:___________________ State: ____ Zip: ____

E-mail: _________________________________

Home phone: _______________ Cell phone: _______________ Work phone: ______________

Employer (if CCSD give location): _________________________________________________________

Bilingual?  ____No  ____Yes – Language(s): _________________________________

UNLV faculty supervisor: _______________ Phone: _______________ E-mail:_____________________

---

Placement 1

Expected Internship Dates: Begin ___/___/___ End ___/___/___

Number of internship hours for this placement: _____ hours
Level: ___Elementary  
___Middle School  
___High School

Placement 2

___Concurrent with first placement  OR  ___After first placement

Expected Internship Dates: Begin ___/___/___  End ___/___/___

Number of internship hours for this placement: _____ hours

Level: ___Elementary  
___Middle School  
___High School

Comments:

Students are required to take comprehensive examinations during their initial spring semester enrollment in internship. This application is due to the school counseling area coordinator by February 1st of the spring semester you intend to complete the exam. Comprehensive examinations involve two parts:

1) Completing the Praxis II School Counseling and Guidance Examination. This exam is offered each spring semester during March in the Las Vegas area. Advance registration is required, including submission of a $75 testing fee. Specific registration information, testing locations, and registration deadlines may be obtained at: http://www.ets.org/ Score reports must be forwarded to the school counseling area coordinator and included in your final portfolio.

2) Preparation of a final portfolio and an oral exam with members of your advisory committee. Portfolios must contain the following items at a minimum: a) A videotaped counseling demonstration; b) A one-page discussion of the demonstration video; c) Evidence of membership in
the American School Counselor Association and/or American Counseling Association and the Nevada School Counselor Association; and d) Copies of Praxis II School Counseling and Guidance Examination results provided by ETS. In addition to the required portfolio contents, students may include additional items demonstrating their professional development as a school counselor. During the oral examination, students may be asked questions related to their professional portfolio as well as questions related to the CACREP core training areas, school counseling foundations and practice, and the ASCA National Model. Students may also be asked questions related to counseling theories, techniques, and conceptualization. The specific date and time of the oral examination will be determined by your committee chair in coordination with other advisory committee members. Portfolios are due to your committee chair two weeks prior to your scheduled oral exam.

Last Name:___________________________________________ First Name: _____________________________

Home Address:_________________________ City:___________ State: ___ Zip: ___

e-mail: _________________________________

Home phone: ____________ Cell phone: ____________ Work phone: ____________

UNLV advisory committee chair: ___________________________________________________

Please list any master's program courses not yet completed (include course number and title):

<table>
<thead>
<tr>
<th>Courses Not Yet Completed</th>
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<tbody>
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</table>

______________________________________ ____________
Student Signature                  Date
Faculty Advisory Committee Chair Signature   Date
Appendix D
I. COURSE DESCRIPTION
This course explains what counseling is and what a career in counseling requires. This course will help you to understand the training involved in being a counselor. You will get an opportunity to examine some of your own characteristics and how they fit into the role of a counselor. It explains some of the different approaches to counseling such as behavioral, psychodynamic and humanistic. In addition it describes different environments in which counseling is applied.

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.K.5.a</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.K.5.b</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.K.5.c</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.K.5.d</td>
<td>A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.</td>
</tr>
<tr>
<td>CACREP II.K.5.e</td>
<td>A general framework for understanding and practicing.</td>
</tr>
</tbody>
</table>

**A. Knowledge**

Upon completion of this course, counselors will be able to understand:

1. The students will learn about ethical issues in counseling
2. The students will learn about the importance of research/writing in counseling
3. The students will learn about diagnosis and appraisal in counseling
4. The students will learn about basis theories in counseling
5. The students will be better able to decide if a career in counseling is suitable and desirable.
6. The students will become familiar with consultation in counseling
7. The students will understand the professional roles, functions, and relationships with other human services provides
8. The students will understand professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members and current emphasis
9. The students will learn about professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects on public policy on these issues
10. The students will become aware of public and private policy process, including the role of the professional counselor in advocating on behalf of the profession
11. The students will become aware of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
12. The student will develop a professional identity as a counselor trainee
B. Skills

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

1. Establish a working counseling relationship (CACREP II.K.5.a);  
2. Evaluate the counseling process (CACREP II.K.5.b); and  
3. Articulate what makes a good helping professional.

C. Dispositions

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

1. Appreciation and respect for a variety of client worldviews and beliefs;  
2. Fostering professional and ethical counseling relationships, and  
3. Valuing the client’s ability for self-directed growth within a facilitative counseling relationship.

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. Successful performance on examinations.

IV. TEXTS

Required texts

V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to:

1. **Attend class consistently and punctually.** Because this class will be taught like a seminar, attendance is mandatory. You must be present to complete in-class assignments. There will be no make-up opportunities.

2. **Complete assigned readings PRIOR to the date of discussion in class.**

3. **Participate in class.** We will not spend a lot of time reexamining the texts, but will focus on practical application in class. Students are to take responsibility for their own learning, so if there is something you want to discuss, including cases relevant to the topic at hand, please take the initiative to bring it up. Participation in class discussions is to be conducted in a professional and appropriate manner. This means willingness to engage in dialogue and debate from a position of respect for others in a non-judgmental way. Confidentiality will be expected at all times as there will be a variety of students and possibly even personal case histories discussed. Personal information divulged by a classmate or reference to a personal concern should be treated as confidential information. Students are to use fictitious names and remember the rules of confidentiality when discussing cases in class. Courtesy and respect will be expected at all times. There will be non-University speakers in our classroom that might have a practice or philosophy that you do not agree with. These presenters have been invited to share from their perspective only. In pursuit of engaging conversation, we can become challenging or even appear confrontational: This behavior will not be tolerated with our guest speakers. In order to still encourage student rights, any negative or adverse reactions to their approaches will be addressed privately with the class at a later date.

3. **Complete two multiple-choice exams.**

**NOTE:** More than two absences will affect your grade by a half-letter grade.

VI. EVALUATION/PERFORMANCE INDICATORS

Grading: Exam 1=40%
Exam 2=40%
VII. ACADEMIC INTEGRITY & COPYRIGHT

UNLV and its College of Education 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 Regulations Governing Probation and Suspension within the College of Education. This publication may be found in the Office of the Dean of the College of Education (CEB 301).

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Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

VIII. SPECIAL NEEDS

Disability Resource Center (DRC)

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans
with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.

Religious Holidays
As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by June 7th to be assured of this opportunity.

Announcements
Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment.

Information technology, electronic devices, and communication devices are only permitted in the classroom during class time with the written permission of the instructor. This would include, but is not limited to laptop computers, cell phones, PDA’s, MP3 players, iPods, cameras, tape recorders, and pagers.

Please refrain from applying lotions, make-up, and medications during class; this also includes not wearing fragrances to class so that people with certain health conditions will be comfortable in attendance.

Please limit your personal behaviors, including side conversations and eating, to the designated break times established on the first day of class.

Student's UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: Information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See http://rebelmail.unlv.edu/ for more information.
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Early Historical Perspectives</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>Helping Relationship</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Ethics and the Beginning Counselors</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Research in Counseling</td>
<td>Chapters 4, 5</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Individual Counseling</td>
<td>Chapters 6,7</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Exam I</td>
<td></td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Group Counseling</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Career Counseling</td>
<td>Site Visit</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Creative Approaches to Counseling</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Counseling Uses of Tests</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Diagnosis in Counseling</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Counseling in Mental Health</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Counseling People of Color</td>
<td>Chapter 19</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Exam II</td>
<td></td>
</tr>
</tbody>
</table>
* Note: This syllabus may be revised at any time to meet the needs of the class.
Catalog Description: An early entry graduate-level survey of research methods with an emphasis on comprehension of the educational research literature. Course includes scientific method, locating and summarizing published research, sampling, measurement, statistics, research design, and critique of published research. 3 credits.

Purpose, goals, and objectives of the course: Each area of professional specialization is faced with many uncertainties related to practice and underlying theory. Research designed to reduce uncertainty is ongoing and serves to validate and expand knowledge in the area. The findings of research are disseminated primarily through professional organizations in the form of presentations at meetings and publications in professional journals. Professionals stay informed in their areas of specialization by attending annual meetings and reading research reports published in professional journals. The purpose of this course is to provide initial instruction on how to locate, understand and evaluate the published research literature in the student’s area of interest. As an introductory survey course, the expectation is not mastery of research methodology, but rather the development of competencies related to the critical consumption of research literature.

Knowledge and performance outcomes related to the analysis, critique, and summarization of research reports are presented below:
1. Identify and evaluate the clarity of the problem statement.
2. Determine the theoretical or logical rationale of the research problem.
3. Appraise the thoroughness and relevance of the literature review.
4. Determine if the literature review establishes the need for conducting the research.
5. Identify each specific research question (hypothesis) under investigation.
6. Identify the research method and assess the validity of the research design.
7. Assess the adequacy of the sampling procedure.
8. Identify and classify the variables under investigation.
9. Identify and evaluate the operational definitions of measured variables.
10. Evaluate the appropriateness of the operational definitions as indicators of the theoretical constructs being measured.
11. Evaluate the appropriateness of the statistical test employed and determine if the assumptions of the test were met.
12. Determine if the research is reported in such a way that it can be replicated.
13. Assess the clarity and adequacy of the presentation of results.
14. Determine whether the conclusions are consistent with the original research question and follow from the results.
15. Determine whether the conclusions are consistent with the original research question and follow from the results.
16. Identify the limitations of the study in terms of internal and external validity and determine whether the author has made recognition of these limitations.
17. Evaluate potential alternate interpretations of results.
18. Discuss the implications of the study in view of the strengths and weaknesses of the research.
19. Select a problem of interest on which to conduct a review of empirical literature.
20. Use library reference resources to locate research literature related to the selected problem of interest.
21. Read, critique, and summarize the research in a review of literature.
22. Correctly use APA style in writing the review of literature.

Dispositions:

1. Promote a disposition to question factual statements in order to determine the adequacy of supporting documentation.
2. Develop behaviors and attitudes that promote the value of knowledge based on evidence.
Suggestions for success:

- Ask questions. If you’re lost and can't compose a question, say so. We'll work from there. When you're lost, you're probably in good company.
- Try not to miss class.
- Study with another student or two.

Suggested Resources

A. Adopted text:


B. Useful websites

- Text author's site with objectives and exercises - [www.awlonline.com/mcmillan3e](http://www.awlonline.com/mcmillan3e) (4e was not up at last check on 1/12)
- Comprehensive research methods site - trochim.human.cornell.edu/kb/
- Listing of electronic journals - aera-cr.ed.asu.edu/links

B. Optional/Supplementary Readings (available in library and/or from instructor).


Results and performance assessments

A. Attainment of course objectives and related sub-objectives will be evaluated by performance on eight - 20 item quizzes and a term project.

B. The project involves each student locating, critiquing and summarizing four closely associated research studies related to an area in which he/she is interested. The end product will be four critiques and a brief review of the literature based on the four studies (see Term Project description starting on page 7 and sample projects in Appendix A).

C. Course grades will be determined by performance on the quizzes and the project, i.e., the critiques and review of literature. You may drop the lowest quiz score from among the first seven quizzes. Your quiz eight score may not be dropped. If you're absent for a quiz, that quiz may be dropped. If you miss more than one quiz your course grade will be impacted. In special circumstances, you may make-up a quiz at or before 3:15 p.m. on the day of the next class meeting. There is a total of 140 possible items (points) for the seven quizzes counted toward your grade. The critiques and review of literature are credited 60 points when complete. That is, there is no partial credit for the project. You receive full credit when the project is satisfactorily completed. Your course grade will be determined by the percentage of the 200 points attained: 88 -100%=A (176 pts); 85 – 87%=A-(170 pts); 82-84%=B+(164 pts); 78-81%=B (156 pts); 75-77%B- (150 pts); 72-74=C+ (144 pts); 68-71=C (136 pts), etc. Although individual quizzes are not actually "graded", you can track your progress using the following for individual quizzes: A, 17 pts; A-, 16 pts; B+, 15 pts; B, 14 pts; B-, 13 pts, C+, 12 pts, etc. There are no extra credit assignments or special arrangements to make up for low performance on the quizzes.

D. Suggestions for success: Ask questions. If you're lost and can't compose a question, say so. We'll work from there. When you're lost, you're probably in good company. Try not to miss class. Study with another student or two. Study buddies are your best protection against misunderstanding and falling behind. Finding a study buddy or two is STRONGLY recommended.

E. Attendance and participation at class meetings are strongly recommended. Please have another student pick-up handouts and take notes for you if absence is necessary. Students are directed to read and follow the published University policies related to academic integrity, disability, religious holidays, beeper/cell phones, and copyright.

Corrections in text:
P43. Line 3 "the acceptance or nonacceptance of the null hypothesis ..."
As stated clearly in class, you can neither "accept" or "not accept" null (or research) hypotheses. Your text author occasionally slips on this, as do other knowledgeable folks.

P43. Consumer Tips 1. A non directional research hypothesis implies the same thing as a research a question.

### Course outline and tentative schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/16</td>
<td>Introduction and overview</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>5/17</td>
<td>Research problems, variables, &amp; hypotheses</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>5/18</td>
<td>Reviewing literature, ERIC database, internet</td>
<td>Ch. 3, 4</td>
</tr>
<tr>
<td>5/19</td>
<td>Critique of a quantitative research report</td>
<td>Article 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp.327-336</td>
</tr>
<tr>
<td>5/20</td>
<td>Sampling &amp; descriptive statistics</td>
<td>Ch. 5, 6</td>
</tr>
<tr>
<td></td>
<td>Descriptive stats. &amp; measurement</td>
<td>Ch. 6</td>
</tr>
<tr>
<td></td>
<td>First critique due.</td>
<td></td>
</tr>
<tr>
<td>5/23</td>
<td>Instrumentation</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>5/24</td>
<td>Experimental research methods</td>
<td>Ch. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 208 - 215</td>
</tr>
<tr>
<td>5/25</td>
<td>Experimental design (read text after class)</td>
<td>Ch. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 216 - 226</td>
</tr>
<tr>
<td>5/26</td>
<td>Critique of Shepardson and Pizzini study</td>
<td>pp. 18 - 25</td>
</tr>
<tr>
<td>5/27</td>
<td>Non-experimental quantitative research methods</td>
<td>Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Critique of Article 1</td>
<td>pp. 316-322</td>
</tr>
<tr>
<td>5/31</td>
<td>Inferential statistics &amp; decision making</td>
<td>Ch. 10</td>
</tr>
<tr>
<td></td>
<td>(read text after class)</td>
<td></td>
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<tr>
<td></td>
<td><em><strong>Projects Due</strong></em></td>
<td></td>
</tr>
<tr>
<td>6/1</td>
<td>Qualitative and historical research methods</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>6/2</td>
<td>Critique of Article 3</td>
<td>pp. 340-358</td>
</tr>
<tr>
<td>6/3</td>
<td>Conclusions, discussion, &amp; interpretation</td>
<td>Chs. 12 &amp; 13</td>
</tr>
</tbody>
</table>
CED 703: Counseling with Expressive Arts and Activities
Fall 2006
3 Credit Hours

Instructor
Randall Astramovich, Ph.D., NCC, NCSC
National Certified Counselor
National Certified School Counselor

Office phone: (702) 895-2948   Office location: CEB 244
E-mail: Randy.Astramovich@ccmail.nevada.edu
Website: http://www.unlv.edu/faculty/astramovich/

Office hours for Fall 2006: Tuesdays 4-6pm & Wednesdays 12-2pm

I. COURSE DESCRIPTION
Examination of play and activity counseling theories and interventions applicable to counselors working with a variety of client concerns in school and community counseling settings. Emphasizes the development of play and activity counseling skills through didactic and experiential activities.
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, mental health counseling standards, and school counseling standards. CACREP standards addressed in this course include:

<table>
<thead>
<tr>
<th>CACREP Core Standards</th>
<th>CACREP Mental Health Counseling Standards</th>
<th>CACREP School Counseling Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth &amp; Development (II.K.3)</td>
<td>Foundations of Mental Health Counseling (A.6)</td>
<td>Knowledge and Skill Requirements for School Counselors (C.2.a.b.e)</td>
</tr>
<tr>
<td>Helping Relationships (II.K.5)</td>
<td>Knowledge and Skill Requirements for Mental Health Counselors (C.1; C.2; C5)</td>
<td></td>
</tr>
<tr>
<td>Research and Program Evaluation (II.K.6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Knowledge

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

1. Roles and functions of play in counseling with children [CACREP II.K.3; MHC C2; SC C.2.b.e];
2. Individual and group play interventions for counseling with children [CACREP MHC C1.C5; SC C.2.a];
3. Roles and functions of expressive activities in counseling with adolescents and adults [CACREP II.K.3; MHC C2; SC C.2.b.e];
4. Individual and group expressive activities for counseling with adolescents and adults [CACREP MHC C1.C5; SC C.2.a]; and,
5. Multicultural considerations in play and expressive activity counseling [CACREP II.K.5; MHC A6; SC A.8].
**B. Skills**

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

1. Demonstrate effective use of basic play and activity counseling skills.
2. Identify and implement play and activity counseling techniques from various counseling theories.
3. Design appropriate activities for individual and small group work with children, adolescents, and adults using play and activity methods.

**C. Dispositions**

This class encourages and provides opportunities for future counselors to develop values and philosophies that will guide their counseling practice including:

1. Appreciation and respect for a variety of client worldviews and beliefs;
2. Fostering professional and ethical counseling relationships; and
3. Valuing the client’s ability for self-directed growth within a facilitative counseling relationship.

**III. RESULTS**

Students will demonstrate attainment of the course objectives through:

1. Regular attendance, consistent preparation for class, and participation in small group and full class discussions;
2. Development of a play/activity materials kit for use in counseling;
3. Responding thoughtfully to reflection questions during online class meetings;
4. Outlining all required readings;
5. Successfully completing two in-class exams; and
6. Videotaping and critiquing a play counseling session.

**IV. TEXTS & READINGS**

Additional readings

Additional articles, book chapters, and related web links will be posted in each online WebCampus module.

**IV. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE**

This is a hybrid course involving traditional class meetings and online instruction. Students are responsible for activating and accessing WebCampus.

You may access WebCampus at: [https://webcampus.nevada.edu/](https://webcampus.nevada.edu/)

The instructor cannot be responsible for technical difficulties or troubleshooting in the use of WebCampus. Students are encouraged to contact the Student Computing Support Center (702-895-0761) for help with WebCampus.

**Graded assignments:**

1. **Portable Play/Activity Counseling Kit** (50 pts) – Due September 26, 2006.
2. **Readings Outlines** (90 pts total) – Hard copy due at the start of class on dates indicated on schedule. Outlines will be returned for use on exams.
3. **Online Reflection Questions** (105 pts total) – Due by 11:59 pm on the Sunday after each online class session. Submitted through WebCampus.
4. **Two Exams** (150 points each) – October 10, 2006 and November 28, 2006
5. **Videotaped play counseling session and critique** (200 points) – Due November 14, 2006.
Late assignments: In fairness to students who submit work on time, late assignments will be reduced 25 percent per day late.

Attendance policy: Due to the interactive and experiential nature of counseling coursework, prompt and regular class attendance is critical for successful course completion. More than one absence will result in the lowering of your final course grade by one full letter grade for each additional absence. After the second absence, students are required to conference with the instructor to discuss attendance difficulties before returning to class.

Cell phone policy: Out of respect to peers and your instructor, please turn off pagers and cell phones during class. Repeated cell phone interruptions will result in you being asked to leave class and an absence recorded.

V. EVALUATION/PERFORMANCE INDICATORS

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

[Total possible points: 745]

A  667-745
B  593-666
C  518-592
D  444-517
F  < 444

(Note: Grades in this graduate course will not be calculated using a +/- system.)

Assignments completed for this course may be used as evidence in national, regional and state accreditation reports or other reports related to the counseling profession. Names and other identifying elements of all assignments will be removed before being
included in any report. Students who do not wish their work to be available for such use must inform the instructor in writing by the start of the second class session.

VI. ACADEMIC INTEGRITY & COPYRIGHT

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VII. SPECIAL NEEDS

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# CED/EPC 703 Introduction to Play & Activity Therapy in Counseling

**Fall 2006 • Dr. Randall Astramovich • University of Nevada, Las Vegas**

## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/06</td>
<td>Course Overview &amp; Introductions, Value of Play in Counseling</td>
<td>[CACREP II.K.3; SC C.2.b,e]</td>
</tr>
<tr>
<td>9/05/06</td>
<td>[ONLINE CLASS – Module 1]</td>
<td>Kottman Ch. 1-2; 4</td>
</tr>
<tr>
<td></td>
<td>Play in Counseling</td>
<td>Online Readings &amp; Links</td>
</tr>
<tr>
<td></td>
<td>History of Play Therapy</td>
<td>Due: Reflection Questions</td>
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<tr>
<td></td>
<td>Materials &amp; Logistics of Play Counseling</td>
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<tr>
<td></td>
<td>Facilitative Responses and Tracking</td>
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<tr>
<td></td>
<td>[CACREP II.K.3.5; MHC C.1; C.2; C5; SC C.2.a.e]</td>
<td></td>
</tr>
<tr>
<td>9/12/06</td>
<td>Supervised Skills Practice: Facilitative Responses and Tracking</td>
<td>Due: Readings Outlines</td>
</tr>
<tr>
<td></td>
<td>[CACREP II.K.8; MHC C.1; C.2; C5; SC C.2.a]</td>
<td></td>
</tr>
<tr>
<td>9/19/06</td>
<td>[ONLINE CLASS – Module 2]</td>
<td>Kottman Ch. 3; 6-7</td>
</tr>
<tr>
<td></td>
<td>Theories of Play Therapy</td>
<td>Online Readings &amp; Links</td>
</tr>
<tr>
<td></td>
<td>Restating Content and Reflecting Feelings</td>
<td>Due: Reflection Questions</td>
</tr>
<tr>
<td></td>
<td>[CACREP II.K.5; MHC C.1; C.2; C5; SC C.2.a.e]</td>
<td></td>
</tr>
<tr>
<td>9/26/06</td>
<td>Play/Activity Materials Kit Presentations</td>
<td>Due: Portable Play/Activity Materials Kit</td>
</tr>
<tr>
<td></td>
<td>Supervised Skills Practice: Restating Content and Reflecting Feelings</td>
<td>Due: Readings Outlines</td>
</tr>
<tr>
<td></td>
<td>[CACREP MHC C.1; C.2; C5; SC C.2.b.e]</td>
<td></td>
</tr>
<tr>
<td>10/03/06</td>
<td>[ONLINE CLASS – Module 3]</td>
<td>Kottman Ch. 8-10</td>
</tr>
<tr>
<td></td>
<td>Research on play methods</td>
<td>Online Readings &amp; Links</td>
</tr>
<tr>
<td></td>
<td>Limit setting and questions</td>
<td>Due: Reflection Questions</td>
</tr>
<tr>
<td></td>
<td>Returning responsibility to child</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Due</td>
</tr>
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<td>------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>10/10/06</td>
<td>Exam 1</td>
<td>Due: Readings Outlines</td>
</tr>
<tr>
<td></td>
<td>Supervised Skills Practice:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limit Setting and Questions</td>
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<td></td>
<td>Returning Responsibility to Client</td>
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<tr>
<td></td>
<td>[CACREP II.K.3.5;8; MHC C.1; C.2; C5; SC C.2.a.b.e]</td>
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<tr>
<td>10/17/06</td>
<td>[ONLINE CLASS – Module 4]</td>
<td>Kottman Ch. 11-13</td>
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<tr>
<td></td>
<td>Metaphors</td>
<td>Online Readings &amp; Links</td>
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<td></td>
<td>Advanced Play Skills</td>
<td>Due: Reflection Questions</td>
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<td></td>
<td>Review of Play Therapy Techniques</td>
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<td>[CACREP MHC C.1; C.2; C5; SC C.2.a.b.e]</td>
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<td>10/24/06</td>
<td>Supervised Skills Practice:</td>
<td>Due: Readings Outlines</td>
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<td>Metaphor &amp; Advanced Play Therapy Skills</td>
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<td>[CACREP II.K.5; MHC C.1; C.2; C5; SC C.2.a.b.e]</td>
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<td>[ONLINE CLASS – Module 5]</td>
<td>Online Readings &amp; Links</td>
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<td>Play Therapy for Children with Special Issues</td>
<td>Due: Reflection Questions</td>
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<td>Multicultural Issues in Play Therapy</td>
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<td>11/07/06</td>
<td>[ONLINE CLASS – Module 6]</td>
<td>Online Readings &amp; Links</td>
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<td>Art in Counseling Adolescents &amp; Adults</td>
<td>Due: Reflection Questions</td>
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<td>Activity Methods: Narratives</td>
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<td>Activity Methods: Drawing</td>
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<td>11/14/06</td>
<td>Collaborating with Parents and Teachers</td>
<td>Due: Play Counseling</td>
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<td>Supervised Skills Practice: Narrative &amp; Drawing Techniques</td>
<td>Videotaped Session &amp; Critique</td>
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<td>[CACREP MHC C.1; C.2; C5; SC C.2.a.b.e]</td>
<td>Due: Readings Outlines</td>
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<td>11/21/06</td>
<td>[ONLINE CLASS – Module 7]</td>
<td>Online Readings &amp; Links</td>
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<td>Activity Methods: Psychodrama, Puppet Work, &amp; Music</td>
<td>Due: Reflection Questions</td>
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<td>[CACREP MHC C.1; C.2; C5; SC C.2.a.b.e]</td>
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<td>Date</td>
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<td>11/28/06</td>
<td><strong>Exam 2</strong>&lt;br&gt;Advocating for Play &amp; Activity Counseling&lt;br&gt;Supervised Skills Practice: Psychodrama, Puppet Work, &amp; Music Techniques&lt;br&gt;[CACREP MHC C.1; C.2; C5; SC C.2.a,b,e]</td>
<td>Kottman Ch. 14&lt;br&gt;Due: <strong>Readings Outlines</strong></td>
</tr>
<tr>
<td>12/05/06</td>
<td><strong>Personal Growth &amp; Self Actualization in Activity Counseling:</strong>&lt;br&gt;“Final Exam”: Mandala Experience&lt;br&gt;Course Wrap-up</td>
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</table>
CED 710, Section 1: Relationships Across the Lifespan

Semester and year
3 Credit Hours

Instructor

Name: Wendy J. Hoskins

Class Location: TBA
CED Office phone: (702) 895-5994
CED Office location: CEB 237
E-mail: wendy.hoskins@unlv.edu

1. COURSE DESCRIPTION

Individuals seeking counseling are affected by a changing world encompassing changing families. Counselors will work with individuals, and sometimes family members, within the context of sociocultural and family life cycle issues. This course was created to aid future counselors with the basic knowledge of relationship issues across the lifespan and how it relates to the counseling professional.
II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP)

CACREP core standards addressed in this course include:

CACREP II.K.3.a theories of individual and family development and transitions across the life-span

CACREP II.K.3.b theories of learning and personality development;

CACREP II.K.3.c human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

CACREP II.K.3.d strategies for facilitating optimum development over the life-span;

CACREP II.K.3.e ethical and legal considerations

CACREP II.K.5.d a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

A. KNOWLEDGE

Upon completion of this course, counselors will understand:

- a developing awareness of their own concerns and bias regarding family roles, social development and cultural issues.
- a developing understanding of how changing families in a changing world have an impact on each individual.
- the concept of family developmental life cycles and sociocultural influences on relationships across the lifespan
key constructs and are able to compare, contrast, and integrate ideas and concepts of various influences on the social context of individual's relationships.

- the concept of family and its dynamic under girding your family and your clients' families.
- the complexity of today's family structures and the need to redefine the definition of family for each client.
- and recognize the functional and dysfunctional behavior patterns found in families from diverse backgrounds and how they may impact an individual client.

B. SKILLS

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

- demonstrate use of personal reflection of their own familial roles, social development and cultural issues through written form.
- demonstrate awareness to individuals and families different from themselves and engage in meaningful communication.
- demonstrate acquired knowledge of the role and function of the counselor in addressing family issues in the social and cultural context.

C. DISPOSITIONS

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

- Understanding the concept of family developmental life cycles and sociocultural influences on relationships across the lifespan
- Understanding the concept of family and its dynamic that affects their own family.
- Understanding the complexity of today's family structures and the need to redefine the definition of family for each individual.

III. RESULTS

Students will demonstrate attainment of course objectives through:
Participate in a group project and work together to compile a comprehensive literature review, interview, potential counseling issues and interventions and presentation regarding a chosen type of family.

Reflect on the student’s own family’s influence on themselves through class discussion.

Interview and report in written form on 3 individuals from their own family and discuss perceptions of their own unique family processes through written form and genogram.

Prepare a center proposal for addressing specific family/social needs in the community through a presentation.

Complete a midterm and final exam covering text, lecture, and additional readings for this class.

IV. TEXTS

Required texts

Normal Family Processes: Growing Diversity and Complexity 3rd Edition
Author: Froma Walsh
ISBN: 1-57230-816-8

V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to:

Measurement Procedure 1. Form a group of 4-5 members and choose one type of family from the following list:

✓ Single-parent family
✓ Divorced family
✓ Remarried family
✓ Same gender family
✓ Bi-racial family
✓ A family from different ethnic backgrounds
✓ Do you have another option? Ask me!
This assignment has several components as follow:

- First step is to conduct a review of literature (both library and internet search) of the type of family you chose using the following outline:
  - General characteristics of this type of family
  - Dynamics influencing the family
  - Common concerns and problems
  - Strengths and limitations

- Your group is now ready to design an interview questions based on information from literature review, class readings, lectures and discussions.

- Conduct an interview and observe family’s communication and interaction, family structure, boundary, triangles, strengths, weaknesses, family life cycle, and rituals.

- Present your experience to class on the date indicated in a way that your classmates feel as if they have met and known your chosen family as well. You can invite the family to class as part of your presentation, videotaping family gathering and activities or use “family sculpting” to demonstrate your perception of the family. Your creativity will have an impact on your grade.

- On the day of your presentation, prepare and distribute to class a brief written overview of the presentation, which can be in an outline form. Any additional handouts will enhance your presentation.

- Each group will write a 15-18 pages report, using the following outline:
  - Literature review (about 3-5 pages).
  - Brief biography of your chosen family (2-3 pages).
  - Rationale for choosing this family (about one paragraph).
  - Summary of the interview addressing communication and interaction, family structure, boundary, triangles, strengths, weaknesses, family life cycle, and rituals (4-6 pages).
  - Select one individual in the family that you imagine coming into counseling. Identify what you see as a potential problem(s) that might bring this individual
into counseling. Offer interventions to prevent and/or resolve the identified problems (2-3 pages).
✓ Log: plan, organization and individual responsibility.

Measurement Procedure 2. Interview at least three family members, one from each generation of your family of origin. Based on the information from the interview, you will write a (approximately) 6-8 pg. paper that includes the following:

✓ A brief introduction of your family of origin, the three members you interview and reasons for choosing them.

✓ A summary of your interview with each member. This is the most important part of the paper. Your choice of interviewees, preparation, and thoughtfulness in designing interview questions, timing, and sensitivity are essential.

✓ Your reflection of the process regarding how doing this interview enhances your understanding of your family of origin and who you are today. In order to achieve this goal, I recommend that you reflect on the way your family communicates, your family structure, boundary, triangles, strengths, weaknesses, family life cycle, and family rituals.

✓ In addition to your paper, create a family genogram (think elaborate family tree drawing). Include as many generations that you know of (try for at least three). You can include a variety of different types of information related to: health (substance use/abuse, diabetes, cancer, brown eyed, left handed, family violence, etc...), patterns in communication (the “silent types”, triangles, boundary issues, etc...), partnerships (marriages, divorce, death, birth, and adoption), religion, etc.... In order to add personal touches to this project, I would recommend that you include family memorabilia such as photos, letters, colleges attended, favorite recipes, etc.... When constructing your genogram, you may use posterboard, a long roll of paper, or construct this on the computer. Just remember, genograms tend to grow bigger than you plan! This can be a very fun, insightful learning project. Enjoy the process!

Measurement Procedure 3. Imagine that you are working at a school or community agency setting. One of your strategic goals for improving services for the next year includes incorporating a family outreach program in the hopes of helping the
individuals that come for counseling. Develop a plan of action for incorporating your strategic goal outlining the following:

- objectives
- time line
- cost
- benefits to the individuals you counsel with
- benefits to the family
- benefits to the school/agency
- benefits to the community

Prepare a 20 minute presentation to present to your school board/community agency stockholders to “sell” your idea to them. You can utilize video, PowerPoint, handouts, etc.… Get creative! Remember, your ultimate goal is to help the individuals you counsel, so make sure that your presentation includes a clear picture of how this will happen as well. Students will sign up to present their proposal to the class throughout the semester. No more than 2 students will present each week, so sign up soon!

Measurement Procedure 4. Two exams will be offered during the semester. The nature of the exams will be online through WEB Vista. Each exam will cover the material from the text as well as lecture and additional articles and handouts given during class. Each exam is worth 10% of your grade.

Measurement Procedure 5. Five percent of your grade will be attributed to participation and attendance in class. It is important that you attend class meetings and complete assigned readings before class. Please plan to contribute to class discussions and activities.

**VI. EVALUATION/PERFORMANCE INDICATORS**

**GRADES**

25% Group Project
25%  Family paper and project
25%  Strategic goal presentation
10%  Exam 1
10%  Exam 2
5%   Participation-attendance
100% TOTAL POSSIBLE

VII. ACADEMIC INTEGRITY & COPYRIGHT

UNLV and its College of Education 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 Regulations Governing Probation and Suspension within the College of Education. This publication may be found in the Office of the Dean of the College of Education (CEB 301).

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. The University encourages you to visit http://www.unlv.edu/committees/copyright/ to familiarize yourself with the copyright and fair use policies.

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

VIII. SPECIAL NEEDS
Disability Resource Center (DRC)

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.

Religious Holidays

As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by June 7th to be assured of this opportunity.

Announcements

Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment.

Student’s UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See http://rebelmail.unlv.edu/ for more information.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>READINGS/ASSIGNMENTS</th>
<th>CACREP</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction to Relationships across the Lifespan</td>
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<td>WEEK 2</td>
<td>Changing Families in a Changing World</td>
<td>Chapters: 1</td>
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<td>Ongoing student stockholder presentations due throughout the semester</td>
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<td>WEEK 3</td>
<td>Clinical Views of Family Normality, and Dysfunction</td>
<td>Chapter 2</td>
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<td>Stockholder presentations</td>
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<td>How this affects Each Individual Client</td>
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<td>WEEK 4</td>
<td>Carter and McGoldrick – The Family Lifecycle – a new take on human</td>
<td>Chapter 14; article</td>
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<td>development</td>
<td>Paper and project due</td>
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<td>Stockholder presentations</td>
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<td>WEEK 5</td>
<td>Finding your strength and resilience</td>
<td>Chapter 15</td>
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<td>Stockholder presentations</td>
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<td>WEEK 6</td>
<td>Normal family transitions and how they impact individual decisions and</td>
<td>Chapter 16</td>
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<td>choices</td>
<td>Chapter 17</td>
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<td>Stockholder presentations</td>
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<td>How illness and disability can affect this</td>
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<td>WEEK 7</td>
<td>Unraveling Genetic and Environmental influences on each of us</td>
<td>Chapter 22</td>
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<td>Stockholder presentations</td>
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<td>WEEK 8</td>
<td>Social policies, agencies, CPS and ethical behavior</td>
<td>Chapter 23</td>
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<td>Exam 1</td>
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<td>Stockholder presentations</td>
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<td>WEEK 9</td>
<td>Factors Influencing Family Functioning:</td>
<td>Chapter 3</td>
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<td>II.K.3.d</td>
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<td>II.K.3.e</td>
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<td>II.K.3.f</td>
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<tr>
<td>WEEK 10</td>
<td>Single Parenting – Help!</td>
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<td>WEEK 10</td>
<td>Remarriage and Step parenting</td>
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<td>WEEK 11</td>
<td>LGBT issues- how family structure can affect an Individual’s process</td>
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<tr>
<td>WEEK 12</td>
<td>Foster care and adoption – what this means to me and my “family”</td>
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<td>WEEK 13</td>
<td>What’s my “culture”? How is this influenced?</td>
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<td>WEEK 14</td>
<td>Transience in Vegas: what this means for the counselor</td>
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<td>WEEK 15</td>
<td>Group Presentations</td>
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<tr>
<td>WEEK 16</td>
<td>Group Presentations</td>
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* Note: This syllabus may be revised at any time to meet the needs of the class.
Syllabus
Department of Educational Psychology
Fall 2006

EPY 711: Human Growth & Development
Instructor: Lisa D. Bendixen, Ph.D.
Email: lisa.bendixen@ccmail.nevada.edu
Website: http://www.unlv.edu/faculty2/bendixen
Phone: Office # 895-4632 (if I’m not there, leave a message)
Times: Th 4:00-6:45 p.m. Room: CEB 107
Office: (CEB) 221C
Office Hours: By appointment

I. Course Description
The emphasis of this course is on the description and implications of human growth and development for educational psychology, counseling, instruction, and research in academia.

II. Upon completion of the course the student should be able to:

KNOWLEDGE:
1. Gain knowledge of what is meant by the study of human development
2. Understand genetic and environmental influences on human development.
3. Understand the prenatal, perinatal, and postnatal stages of development.
4. Gain knowledge of Piagetian and Vygotskian theories of cognitive and language development.
5. Understand research and theory related to intelligence and creativity.
6. Understand personality theory and self-concept pertaining to all major periods of development.
7. Gain knowledge of moral development theories and related issues.
8. Understand issues related to death and dying.
SKILLS:
1. Critique several theories of human development, verbally and in written form.
2. Explain in written form, the biological foundations of development.
3. Identify and discuss, in written form, issues related to gender roles and sexuality in all major periods of development.
4. Apply theory and research pertaining to emotional and social development in all major periods of development verbally and in written form.
5. Discuss achievement motivation theory pertaining to all major periods of development, verbally and in written form.

DISPOSITIONS:

1. Appreciate educational implications for research and theory associated with social, emotional, and cognitive development.
2. Develop an awareness of the cognitive, social, and emotional needs of individuals during different age periods of development.
3. Appreciate the consistencies and differences in various theories of development.
4. Appreciate the implications of issues related to nature/nurture in the major periods of human development.

EVIDENCE:

Students will demonstrate their knowledge, skills, and dispositions in the following ways:

1. Convey an understanding of concepts related to human development and their implications for education through the successful completion of two written exams.
2. Participate in small group and large class discussions designed to facilitate critical thinking about, and evaluation of, class lectures, readings, and activities.
3. Appropriately research a relevant issue concerning human development and synthesize findings.
4. Work in a small group to plan, present, and lead a discussion pertaining to a specific issue/reading in human development.
5. Convey an understanding of implications for a career in education regarding human development through successful completion of a written learning log.
III. Required Materials

B. Prepared materials (readings and handouts)

IV. Course Requirements

Grades will be based on the following requirements:

A. Reading the textbook and other assigned materials
B. 2 take home exams (60 points each) 120
C. Written Project 85
D. Learning Log (12 entries) 50
E. Student-led Discussion 24
    total 279

(1) Class lectures and discussions will assume that students have read assigned materials prior to coming to class. Students are encouraged to participate in small group and class discussions.

(2) Exams: Two take home exams in essay form (60 points each) will be given. Questions will be distributed several days in advance. Make-up exams will be given only in extreme situations and, if approved, must be taken within one week of the original exam due date.

(3) Autobiography Project: Students will write an autobiography tracing their own physical, cognitive, and social development and discuss how these aspects of their own development relate to theory and research discussed in the course. Guidelines for this project will be discussed in greater detail later in the course. Projects will be word processed/typed.
**Research Project:** Students will write a literature review describing and discussing relevant research associated with a particular topic from the course. Guidelines for this project will be discussed in greater detail later in the course. Projects will be word processed/typed.

* Rewrites are always an option in this course. If you want to better your grade on your written assignments you can. If you turn in a rewrite please turn in the original copy too. In addition, I will be happy to look at any "work in progress" (e.g., ideas, outlines, rough drafts, etc.). Late papers will be downgraded.

(4) **Learning Log:** Students are expected to complete assigned readings for each class meeting and be ready to participate in class discussions. As you study each assigned reading, keep a learning log, separate from your class notes. Each entry should include:

a. One or more pertinent questions for **discussion.**

b. Any concepts/issues/terms that you did not understand and that stood out to you.

c. Discussion of how the information covered that week relates to your
current/future career.

Bring your log entry with you to class for use in discussion. Learning Log entries will be turned in each class period.

Each Learning Log entry will be assessed using the following rubric:

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<thead>
<tr>
<th>Levels of Achievement</th>
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<tr>
<td>Criteria</td>
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<tr>
<td>One pertinent discussion question</td>
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<tr>
<td>Concepts/issues that stood out to you and that you did not understand</td>
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<tr>
<td>Brief discussion of how info. covered in class relates to YOUR future career as an educator</td>
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</table>
(5) **Student-Led Discussions**: For one class session, a small group (2-3) of students will present a supplementary reading to the class in a seminar format. Each group will sign up for a date to lead the seminar. The reading should correspond, in general, to the assigned topic **AND expand on the information provided in the text**. Discussion leaders are expected to provide the reading material one class period in advance, summarize key concepts, provide a handout, lead the discussion, and develop an activity that will involve the rest of the class.

Discussions will be assessed using the following criteria:

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<th>I. Knowledge of the Topic</th>
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<tr>
<td>A clear summary of the article is provided (handout).</td>
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<td>3</td>
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<tr>
<td>The presentation demonstrates a thorough grasp of the article's contents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>The activity reflects the ideas presented in the article.</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>The article expands on the general course topic.</td>
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<td>3</td>
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<tr>
<th>II. Presentation/Discussion</th>
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<tr>
<td>The presentation is organized.</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>The presentation encourages discussion by raising important issues/questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Class involvement is achieved.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The presentation adheres to the time limit.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 24
*If you have a documented disability that may require assistance, you will need to go to the Disability Resource Center (DRC) for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Center rm. 137. The DRC phone is 895-0866.

**Any student missing class quizzes, exams, or any other class or lab work because of observance of religious holidays shall be given an opportunity to make up missed work. The make-up will apply to the religious holiday only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his/her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or exam at an alternate time would impose an undue hardship on the instructor or university which could not reasonably have been avoided. - University Graduate Catalog

**Course Outline**

**EPY 711**

Week #1

**June 6**

Introductions.        Chapter 1: Understanding Life-Span Human Development

**June 7**

Chapter 2: Theories of Human Development

Chapter 3: Genes, Environment & Development

Learning Log Due

**June 8**

Chapter 4: Prenatal Development & Birth
Chapter 5: The Physical Self

**Learning Log Due**

Article for 6-13 Due

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**Week #2**

June 13  Chapter 6: Perception

Questions for Exam #1 handed out

Discussion Leaders:___________________________________

**Learning Log Due**

Article for 6-14 Due

---

June 14  Chapter 7: Cognition

Discussion Leaders:___________________________________

**Learning Log Due**

Article for 6-15 Due

---

June 15  Chapter 9: Intelligence and Creativity

Discussion Leaders:___________________________________

**Learning Log Due**

Article for 6-21 Due

---

**Week #3**
June 20  EXAM # 1 Due

June 21  Chapter 8: Memory & Information Processing
Discussion Leaders:__________________________________

Learning Log Due
Article for 6-22 Due

June 22  Chapter 10: Language & Education
Discussion Leaders___________________________________

Learning Log Due
Article for 6-27 Due
Questions for Exam #2 handed out

Week #4

June 27  Chapter 11: Self & Personality
Discussion Leaders___________________________________

Learning Log Due
Article for 6-28 Due

June 28  Chapter 13: Social Cognition & Moral Development
Discussion Leaders:___________________________________
Learning Log Due

Article for 6-29 Due

June 29        Chapter 14: Attachment & Social Relationships
Discussion Leaders:__________________________

Learning Log Due
Articles for 7-5 Due

Week #5

July 4        No Class

July 5        Chapter 11: Gender Roles and Sexuality  **Projects Due**
Discussion Leaders:__________________________

Learning Log Due

Chapter 17: The Final Challenge: Death and Dying
Discussion Leaders:__________________________

Learning Log Due

July 6        EXAM # 2 Due
**Note: This is a “tentative” outline. It is possible that during the course of the semester we may get behind or even ahead. I will keep you posted about any changes.
I. COURSE DESCRIPTION

Introductory course designed to provide students with understanding of the basic roles and functions of the school counselor at the elementary, middle, and high school levels as well as history and current trends in the profession.

II. COURSE OBJECTIVES

Note: The course knowledge and understanding are designed to meet the most recent CACREP Standards, NCATE standards, and the UNLV College of Education’s Conceptual Framework.
The CACREP web site is located at: http://www.counseling.org/cacrep/, the NCATE web site is located at http://www.ncate.org/, the UNLV College of Education’s Conceptual Framework is located at: http://education.unlv.edu/ncate/Framework.html

The CACREP standards include the eight common core curricular experiences outlined in Section II.K (Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation) as well as the Standards for School Counseling Programs (Foundations of School Counseling, Contextual Dimensions of School Counseling, Knowledge and Skill Requirements for School Counselors - Program Development, Implementation, and Evaluation, Counseling and Guidance, Consultation – and Clinical Instruction).

CACREP core standards addressed in this course include:

CACREP II.K.1
PROFESSIONAL IDENTITY
a. history and philosophy of the counseling profession, including significant factors and events;

CACREP II.K.2
Social and Cultural Diversity
d. counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

CACREP II.K.3
Human Growth and Development
d. strategies for facilitating optimum development over the life-span;

CACREP II.K.4
Career Development
e. career and educational planning, placement, follow-up, and evaluation;

CACREP II.K.5
Helping Relationships
e. a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

CACREP II.K.6
Group Work
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

CACREP II.K.7
Assessment
b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
CACREP Standards for School Counseling Programs addressed in this course include:

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;

2. relationship of the school counseling program to the academic and student services program in the school;

3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

4. strategies of leadership designed to enhance the learning environment of schools;

5. knowledge of the school setting, environment, and pre-K–12 curriculum;

6. current issues, policies, laws, and legislation relevant to school counseling;

7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;

9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;

2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development;

4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

5. methods of planning for and presenting school counseling-related educational programs to
administrators, teachers, parents, and the community;

6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

7. knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;

b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;

c. implementation and evaluation of specific strategies that meet program goals and objectives;

d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;

e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

f. strategies for seeking and securing alternative funding for program expansion; and

g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

2. Counseling and Guidance

a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide);

e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

f. constructive partnerships with parents, guardians, families, and communities in order to promote each student’s academic, career, and personal/social success;

g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
3. Consultation
   a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;
   b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
   c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
   d. knowledge and skills in conducting programs that are designed to enhance students’ academic, social, emotional, career, and other developmental needs.

A. Knowledge

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

1. History, philosophy, and current trends in school counseling and educational systems (CACREP SC A.1), as well as its historical placement within the larger counseling profession (CACREP core II.K.1.a)
2. Relationship of the school counseling program to the academic and student services program in the school (CACREP SC A.2), and the role and function of counseling (individual, group, and family counseling), guidance, and consultation (CACREP core II.K.4.e.,5.e.,6.c.)
3. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (CACREP SC A.3), and the role and function of school counselor consultation (CACREP core II.K.5.e)
4. Strategies of leadership designed to enhance the learning environment of schools (CACREP SC A.4), and student development over the lifespan (CACREP core II.K.3.d)
5. Knowledge of the school setting, environment, and pre-K—12 curriculum (CACREP SC A.5), and career and educational planning, placement, follow-up, and evaluation (CACREP core II.K.4.e)
6. Knowledge of the School Counseling program development, implementation, and evaluation (CACREP SC C.1.a-g), and use of standardized and nonstandardized testing and other assessment techniques (CACREP core II.K.7.b, 8.d.)
7. Current issues, policies, laws, and legislation relevant to school counseling (CACREP SC A.6);
8. The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs,
occupation, physical and mental status, and equity issues in school counseling (CACREP SC A.7) (CACREP core II.K.2.d)

9. Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development (CACREP SC A.8);

10. Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices (CACREP SC A.9), and use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy (CACREP core II.K.8.c); and

11. Ethical and legal considerations related specifically to the practice of school counseling (CACREP SC A.10), and ACA and ASCA ethical codes and guidelines (CACREP core II.K.1.h).

B. Skills

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

1. Demonstrate the professional identity and responsibilities of a school counselor;
2. Demonstrate basic counseling skills necessary for effective school counseling interventions;
3. Demonstrate the design, implementation, monitoring, and evaluation procedures for comprehensive school counseling programs; and
4. Demonstrate leadership and management skills necessary of school counseling professionals.

C. Dispositions

Consistent with the goals of UNLV and the College of Education, students are expected to develop values and ethics to guide personal and professional decisions and behavior. These dispositions are founded on the concepts of caring, fairness, honesty, responsibility, and social justice. Accordingly, students are expected to respect individual differences, work cooperatively, explore alternative theories and viewpoints, appreciate the unique abilities of self and others, respect various forms of self expression, and accept responsibility for one's choices. Students are furthermore expected to exhibit personal management behaviors valued by the professional education community; believe all students can learn; know and respect the influence of race, ethnicity, gender, religion, and other aspects of culture on a child's development and personality;
and respect the accepted ethical norms, legal requirements, and values of education.

Methods of Instruction

The methods of instruction may include didactic presentations by the instructor, class discussion, and may include audio-visual presentations, special projects, guest speakers, interactive experiences, small group work, role play, use of case examples, and student-to-student teaching as well.

III. RESULTS

Students will demonstrate attainment of the course objectives through:

7. Regular attendance, consistent preparation for class, and participation in small group and full class discussions;
8. Successful performance on two in examinations;
9. Completion of 3 face-to-face interviews;
10. Completion of 1 contemporary issues paper; and
11. Completion of an assessment project.

IV. TEXTS

Required texts


Additional Readings


V. ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY:

Graded Assignments: Students are to complete the following assignments:

1. Participation and Attendance: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. 50 points total, self-assigned, due December 5th.

2. Reading: Students must complete all assigned reading material during the course of this semester. Students are expected to have read the assigned reading prior to each class. Student must come to class sessions prepared to give an overview of the readings, and discuss the strengths and limitations as well as the relevance to current practice within the school setting. Since part of this learning experience involves interactive dialogue, familiarity with the assigned topics enhances this opportunity and provides a livelier and more meaningful process. Therefore, it is essential that readings be completed on schedule in an effort to maximize students understanding and preparation for class activities and discussions. 50 points total, self-assigned, due December 5th.
3. **School Counseling Interview:** Students will interview 3 school counselors. Students will provide a written summary of their findings. Students will also provide a brief presentation of their results in class. **100 points total, due September 26th.**

Comment [k1]: Give more details, like the format or direction of the interview. What do you want them to gain from the experience?

4. **School Counseling Program Assessment Project:** Students will develop an assessment project designed to measure a component of the school counseling program. Students will provide a brief presentation of the completed project to the class. Students are able to work in pairs on this project. **100 points total, due October 10th.**

Comment [k2]: More details? Do they know what it is supposed to look like? Components? Samples?

5. **Contemporary Issues in School Counseling Paper:** Students will review the professional literature (10 articles) to discover contemporary issues in school counseling. Students will provide a written summary of this project and brief presentation. **100 points total, due November 14th.**

Comment [k3]: Current articles? Last five years?

6. **Midterm Examination:** Students will take a midterm examination. This exam will cover class lectures, textbook material, and supplemental readings. **50 points total, due October 24th.**

7. **Final Examination:** Students will take a final examination. This exam will cover class lectures, textbooks, and supplemental readings. Approximately ¼ of this exam will cover material from the first half of the class (up to the midterm exam), and ¾ of this exam will cover material from the second half of the semester. **50 points total, due December 12th.**

**VI. EVALUATION/PERFORMANCE INDICATORS**

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

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

1. 50 points = Participation and Attendance
2. 50 points = Reading
3. 100 points = School Counseling Interview
4. 100 points = School Counseling Program Assessment Project
5. 100 points = Contemporary Issues in School Counseling Paper
6. 50 points = Midterm Examination
7. 50 points = Final Examination
600 points total

Grading Policy: Grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
<th>(+)</th>
<th>Minimum Percentage</th>
<th>Maximum Percentage</th>
<th>Minimum Points</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>(+)</td>
<td>97% - 99%</td>
<td>600 - 540 points</td>
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<td>B</td>
<td>80% - 89%</td>
<td>(+)</td>
<td>87% - 89%</td>
<td>539 - 480 points</td>
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<td>(+)</td>
<td>77% - 79%</td>
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<td>D</td>
<td>60% - 69%</td>
<td>(+)</td>
<td>67% - 69%</td>
<td>419 - 360 points</td>
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<tr>
<td>F</td>
<td>59% &amp; below</td>
<td>(+)</td>
<td>57% - 59%</td>
<td>359 &amp; below</td>
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Note: All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor in writing PRIOR to assignment deadlines. Otherwise, late course work will not be accepted. In accordance with the department policy, incomplete grades ("I") are given only in circumstances that meet university criteria (e.g., death in family, severe illness). For an incomplete assignment, a "B" grade is the highest grade that may be issued.

VII. ACADEMIC INTEGRITY & COPYRIGHT

UNLV and its College of Education 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 Regulations Governing Probation and Suspension within the College of Education. This publication may be found in the Office of the Dean of the College of Education (CEB 301).

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.
The University encourages you to visit http://www.unlv.edu/committees/copyright/ to familiarize yourself with the copyright and fair use policies.

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR_ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

VIII. SPECIAL NEEDS & OTHER IMPORTANT INFO

Disability Resource Center (DRC)

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.
Religious Holidays
As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by June 7th to be assured of this opportunity.

Announcements

Rebelmail – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for information.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-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. http://writingcenter.unlv.edu/
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
<th>CACREP</th>
</tr>
</thead>
</table>
| 8/29/07  | Introductions & Course Overview  
Exploring the Role of Professional School Counselors | Chapter 1 of Erford  
Chapter 1 ASCA national model  
ACA & ASCA Ethical Codes | [CACREP core II.K.4.e.,5.e.,6.c.; SC A.1] |
| 9/05/07  | History and Professional Identity of School Counselors                   | Chapter 2 of Erford  
Chapter 2 ASCA national model  
ACA & ASCA Ethical Codes | [CACREP core II.K.1; SC A.1.3.5] |
| 9/12/07  | Comprehensive School Counseling Programs, The ASCA National Model, & ASCA Management System and Accountability  
School Counseling Program Evaluation | Chapter 3 of Erford  
Chapter 3 ASCA national model  
ACA & ASCA Ethical Codes | [CACREP core II.K.7; SC C.1.a-g] |
| 9/19/07  | Ethical, Legal, & Professional Issues in School Counseling Practice       | Chapter 4 of Erford  
Chapter 4 ASCA national model  
ACA & ASCA Ethical Codes | [CACREP core II.K.4; SC A.9,10] |
| 9/26/07  | Multiculturalism, Social Justice & Advocacy Issues in School Counseling | Chapter 5 of Erford  
Chapter 5 ASCA national model  
ACA & ASCA Ethical Codes | [CACREP core II.K.8; SC A.4., B.1., C.2.] |
| 10/03/07 | Responsive Services  
Foundations of Effective Counseling | Chapter 6 of Erford  
Chapter 6 ASCA national model  
ACA & ASCA Ethical Codes | [CACREP core II.K.5; SC A.3] |
| 10/10/07 | Data Driven Program Management  | Chapter 7 of Erford  
Chapter 7 ASCA national model  
ACA & ASCA Ethical Codes | [CACREP core II.K.5; SC A.3., C.1.] |
<p>| 10/17/07 | Classroom Guidance                                                      | Chapter 8 of Erford                                      | [CACREP core II.K.5.6.; SC A.3] |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters of Erford</th>
<th>Notes</th>
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<tr>
<td>10/24/07</td>
<td>Counseling Skills in Action Group Counseling</td>
<td>Chapter 9 of Erford</td>
<td>ACA &amp; ASCA Ethical Codes</td>
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<td>10/31/07</td>
<td>Activity &amp; Small Group Counseling</td>
<td>Chapter 10 of Erford</td>
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<td>Developmental Guidance Curriculum</td>
<td>Chapter 11 of Erford</td>
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<td>At-Risk Youth</td>
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<td>12/05/07</td>
<td>Metal &amp; Emotional Disorders, and Student Disabilities</td>
<td>Chapter 15 &amp; 16 of Erford</td>
<td>ACA &amp; ASCA Ethical Codes</td>
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<td>[CACREP core II.K.3.c., 5; SC C.2.3]</td>
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<tr>
<td>12/12/07</td>
<td>Final Exam</td>
<td>See Exam Schedule</td>
<td></td>
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*Note: This syllabus may be revised at any time to meet the needs of the class*
“Theories of Counseling and Consultation”
Department of Counselor Education
College of Education, University of Nevada, Las Vegas

CED: 715 001
Fall 2007
Wednesday
4:00 PM - 6:45 PM

Instructor

Wendy Hoskins, Ph.D.
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E-mail: Wendy.Hoskins@unlv.edu
Classroom: MPE-232
Office: CEB 241

I. COURSE DESCRIPTION
Theory based practice for use in the counseling setting, with emphasis on inter and intrapersonal relations between individuals in the community, family or school system.

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). Standards addressed in this course include:

II.  K. 1. 1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession, including significant factors and events;

b. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

c. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

II. K. 1. 2. SOCIAL AND CULTURAL DIVERSITY:

c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

CAREP II. K.2.c.

II. K. 3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a. theories of individual and family development and transitions across the life-span;

b. theories of learning and personality development;

c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

d. strategies for facilitating optimum development over the life-span; and

e. ethical and legal considerations.

II. K. 5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
**Knowledge: By the end of this course, students will have enhanced ability to:**

- to understand the basic theories of counseling
- to understand better their own views of counseling
- to understand the process of building collaborative relationships within the counseling experience and to relate the tools to the outside environment.

**Skills: By the end of this course, students will be better able:**

- to incorporate methods of theory based interventions in the counseling setting,
- to incorporate the core skills of attending and responding in the counseling experience,
- to better understand their own personal philosophy of counseling.

Dispositions: By the end of this course, students are expected to be aware of the characteristics of various counseling theories including major techniques and strategies.

### III. RESULTS

Students of this course will demonstrate their knowledge, skills, and dispositions in the following ways:

- Participation in small group and large class discussions designed to facilitate critical thinking about and evaluation of class lectures, readings, and activities.
- Demonstrating an understanding and use of theory in counseling practice through a personal theory poster presentation in the class setting.
- Demonstrating theoretically based skills through role play in class.
- Be able to compare/contrast major theories through written form.

### IV. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

1. **Theory Outline:** For those theories covered in class, you will be expected to prepare a chart, outline or paper that addresses the following concepts for the theory to be discussed that day (chart example at the end of the syllabus).
   - Philosophy, Nature of Humans, World View or Life Values of Theorist/s
   - View of “Pathology”
   - Major Constructs
   - Goals
   - Major techniques / strategies
f. Major roles of Client and Counselor  
g. Sources written by major theorist(s)  
h. What you like / don’t like, would / wouldn’t use and why  
i. Something interesting about the theorist

**Measurement Procedure:** By the end of the semester you should have an outline packet or portfolio that provides a framework for all major theories presented in class. This should prepare you for your exams. The outline packet needs to be completed in such a way to lend to your future use of the packet as a study guide. 50 pts.

2. **Personal Values Presentation:** You will be graded on creativity, presentation, accuracy, congruence of thought, and effort. "Poster" is a relative term. You can utilize poster board, power point, video, etc....

**Part 1 Measurement Procedure.** This poster should describe your life philosophy including your basic values and beliefs. The poster should outline a school of thought that seems most congruent with your life philosophy. You will have about 5 minutes to present to a small group of your peers. 25 pts.

**Part 2 Measurement Procedure.** Further, the poster should describe those theorists/theory that currently seem to be a "best fit" for you. Note that during the semester, your opinion about your "self" may change. That is okay! In addition, you should show what goals and techniques will be likely prevalent in your work. You will have 15 minutes to explain your poster to your classmates. A 7 – 9 page paper should accompany your presentation to be handed in that includes the information from your presentation including: your life philosophy, basic values and beliefs, theory/theorists that seem to be a best "fit" for you and why, goals and techniques you would utilize. 50 points for the poster presentation and 50 pts for the paper. Total: 100 points.

3. **Exams Measurement Procedure:** Exams will include material covered in the textbook and in class. Exam format may include a variety of test questions including true/false, multiple choice, essay, matching etc.... Each exam worth 50 points.
Class participation/attendance: It is important that you attend class meetings and complete assigned readings before class. Please plan to contribute to class discussions and activities.

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SPECIAL NEEDS

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**Required Readings:**


Supplemental materials given out during the course of the semester.

**THEORY OUTLINE TEMPLATE**

**Student Name:** _________________________________

**Theory:** __________________________________________

**Major Theorist(s):** _______________________________________

Philosophy, Nature of Humans, World View or Life Values of Theorist/s

View of “Pathology”

Major Constructs

Goals

Major techniques / strategies

Major roles of Client and Counselor

Sources written by major theorist(s)
What I like/don’t like

Something interesting about the theorist(s)

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**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
<th>CACREP II. K.1, a, d, h</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction to theory, syllabus, ethics, what do you bring to therapy?</td>
<td>Chapters 1-3</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Psychoanalytical and Psychodynamic (Freud and Jung)</td>
<td>Chapter 4</td>
<td>CACREP II. K.2,c,K.3,a-e,K.5,c.</td>
</tr>
<tr>
<td>9/12</td>
<td>Adlerian (Adler) <em>Poster #1</em></td>
<td>Chapter 5</td>
<td>CACREP II. K.2,c,K.3,a-e,K.5,c.</td>
</tr>
<tr>
<td>9/19</td>
<td>Humanistic - Person Centered (Rogers)</td>
<td>Chapter 6</td>
<td>CACREP II. K.2,c,K.3,a-e,K.5,c.</td>
</tr>
<tr>
<td>9/26</td>
<td>Existential (May, Yalom)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional materials provided
CACREP II. K.2.c.K.3.a-e.K.5.c.

10/3  Gestalt (Perls)  
Chapter 7  
CACREP II. K.2.c.K.3.a-e.K.5.c.

10/10  EXAM

10/17  Behavioral, Cognitive Behavioral (Skinner, Beck, Ellis)  
Chapters 8 - 9  
CACREP II. K.2.c.K.3.a-e.K.5.c.

10/24  Systemic (Family Therapy)  
Chapters 10 - 11  
CACREP II. K.5. d.

10/31  Transpersonal / Post-Modern Approaches  
Chapter 12  
CACREP II. K.2.c.K.3.a-e.K.5.c.

11/7  Personal Values Poster #2

11/14  Personal Values Poster #2 Continued

11/21  Consultation  
Supplemental readings

11/28  Consultation
Supplemental readings

12/5 Review

12/12 EXAM
I. COURSE DESCRIPTION

Career theories and practices are an essential part of the counseling process in a variety of settings. This course is designed with the intent of preparing counselors-in-training to be knowledgeable of and offer a variety of career counseling services in the community, or school system.

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). Standards addressed in this course include:
CACREP II K 4. CAREER DEVELOPMENT - studies that provide an understanding of
career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, vocational, educational, occupational and labor market information
   resources, visual and print media, computer-based career information systems,
   and other electronic career information systems;

c. career development program planning, organization, implementation,
   administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and
   factors including the role of diversity and gender in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques that are relevant to career planning
   and decision making;

g. technology-based career development applications and strategies, including
   computer-assisted career guidance and information systems and appropriate
   world-wide web sites;

h. career counseling processes, techniques, and resources, including those
   applicable to specific populations; and

i. ethical and legal considerations.

Knowledge: By the end of this course, students will have enhanced
ability to:

- to understand the basic theories and models of career counseling
- to understand better their own views of career counseling
- to understand the process of building collaborative relationships within the career
  counseling experience and to relate the career based tools to the outside environment.
**Skills: By the end of this course, students will be better able:**

- to incorporate methods of theory based interventions in the career counseling setting,
- to incorporate the core skills in the career specific counseling experience,
- to better understand their own personal philosophy of career counseling.

Dispositions: By the end of this course, students are expected to be aware of the characteristics of various career counseling theories, models, skills, and resources available.

**III. RESULTS**

Students of this course will demonstrate their knowledge, skills, and dispositions in the following ways:

- Participation in small group and large class discussions both in class and online designed to facilitate critical thinking about and evaluation of class lectures, readings, and activities.
- Demonstrating an understanding and use of career counseling practice through a group presentation of a center proposal.
- Demonstrating career counseling based skills through role play in class.
- Demonstrate a clear understanding of the roles of a career counselor through designing an inclusive job description.

**IV. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE**

1. **Career history paper:** You will be writing your own career autobiography. The timeline you create on the first night of class may be a starting point for what to include in the paper. Include the following in your paper: your career path including what may have contributed to the choices you have made, your career beliefs, how have your original career goals changed or stayed the same, how the rest of your life influences your career and vice versa, what matters most to you about your work, anything else you think is pertinent. Then, add a section describing how your experiences can assist your ability to be a career counselor. This paper should be approximately 5 pages, APA style format.

2. **Job descriptions:** Write a one page job description for a career counselor. Specify setting, clientel, skills, degree, experience, pay, where to advertise, and any other additional information you think is pertinent. Use information gathered from your text and other outside sources that can help you build a job description that would be accurate for a quality position in 2007. Then, write a second job description for any job you choose.
Follow the same guidelines stated above.

3. **Career interviews and panelist:** The purpose of this activity is to identify differences in the way people of different ages and experiences describe their careers.

A: Select two people of different ages (minimum age of 18) to interview. Keep detailed notes on your interviews to turn in. Ask the following questions:

Tell me about your career history:

- What types of jobs/careers have you had in the past?
- What led to your change of jobs/careers?
- How did you get into the type of work you do now?
- What training/education did you need for your present work?
- How long have you been at your current job?
- Do you currently like/dislike your job? Why or why not?
- What are the pros/cons about your current job?
- How does your work relate to the rest of your life?
- Has your work ever affected the rest of your life or vice versa?
- What are your work-related goals for the future?

B: Find a willing participant to join our class on May 2nd who would be willing to discuss their career and how career has affected their meaning of life. This can be someone you interviewed but does not have to be. Questions we will be asking will be generated by the class and may include:

- What matters most to you in your work?
- Have your original career goals or dreams been realized?
- How (and why) do you put up with bureaucracy, politics at work, etc...?
- What is your philosophy about dealing with those things?

You will be responsible for letting the participant know ahead of time the types of questions that they may be asked, time and location, and introducing your participant to the rest of us. This panel may not last more than 45 minutes depending on the discussion generated.
4. **Career Center Proposal Group Presentation**: The purpose of this activity is to design a career center for a specific target population (elementary, secondary, higher ed, community, etc...) and try to persuade a new funding source to support your center.

Each group will be assigned a specific target population.

Include demographics of your population. This may include:
- Multiculturalism, social economic status, general neighborhood
- Welfare, advocacy, needs, availability to resources, etc... This information may lead to how you determine the set up of your center.

Identify characteristics of outstanding career centers and implement them into your own.
- Tour other facilities to get great ideas
- Look online to see what facilities have to offer

Include staff, objectives, needs and evaluation assessment, center blueprint, funding/budget, resources list, technology and career activities.

For career activities, showcase a sample 5 lesson unit on a specific topic. Prepare to share an abbreviated version of one of the lessons in class.

The unit should include:
- Title of program
- Purpose
- Target Population
- Location
- Times/Dates
- Goals/Objectives
Evaluation
References/Sources
How this unit meets the needs of the target population

Daily lesson plans should include:
Activity description
Objectives
Procedures
Materials needed
Evaluation
How this ties with the Unit theme and other lessons

5. **Exams:** Quizzes and tests will include material covered in the textbook and in class. The final exam will be a cumulative exam spanning the entire semester.

6. **Class participation/attendance:** It is important that you attend class meetings and complete activities both in class and online. Please plan to contribute to class/web discussions and activities in order to earn points toward your grade.

Grade totals: 100%
Career history paper: 15%
Job description as a career counselor: 5%
Career interview and panelist: 20%
Presentation: 30%
Exams: 20%
Class participation/attendance 10%
**You are expected to complete these assignments, quizzes, and tests individually without the help of others unless specifically asked to work with others.**

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**RELIGIOUS HOLIDAYS**

As per UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make that work up during the term. If
you plan on missing a class due to a recognized religious holiday, it is your responsibility to notify me at least two weeks in advance.

**REQUIRED READING:**


Supplemental materials given out during the course of the semester.

*Tentative Class Schedule*

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<thead>
<tr>
<th>Date</th>
<th>Topics:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
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<td>1-17</td>
<td>Introduction, History</td>
<td>CEB 209</td>
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<td>1-24</td>
<td>Theories</td>
<td>WEBCampus</td>
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<td>CACREP II K4 A</td>
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<td>1-31</td>
<td>Models</td>
<td>CEB 209</td>
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<td>2-7</td>
<td>Managing Needs</td>
<td>WEB</td>
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<td>2-14</td>
<td>Intake Interview</td>
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<td></td>
<td>CACREP II K4 F</td>
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<td>2-21</td>
<td>Web search</td>
<td>WEB</td>
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<td>2-28</td>
<td>Self Assessment</td>
<td>CEB</td>
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<td></td>
<td>CACREP II K4 B</td>
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<td>3-7</td>
<td>Standardized assessment and Technology</td>
<td>WEB</td>
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<td>CACREP II K4 G</td>
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<tr>
<td>Date</td>
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<tr>
<td>3-14</td>
<td>Spring Break</td>
<td>Tahiti</td>
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<tr>
<td>3-21</td>
<td>ACA</td>
<td>Detroit or WEBCampus</td>
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<td>3-28</td>
<td>Ethics and Barriers</td>
<td>CEB 209</td>
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<td></td>
<td>CACREP II K4 D</td>
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<tr>
<td>4-4</td>
<td>Ethics and Barriers part 2</td>
<td>WEB</td>
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<td>CACREP II KR 1</td>
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<td>4-11</td>
<td>Designing and evaluating a center</td>
<td>CEB 209</td>
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<tr>
<td>4-18</td>
<td>Designing and evaluating part 2</td>
<td>WEB</td>
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<tr>
<td>4-25</td>
<td>Presentations</td>
<td>CEB 209</td>
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<tr>
<td>5-2</td>
<td>Panel</td>
<td>CEB 209</td>
</tr>
<tr>
<td>5-9</td>
<td>Final Exam</td>
<td>WEB</td>
</tr>
</tbody>
</table>

Congrats! You've made it! What have you learned? What has challenged you? What has helped you grow as an individual and as a counselor?
Counseling Practices and Procedures
CED 727
Fall, 2007

Instructor: Patricia A. Markos, Ph.D., CRC
Office: CEB 237C
Phone: 895-3185
E-mail: patricia.markos@unlv.edu


I. Course Description
This course is intended to train students in the process and techniques necessary for effective counseling. Students will learn the necessary skills to establish counseling relationships, identify relevant counseling issues, and translate their understanding into an action plan for promoting lasting change. In addition, students will learn the stages of counseling and skills necessary for effective completion of each step of the counseling process. Counseling interventions common to all counseling theories, will be identified, practiced, and applied. Students will have the opportunity to practice each procedure and technique. Prerequisite: CED 701.

II. Method of Instruction: This course will combine lecture with experiential exercises and role-play situations.
III. COURSE GOALS

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:

- CACREP II.K.5.a: 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.
- CACREP II.K.5.b: 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.
- CACREP II.K.5.c: Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
- CACREP II.K.5.d: A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
- CACREP II.K.5.e: A general framework for understanding and practicing.
- CACREP II.K.5.f: Integration of technological strategies and applications within counseling and consultation processes.

A. Knowledge

Upon completion of this course, community mental health and school counselors-in-training will understand:

1. Core elements of effective counseling (CACREP II.K.5.a);
2. Stages of the counseling process (CACREP II.K.5.b);
3. Procedures for conceptualizing client concerns (CACREP II.K.5.c);
4. Facilitating counseling goals (CACREP II.K.5.e);
5. Use of various affective, cognitive, behavioral, and systemic interventions (CACREP II.K.5.c & d); and
6. Termination and evaluation of counseling interventions (CACREP II.K.5.b).

B. Skills

Upon completion of this course, community mental health and school counselors-in-training will be able to:
1. Establish and maintain a counseling relationship (CACREP II.K.5.a);
2. Skillfully utilize attending, active listening, and empathic responding (CACREP II.K.5.b);
3. Identify and conceptualize client concerns (CACREP II.K.5.c);
4. Identify and co-construct appropriate goals for counseling (CACREP II.K.5.e);
5. Evaluate the counseling process (CACREP II.K.5.b);
6. Integrate technological strategies and applications within counseling and consultation processes (CACREP II.K.5.f), and
7. Effectively terminate counseling (CACREP II.K.5.b).

C. Dispositions
This class encourages and provides opportunities for future community mental health and school counselors to develop values and philosophies that will guide their counseling practice including:

4. Appreciation and respect for a variety of client worldviews and beliefs;
5. Fostering professional and ethical counseling relationships; and
6. Valuing the client's ability for self-directed growth within a facilitative counseling relationship.

IV. RESULTS
Students will demonstrate attainment of course objectives through:

12. Regular attendance, consistent preparation for class, and participation in small group and full class discussions;
13. Successful performance on a basic counseling skills videotaped assignment; and
14. Submission of two videotapes and written critiques of counseling sessions (mid-term and end of semester), demonstrating effective counseling skills and techniques.

V. COURSE REQUIREMENTS AND EVALUATION PROCEDURES

1. Attendance and Appropriate Class Participation
This class requires considerable class participation. Attendance is expected at every class. This class is scheduled to begin at 1:00 p.m. on Thursdays. Students are expected to be in class at the assigned time
unless previous arrangements have been made with me. In addition, students will be required to appropriately participate in class discussions and experiential experiences. **Attendance and Appropriate Class Participation** will be worth 20 points each class period for a total of 280 points.

**Measurement Procedures:** 1) Attendance will be recorded for each day of class. Students with an excused absence will receive the full 20 points for the class period. An excused absence is defined as being sick, work mandates, or family emergencies. Please try to contact before the start of class if you will not be able to attend due to one of these excused reasons. Students with an unexcused absence will receive 0 points for the class period, 2) Lateness will be recorded and will result in a 5 point reduction in a student’s attendance and participation grade for that day, and 3) Students will be evaluated based on the degree to which they participate in a professional, articulate, and well conceptualized manner. As a counselor in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of assignments, and interpersonal interactions with faculty and other students.

This fulfills CACREP Course Goals II.K.5.a, b, c, d, e, & f and M.Ed. and M.S. Program Objectives 1-3, 5, 6, 8, & 9.

2. **Weekly Homework Assignments**

Students will be assigned a weekly homework assignment (a total of 10) based on the assigned readings, class discussions, videos, and guest presentations.

**Measurement Procedure:** Homework assignments (10) will be turned in each class period, graded, and returned the following week. The **Weekly Homework Assignments will be worth 10 points each for a total of 100 points.**

**Pre-Post Semester Assessment:** Describe the stages of helping and name five techniques necessary for effective counseling.

This fulfills CACREP Course Goals II.K.5.a, b, c, d, e, & f and M.Ed. and M.S. Program Objectives 1, 3, 6-9, and 11.
3. **Examinations**

   There will be two short answer essay take home examinations, one at midterm and one at the end of the semester. Each examination will cover the discussions, lectures, and reading materials. Students will type their responses in APA format with Arial 12. Each exam will be worth 100 points for a total of 200 points.

   **Measurement Procedures:** Students will be evaluated based on the degree to which they answer questions in a professional, articulate, and well conceptualized manner. Students will have the opportunity to improve their test scores by researching incorrect responses.

   This fulfills CACREP Course Goals II.K.5.a, b, c, d, e, & f and M.Ed. and M.S. Program Objectives 1, 3, 6-9, and 11.

15. **Tapes of Demonstrated Skills**

   Students will be required to videotape two, 20-minute segments of their practice counseling sessions. The tapes will be worth 100 points each for a total of 200 points.

   **Measurement Procedures:** Tapes will be evaluated based on the degree to which students can demonstrate the following: 1) being empathic, 2) being genuine, 3) being accepting, 4) being open minded and non-dogmatic, being self-reflective and having an internal locus of control, 6) being mentally healthy, 7) being capable of building alliances, and 8) being competent in knowledge and skills (Neukrug, E. (1999). *The World of the Counselor.* Pacific Grove, CA.: Brooks/Cole.

   This fulfills CACREP Course Goals II.K.5.a, b, c, d, e, & f and M.Ed. and M.S. Program Objectives 1-3, 5, 6, 8, & 9.

VI. **GRADING**

<table>
<thead>
<tr>
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<tr>
<td>624-646</td>
<td>B-</td>
<td>468-490</td>
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SUPPLEMENTAL READING


TEACHING PHILOSOPHY:

I believe in a mastery model of teaching. To this end, you may rewrite your Weekly Homework Assignments, except Pre-Post Semester Assessment and your Midterm Examination to improve your work. These rewrites will be due one week after being returned to you.

REBELMAIL

Please register for RebelMail. Student's UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. For more information, see <http://rebelmail.unlv.edu/>.

DISABILITY RESOURCE STATEMENT

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty
to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

For additional information about the DRC and procedures to follow when students ask for exemptions or exceptions based on their disability claim, refer them to the DRC website. For all faculty and staff (professional and classified) ADA accommodation determinations, please contact Marc Cardinalli, Assistant General Counsel and Administrative Code Officer, Flora Dungan Humanities Building (FDH), Room 320, 895-1879.

XI. RELIGIOUS HOLIDAYS
As indicated by UNLV policy, any student missing classes or other assigned work due to a religious holiday observation shall have the opportunity to make up that work during the term. If you intend to miss a class because of a recognized religious holiday, please inform me two weeks in advance.

XII. ETHICAL BEHAVIOR AND ACADEMIC INTEGRITY
Students will abide by the American Counseling Association (ACA) Ethical Guidelines. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action which could include separation from the counseling program. Additionally, it is expected that all work done for this class will be in strict compliance with the principles of academic honesty and integrity.

XIII. PAGERS AND CELL PHONES
Please turn off pagers and cell phones during class unless you have a specific reason to leave them on. Please alert your instructor if you do.
XIV. COPYRIGHT POLICY

UNLV requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies. 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.

XV. PERSONAL CRITERIA

As a counselor in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of assignments, interpersonal interactions with faculty, other students, and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped, or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic, 2) being genuine, 3) being accepting, 4) being open minded and non-dogmatic, being self-reflective and having an internal locus of control, 6) being mentally healthy, 7) being capable of building alliances, and 8) being competent in knowledge and skills (Neukrug, E. (1999). The World of the Counselor. Pacific Grove, CA.: Brooks/Cole. This criteria is described in the Course Requirements for Attendance and Appropriate Class Participation and Tapes of Demonstrated Skills.

TENTATIVE SYLLABUS
COUNSELING PROCESS AND PROCEDURES
CED 727
Fall, 2007
<table>
<thead>
<tr>
<th>DATE</th>
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<tr>
<td>08-30-07</td>
<td>Introduction/Overview</td>
<td>Ch. 1 &amp; 2</td>
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<td>Understanding Client Concerns</td>
<td>Ch. 8 &amp; 9</td>
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<td>Assessment &amp; Setting Goals</td>
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<td><strong>Homework 4 Due</strong></td>
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10-04-07  Treatment Planning    Ch. 11
           Imagery & Modeling    Ch. 12
Meets CACREP II.K.5.b,
CACREP II.K.5.c, & CACREP II.K.5.e
Skills Practice II
Homework 5 Due

10-11-07  Reframing, Cognitive Modeling,    Ch. 13
           & Problem-Solving Strategies
Meets CACREP II.K.5.b,
CACREP II.K.5.c, & CACREP II.K.5.e
Midterm Examination Distributed

10-18-07  Cognitive Change & Cognitive    Ch. 14
           Restructuring Strategies
Meets CACREP II.K.5.b,
CACREP II.K.5.c, & CACREP II.K.5.e
Midterm Examination Due
Homework 6 Due

10-25-07  Stress Management Strategies    Ch. 15
           Meditation & Movement Strategies    Ch. 16
Meets CACREP II.K.5.b,
CACREP II.K.5.c, & CACREP II.K.5.e
Skills Practice III
Tape I Due
Homework 7 Due

11-01-07
Desensitization Strategies
Self-Management Strategies
Meets CACREP II.K.5.b,
CACREP II.K.5.c, & CACREP II.K.5.e

Homework 8 Due

11-08-07
Technology Strategies & Applications
Meets CACREP II.K.5.f
Client-Centered Strategies
Handout

Homework 9 Due

11-15-07
Family and Other Systems Theories/
Models of Family/Related Interventions
Handout
Meets CACREP II.K.5.d
Psychoanalytic Techniques
Handout
Meets CACREP II.K.5.b,
CACREP II.K.5.c, & CACREP II.K.5.e

Skills Practice IV

Homework 10 Due

11-22-07
THANKSGIVING HOLIDAY

11-29-07
Expressive Arts in Counseling
Handout
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CACREP II.K.5.c, & CACREP II.K.5.e
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<td>6:00 PM</td>
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Instructor:  Shannon D. Smith, Ph.D., PCC, NCC, DAPA, NSC
Class Location:  WRI C148  Class Time:  Monday 4:00-6:45 pm, January – May, 2007
CED Office phone:  (702) 895-5994
CED Office location:  CEB 237
E-mail:  Shannon.smith@unlv.edu

I. COURSE DESCRIPTION

Seminar course designed to foster awareness, knowledge, and skills for school counseling with diverse student populations. Emphasizes social justice and advocacy in counseling with minority and oppressed students. Topics include culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical abilities, education, family dynamics, and socioeconomic status.

II. COURSE OBJECTIVES
An experiential/lecture seminar designed for counseling students to learn about issues and trends in counseling with multicultural and diverse populations. Emphasizes leadership for equity, social justice, and advocacy in counseling with underrepresented and oppressed populations. Topics include culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, and socioeconomic status.

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP)

**Note:** The course knowledge and understanding are designed to meet the most recent CACREP Standards, NCATE standards, and the UNLV College of Education’s Conceptual Framework.

The CACREP web site is located at: [http://www.counseling.org/cacrep/](http://www.counseling.org/cacrep/), the NCATE web site is located at [http://www.ncate.org/](http://www.ncate.org/), the UNLV College of Education’s Conceptual Framework is located at: [http://education.unlv.edu/ncate/Framework.html](http://education.unlv.edu/ncate/Framework.html)

The CACREP standards include the eight common core curricular experiences outlined in Section II.K (Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation) as well as the Standards for School Counseling Programs (Foundations of School Counseling, Contextual Dimensions of School Counseling, Knowledge and Skill Requirements for School Counselors - Program Development, Implementation, and Evaluation, Counseling and Guidance, Consultation – and Clinical Instruction).

Parentheses ( ) refer to objectives found in Section II: Program Objectives and Curriculum (the eight common-core areas), and brackets [ ] refer to Section VI: Evaluations in the Program the Specialized Curricular Experiences, Curricular Experiences for School Counseling Programs.

**Major CACREP core standards addressed in this course include:**

<table>
<thead>
<tr>
<th>CACREP II.K.1.g</th>
<th>advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</th>
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<tr>
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<td>multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;</td>
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</tbody>
</table>
attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

theories of multicultural counseling, theories of identity development, and multicultural competencies; and

ethical and legal considerations.

A. Knowledge

Upon completion of this course, counselors will understand:

• Historical perspectives concerning the nature and meaning of multicultural counseling and social advocacy (K.1.a.,2.a.b.d.e.f.,5a.d.)

• Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups (K.2.a.b.c.d.e.f.)

• Theories of multicultural counseling, theories of identity development, and multicultural and social justice competencies (K.2.a.b.c.d.e.f.)

• The nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination (K.1.g, 2.a.b.c.d.e.f.)

• Culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (K.2.a.b.c.d.e.f.)

• Counselors’ roles in social justice, advocacy, conflict resolution, and cultural self-awareness (K.2.a.b.c.d.e.f.)

• Strategies for counseling with diverse populations and ethnic groups (K.2.a.b.c.d.e.f., 6.c)

• Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations (K.2.a.b.c.d.e.f.)

• The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in counseling (K.2.a.b.c.d.e.f., 7.f) [A.8]

• Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in multicultural counseling (K.2.a.b.c.d.e.f., 7.f.g)

• ethical and legal considerations in multicultural counseling (K.2.f.)

• Use of research to improve multicultural counseling effectiveness (K.8.e)
• Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices [A.10]
• Demonstrate an understanding of the ethical standards and practices involved in multicultural counseling and development (2.a.b.c.d.e.f.)
• Ethical and legal considerations related specifically to the practice of counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors) [A.11]
• Advocacy for all students and for effective school counseling programs [B.1]
• Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K—12 students in maximizing their academic, career, and personal/social development [B.2]
• Knowledge and skills in conducting program assessment and evaluation that are designed to enhance students’ academic, social, emotional, career, and other developmental needs [C.3.d]

**B. Dispositions**

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

• Acceptance of each person (student, client, educator, parent, etc.) as a unique, worthwhile human being; not simply an object to be measured
• Recognition of the dignity of each human being; that people are not simply objects or instruments to be persuaded or manipulated by assessment methods and techniques
• Tolerance of individual differences and value systems
• Sensitivity to the feelings of others
• Respect for confidentiality and the limits thereof
• Refrain from being judgmental based upon assessment results
• Recognition that help/care for people may come from many sources, assessment should be seen only as one potential source of assistance/support
• Principles of social advocacy (e.g., take a stand for people when appropriate and necessary) when necessary
• Appreciation for the complexities of techniques in assessment in counseling
• Respect for the role of diversity issues in relationship to assessment in counseling
• Value for the role of research in terms of its function of increasing the knowledge base of the profession and in terms of its relationship to practice, including modern technology (e.g., the World Wide Web (WWW) and the Internet)

**III. RESULTS**
Students will demonstrate attainment of course objectives through:

- Students will demonstrate to the instructor and graduate student peers that they have read and understand the material in the textbooks and other reading material/resources
- Students will demonstrate their ability to think about, react to and make meaning out of their readings by writing a “Dear Dr. Smith...” letter each week
- Students will demonstrate knowledge and skill of course content through examinations and course assignments
- Demonstrate an understanding of the multicultural and social advocacy competencies required of professional school counselors
- Demonstrate an understanding of, and sensitivity toward, minority and oppressed groups
- Demonstrate an understanding of the barriers to, and challenges of, personal, academic, and career success in minority status students
- Demonstrate an understanding of advocacy and proactive social justice strategies for use with minority student populations
- Students will demonstrate the ability to choose assessment methods appropriate for use in school-based counseling practice that are culturally relevant / appropriate
- Students will demonstrate the ability to communicate to students, parents, and other school personnel in culturally relevant manner
- Students will demonstrate skill in applying course content to the school counseling program
- Students will demonstrate an understanding of multicultural/cross-cultural issues in testing and assessment
- Students will explain the ethical implications related to multicultural/cross-cultural counseling

IV. TEXTS

**Required texts**


**READINGS/RESOURCES ON ELECTRONIC RESERVE** ([http://ereserves.library.unlv.edu/](http://ereserves.library.unlv.edu/))


**JOURNAL ARTICLE READINGS (via EBSCO)**


**ADDITIONAL RECOMMENDED READINGS/RESOURCES**

V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to complete the following:

Graded Assignments: Students are to complete the following assignments:

8. Participation and Attendance: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. 50 points total, self-assigned, due last day of class.

9. Weekly Reflection Letter “Dear Dr. Smith . . .”: Students will maintain a weekly letter reflecting upon the class experience. One side of this weekly letter must be prepared prior to class. 1) On the front side, type the following: a) Your thoughtful reactions to the week’s reading assignments, b) Questions or ideas you’d like for consideration in planning for future classes, and c) Reflective comments on the previous weeks’ class activities that weren’t addressed in your end-of-class handwritten note. 2) On the reverse side of the card use handwritten feedback regarding your experience of the evening's class activities that indicates your involvement in thinking, feeling, and doing. Each letter is to be turned in after each class. 100 points total, self-assigned, due last day of class.

10. Reading: Students must complete all assigned reading material during the course of this semester. Students are expected to have read the assigned reading prior to each class. Students must come to class sessions prepared to give an overview of the readings, and discuss the strengths and limitations as well as the relevance to current practice within the school setting. Since part of this learning experience involves interactive dialogue, familiarity with the assigned topics enhances this opportunity and provides a livelier and more meaningful process. Therefore, it is essential that readings be completed on schedule in an effort to maximize students understanding and preparation for class activities and discussions. 100 points total, self-assigned, due last day of class.
11. **Quizzes over Readings:** Five (5) quizzes will cover all required readings from class, lecture notes, and handouts. 50 points total, Feb 05, 26, Mar 05, Apr 2, 23.

12. **“ISM” Impact Autobiographical Portrait:** Students will write a autobiographical portrait of how they have been impacted by various “isms” including but not limited to those involving race, color, national origin, citizenship status, creed, religion, religious affiliation, age, sex, marital status, sexual orientation, gender identity, disability, veteran status, or any other protected status under applicable law. Each student will reflect upon his/her life and discuss some of the most important influences on his/her development, including self-esteem, and self concept – such as who you are and how you became the person and professional that you are today. Discuss your worldview and philosophy of life – in other words, what guides (e.g., values, beliefs, practices, etc.) your decisions and behavior? Who were some of the important influences and how did you develop this set of guiding values, attitudes, and behaviors? Focus will be toward constructs such as self-concept, self-esteem, and identity development. Students may want to reflect on a theory of human development and include some thoughts about how you passed through these various stages of development and how you “mastered, managed, manipulated, mangled or bungled” the tasks of development associated with them. Students are encouraged to incorporate personal photos, poetry, art, creative writing, favorite lyrics / music, et cetera. Creativity is encouraged here. 100 points total, due March 26.

13. **“ISM” Impact Autobiographical Portrait Presentation:** Students will conduct an in-class presentation of the “ISM” Impact Autobiographical Portrait as outlined above. 50 points total, due March 26.

14. **Popular Media Collage:** Using a group format, students will create a popular media collage depicting various forms oppression and discrimination. When completed, students will conduct a brief in-class presentation of this collage. Students may include examples of music, magazines, books, and other forms of media. Creativity is encouraged here. 50 points total, due April 16.

15. **Alternative Assignment:** Students are to complete one (1) of the alternative assignments, and write the results in a 5-10 page paper. 75 points total, due April 30.

1. **People Watching:** Observe people going about their daily business. What type of oppression and discrimination are displayed? What are the circumstances? What did you learn about oppression and discrimination by just observing? Et cetera.

2. **Oppression Assessment / Diagnosis of a Famous Person:** Conduct an assessment / “diagnosis” of a famous person (e.g., Kofi Annan, Robin Williams) using the constructs of oppression and discrimination (i.e., “isms”).

3. **Significant Life Event:** Write about a significant oppressive / discriminatory event or situation in your life that had a deep impact upon you. You may write...
about an event that was emotionally propelling, invigorating or motivationally stimulating, or painful or difficult.

4. **Social Action / Advocacy & Problem Solving Skills**: Discuss your social action and advocacy skills as it relates to problem solving (i.e., personal and professional). Include how you cope, where you get stuck, abilities to solve problems, etc. Think of social action problem solving as a major construct and apply it to your own life. Also, discuss the importance of social action problem solving in the context of the classroom and counseling office.

5. **Counseling Social Advocacy Project**: Develop a social advocacy project for your counseling setting (e.g., community counseling setting, school counseling program and / or the classroom setting).

6. **Social Advocacy Motivation**: Discuss the concept of Social Advocacy Motivation as it applies to your profession (i.e., educator, counselor, school psychologist, etc.) and as it applies to your personal life (i.e., self, parent, in relationships, etc.).

7. **Other**: Develop an alternative assignment related to Social Advocacy and Multiculturalism that is significant or meaningful to you. Present your idea(s) to the professor for approval.

16. **Final Exam**: Students will complete a final exam. There are two (2) options:
   a. Final Exam – write a final exam prepared by the instructor.
   b. Advocacy Needs Project – prepare a brief overview of the advocacy needs of a target population. Include the following: an introduction of the target group, discuss the various forms of oppression impacting this group, and outline specific advocacy strategies and interventions for this group. Presentation must be a six (6) page power point presentation. School counselors have the following option, develop and present a social advocacy guidance lesson or activity. The Developmental Guidance Lesson Plan should include the following components: 1) A title and outline; 2) Age or grade level of group; 3) Purpose of the activity (e.g., classroom management, developing group cohesion, conflict resolution, building self-esteem, etc.); 4) Activity and instructions; 5) Summary; 6) Your assessment of the activity; and 7) How you might improve the activity or what you would do differently. **75 points total, see UNLV exam schedule for date.**

**VI. EVALUATION/PERFORMANCE INDICATORS**
Assignments will be graded according to the following criteria: **material content**, including accuracy of response, depth of thought, integration of supporting literature and research, and overall reflection and creativity; and, **technical content**, including the most recent publication of APA style, graduate level (professional) presentation, grammar, and spelling.

8. 50 points = Participation and Attendance
9. 100 points = Weekly Reflection Letter “Dear Dr. Smith . . .”
10. 100 points = Reading(s)
11. 50 points = Quizzes over Readings
12. 100 points = “ISM” Impact Autobiographical Portrait
13. 25 points = Presentation of “ISM” Impact Autobiographical Portrait
14. 50 points = Popular Media Collage
15. 50 points = Alternative Assignment
16. 75 points = Final Exam
Total = 600 points

All written assignments may be submitted electronically as an MS-Word document in PC format (No files in other formats, including Macintosh files, WordPerfect, or Microsoft Works files, will be accepted). You have full access to Microsoft Office applications at computer labs and campus libraries.

**Grading Policy:** Grades will be assigned based on the following scale:

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</table>

**Note:** All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor in writing **PRIOR** to assignment deadlines. Otherwise, late course work will **not** be accepted. In accordance with the department policy, incomplete grades (“I”) are given only in circumstances that meet university criteria (i.e., death in family, severe illness). For an incomplete assignment, a "B" grade is the highest grade that may be issued.
VII. ACADEMIC INTEGRITY & COPYRIGHT

UNLV and its College of Education 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 *Regulations Governing Probation and Suspension within the College of Education*. This publication may be found in the Office of the Dean of the College of Education (CEB 301).

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VIII. SPECIAL NEEDS

Disability Resource Center (DRC)

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require
accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.

Religious Holidays
As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by June 7th to be assured of this opportunity.

Announcements
Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment.

Information technology, electronic devices, and communication devices are only permitted in the classroom during class time with the written permission of the instructor. This would include, but is not limited to laptop computers, cell phones, PDA’s, MP3 players, iPods, cameras, tape recorders, and pagers.

Please refrain from applying lotions, make-up, and medications during class; this also includes not wearing fragrances to class so that people with certain health conditions will be comfortable in attendance.

Please limit your personal behaviors, including side conversations and eating, to the designated break times established on the first day of class.

Student’s UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See http://rebelmail.unlv.edu/ for more information.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
<th>CACREP</th>
</tr>
</thead>
</table>
|      | **Introduction to Social Advocacy & Multiculturalism:**  
  - Syllabus review  
  - Textbook review  
  - Assignment review  
  **Topic:** **PRINCIPLES OF:** Social Advocacy & Multiculturalism  
    - Multicultural Counseling  
    - Multiculturalism  
    - Social Advocacy  
    - Prejudice & Discrimination  
    - Privilege  
    - Status (minority vs. majority)  
    - Victim – competitive victim stance  
  Violence | Adams, et al. Section 1: Conceptual Framework  
  ACA (2007). Advocacy Competencies: Lewis, Arnold, House & Toporek. Located at:  
  [http://www.counseling.org/Publications/](http://www.counseling.org/Publications/)  
  McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack. | CACREP II.K.1.g  
  CACREP II.K.2.a  
  CACREP II.K.2.c |
|      | **Topic:** **CULTURE, ETHNICITY, NATIONALITY**  
  - Identity - Cultural, ethnic, national  
  - Place of origin  
  - Racial Identity – development models  
|      | **Topic:** **CULTURE, ETHNICITY, NATIONALITY**  
  - Racial Identity – development con't  
  - Political Affiliation  
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<tr>
<th>Topic: RELIGION &amp; SPIRITUALITY</th>
<th>Adams, et al. Section 3: Antisemitism</th>
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<tr>
<th>Topic: SEX &amp; GENDER</th>
<th>Adams, et al. Section 5: Heterosexism</th>
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<tr>
<td>- GLBT Identity &amp; Development</td>
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<tr>
<td>- Gender Identity &amp; Development</td>
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<td>- GLBT Concerns &amp; Issues</td>
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<td>Family Concerns &amp; Issues</td>
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<td>- Disability – physical, mental, emotional</td>
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<td>- Ableism</td>
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<td>- Ageism</td>
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<td>- Sizeism</td>
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<tr>
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<td>- Identity Concerns &amp; Issues</td>
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<td>- Prejudice</td>
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<td>- Social Action</td>
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<td>- Counselor Role</td>
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<td>- School Counselor Accountability</td>
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<tr>
<td>- Standards</td>
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</table>

STUDENT PRESENTATIONS: "ISM" Impact Autobiographical Portrait

Documentary: People Like Us: Social Class in America. CNAM Film Library, P.O. Box 1084, Harriman, NY 10926

CACREP II.K.1.g, CACREP II.K.2.d, CACREP II.K.2.f
<table>
<thead>
<tr>
<th>Ethics</th>
<th>allies advocating for queer children, youth, and families of multiracial experience.</th>
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<tr>
<td><strong>Topic: SPECIAL ISSUES &amp; APPLICATIONS</strong></td>
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<td>• Professional Organizations</td>
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<td>• Education Reform</td>
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<td>• Liaison Concerns &amp; Issues</td>
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<td>• Social Advocacy &amp; Multicultural Education</td>
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<td>• Social Advocacy &amp; Multicultural Education</td>
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</tr>
<tr>
<td>Conclusion &amp; Wrap-up</td>
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</tbody>
</table>
Available upon request

**Web Sites of Interest**

http://www.counseling.org  (ACA Homepage)

http://counselorsforsocialjustice.com/  Counselors for Social Justice

http://counselorsforsocialjustice.org/index.html  Counselors for Social Justice

http://www.sirius.com/~a4pt/profreq.htm  (Association for Play Therapy)

http://www.schoolcounselor.org  (American School Counseling Association Homepage)

http://blues.fd1.uc.edu/~wilson/asgw  (Association for Specialists in Group Work Homepage)

http://www.tolerance.org/index.jsp  Southern Poverty Law Center

http://www.nostatusquo.com/Schacht/  STEVE SCHACHT'S OFFICIAL HOMEPAGE

http://www.pbs.org/peoplelikeus/  People Like Us: Social Class in America. CNAM Film Library, P.O. Box 1084, Harriman, NY 10926

Select Resources for School Counselors


References


*Social Work, 50*(3), 231-238.

http://www.counseling.org/Content/NavigationMenu/RESOURCES/ADVOCACYCOMPETENCIES/advocacy_competencies1.pdf


I. COURSE DESCRIPTION

The basic purpose of this course is to provide counseling students with the primary theoretical bases as well as the essential knowledge and skills for understanding, organizing, and working with groups within the counseling field.

II. COURSE OBJECTIVES

Objectives for this course were…

CACREP core standards addressed in this course include:
principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

- group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

- theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

- group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

- approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

- professional preparation standards for group leaders; and

- ethical and legal considerations.

A. Knowledge

Upon completion of this course, counselors will understand:

1. the relationship between everyday life and group involvement (e.g., group formation, interactions, and functions);

2. the historical development, present-day role, and future orientation of group work in the counseling field;

3. the potential advantages and disadvantages of group work for members and leaders in a counseling setting;

4. the group process stages and relative member and leader behaviors;
5. the effective and ineffective member and leader communication skills within a therapeutic group;

B. Skills

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

1. Implement the appropriate procedures in organizing/beginning, facilitating, and terminating a group;
2. Understand the analysis of one's own leadership style and effectiveness;
3. Implement the major theoretical models for providing group work within the counseling field;
4. Understand the ethical and legal aspects of group work;
5. Understand the specific needs of a variety of populations involved in group work, the appreciation for diversity when working with groups;
6. Understand the participatory experience of a group member and of a group leader;
7. Understand the process of and value of critiquing group work publications; and
8. Understand conflict resolution techniques, finding peaceful resolutions to problems.

C. Dispositions

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

1. Appreciation and respect for a variety of client worldviews and beliefs;
2. Fostering professional and ethical counseling relationships, and
3. Valuing the client's ability for self-directed growth within a facilitative counseling relationship.
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. Successful performance on examinations.

IV. TEXTS

Required texts


V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to:

1. Attend class consistently and punctually. Students are expected to show commitment to the class by having regular attendance. Failure to attend class promptly will lower your final grade by one-half letter grade. In addition, three unexcused absences will result in one-half letter grade reduction (10%)
2. Two Exams: Based upon content of the lectures, text, handouts, materials presented, and class experiences. (30%, respectively)
3. Small Group Work: Most class sessions will be devoted to learning group dynamics via group experiences combined with discussion and feedback (30%)

NOTE: All Late Assignments Will Be Penalized 5 Points Per Day After The Due Date.

VI. EVALUATION/PERFORMANCE INDICATORS
**GRADING SCALE IN PERCENTAGES:**

A 95-100  
A- 90-94  
B+ 85-89  
B 80-84  
C+ 75-79  
C 70-74

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<tbody>
<tr>
<td>Aug 30</td>
<td>Introductions/Orientation</td>
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<tr>
<td>Sept 6</td>
<td>Introduction to Group Work</td>
<td>Chapter 1</td>
<td>CACREP II.K.6.a</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Ethical and Professional Issues</td>
<td>Chapter 3</td>
<td>CACREP II.K.6.g</td>
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<td>Sept 27</td>
<td>Stages of Group Development</td>
<td>Chapters 4, 5, 18</td>
<td>CACREP II.K.6.a</td>
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<td>Oct 4</td>
<td>Exam I</td>
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<tr>
<td>Oct 11</td>
<td>Psychoanalytic Group Counseling</td>
<td>Chapter 6</td>
<td>CACREP II.K.6.c, CACREP II.K.6.a</td>
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<td>Oct 18</td>
<td>Cognitive Behavioral Approaches</td>
<td>Chapters 13, 14</td>
<td>CACREP II.K.6.a</td>
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<td>Oct 25</td>
<td>Psychodrama in Groups</td>
<td>Chapter 8</td>
<td>CACREP II.K.6.e</td>
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<tr>
<td>Nov 1</td>
<td>Humanistic/ Existential Groups</td>
<td>Chapters 9 &amp; 10</td>
<td>CACREP II.K.6.d, CACREP II.K.6.e</td>
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<tr>
<td>Nov 8</td>
<td>Briefly Approaches</td>
<td>Chapter 16</td>
<td>CACREP II.K.6.b</td>
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<tr>
<td>Nov 15</td>
<td>Exam II</td>
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<tr>
<td>Nov 22</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Nov 29</td>
<td>Diversity in Group Work</td>
<td>Audio/Visual Presentation</td>
<td>CACREP II.K.6.d</td>
</tr>
</tbody>
</table>
Dec 6  | Class Wrap-up

*Note: This syllabus may be revised at any time to meet the needs of the class.*
CED 735, Section 2: Substance Abuse Prevention and Intervention
Summer Session II 2007
3 Credit Hours

Instructor

Larry Ashley, Ed.S., LADC

Class Location: CEB 208
Office phone: (702) 895-3935
Office location: CEB 237
E-mail: larry.ashley@unlv.edu

I. COURSE DESCRIPTION

Mental Health professionals in all settings (schools, agencies, private practice, etc.) will acquire attitudes, knowledge and skills necessary to work productively and effectively with issues of addiction. Teaching method is lecture, guest speaker and discussion.
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:

- **CACREP II.K.5.a** 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.
- **CACREP II.K.5.b** 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.
- **CACREP II.K.5.c** Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
- **CACREP II.K.5.d** A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
- **CACREP II.K.5.e** A general framework for understanding and practicing.

A. Knowledge

Upon completion of this course, school counselors will understand:

7. Understand and articulate the current theories of addiction and recovery. (CACREP II.K.5.c);
8. Understand and identify intervention, treatment and relapse prevention strategies. (CACREP II.K.5.b);
9. Procedures for conceptualizing client concerns (CACREP II.K.5.c);
10. Facilitating counseling goals (CACREP II.K.5.e);
11. Use of various affective, cognitive, behavioral, and systemic interventions (CACREP II.K.5.c & d);
12. Understand and differentiate classifications of drugs and their effect. (CACREP II.K.5.e); and
13. Demonstrate and understanding of the 12-step recovery programs. (CACREP II.K.5.e).

B. Skills

Upon completion of this course, school counselors will be able to:
8. Establish and maintain a counseling relationship (CACREP II.K.5.a);
9. Indicate knowledge and the initial skills appropriate to assessing, interviewing, and treating addicted clients and families struggling with addiction concerns. (CACREP II.K.5.b);
10. Identify and conceptualize client concerns (CACREP II.K.5.c);
11. Identify and co-construct appropriate goals for counseling (CACREP II.K.5.e);
12. Evaluate the counseling process (CACREP II.K.5.b); and
13. Articulate and lessen the potential interference a student’s personal issues might have when dealing with clients and families struggling with addiction concerns. (CACREP II.K. d).

C. Dispositions

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

7. Appreciation and respect for a variety of client worldviews and beliefs;
8. Fostering professional and ethical counseling relationships; and
9. Valuing the client’s ability for self-directed growth within a facilitative counseling relationship.

III. RESULTS

Students will demonstrate attainment of course objectives through:

16. Regular attendance, consistent preparation for class, and participation in small group and full class discussions;
17. Successful performance on eight essays; and
18. Successful completion of a midterm and final examinations.

IV. TEXTS

Required texts
V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

**General Requirements:** Students will be expected to:

1. **Attend class consistently and punctually.** If you are going to be absent, please inform the instructor at your earliest opportunity. **Five** points will be deducted for each unexcused absence.
2. **Complete assigned readings prior to the date of discussion in class.**
3. **Participate in class discussions.** This includes your thoughts, comments, and questions regarding the readings and material presented in class. Although the instructor will highlight items from the texts that are particularly significant, we will not spend a lot of time re-examining the texts, but will focus on practical application in class. Students are to take responsibility for their own learning, so if there is something they want to discuss, including cases relevant to the topic at hand, please take the initiative to bring it up. Participation in class discussions is to be conducted in a professional and appropriate manner. This means willingness to engage in dialogue and debate from a position of respect for others. The student is expected to be able to express and defend their opinions in a non-judgmental way, using logical arguments and data when it is available. Students are to use fictitious names and remember the rules of confidentiality when discussing cases in class.
4. **Abstinence Experience Contract and Paper.** Four to six pages. Each student will select and addiction, behavior or habit they currently have, and then terminate this addiction/behavior/habit for four weeks. At the onset of this experience, students will make a formal contract of the behavior from which they intend to abstain. The paper should detail the student’s experience in the cessation of this behavior and relate the learning to the conceptual material presented in class or in other professional readings. Be sure to include how difficult it was to remain abstinent, what techniques were used to remain abstinent, whether or not there was a relapse, any withdrawal symptoms, etc. The student should also explore how this experience impacted their belief about addictions, if at all. **NO ABSTINENCE EXPERIENCE – NO CREDIT.** Relapses are acceptable, but a good faith effort is expected. It is further expected that students will integrate good research and current knowledge of addictions into their paper. Use the APA style. If the APA style is not followed, points will be deducted. The paper should
be 12-point font and double-spaced. Please proof carefully for grammas and spelling. Points will be deducted if this format is not followed and if the paper does not meet or exceeds the expected page length.

5. **Theory/Model of Addiction Paper.** 10-12 pages. In this paper, you are to reflect on your personal values, principals and beliefs and how relate to a theory/model of the addiction that you select. The paper is to be typed in 12-point font, double-spaced, following the APA style. There should be evidence of readings outside of the textbook. This assignment will be evaluated according to the thoroughness of research, organization and the ability to clearly express ideas.

6. **Extra credit.** Earn 10 extra credit points for attending an addictions support meeting and turning in a one-page summary of the experience.

**NOTE:** ALL LATE ASSIGNMENTS WILL BE PENALIZED 5 POINTS PER DAY AFTER THE DUE DATE.

**VI. EVALUATION/PERFORMANCE INDICATORS**

**Grading:**

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<td>Abstinence experience contract</td>
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<tr>
<td>Abstinence Paper</td>
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<tr>
<td>Theory/model of addiction paper</td>
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- 135-150 points A
- 120-134 points B
- 105-119 points C
- 90-118 points D
- 89 and below F

**Religious Holidays**

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**Pagers and Cell Phones**

Please turn off pagers and cell phones during class unless you have made arrangements with the instructor prior to class.
VII. ACADEMIC INTEGRITY & COPYRIGHT

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VIII. SPECIAL NEEDS

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<td>6/5-6/6</td>
<td>Classification of drugs</td>
<td>Abstinence contract due 6/5</td>
</tr>
<tr>
<td>6/7-6/8</td>
<td>Models of Addiction</td>
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<tr>
<td>6/11-6/12</td>
<td>Culturally and ethically diverse groups</td>
<td></td>
</tr>
<tr>
<td>6/13-6/14</td>
<td>Assessment, diagnosis and intervention</td>
<td></td>
</tr>
<tr>
<td>6/15</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>6/18-6/19</td>
<td>Treatment</td>
<td></td>
</tr>
<tr>
<td>6/20-6/21</td>
<td>Relapse prevention</td>
<td></td>
</tr>
<tr>
<td>6/22</td>
<td>Support groups</td>
<td></td>
</tr>
<tr>
<td>6/25</td>
<td>Families</td>
<td></td>
</tr>
<tr>
<td>6/26</td>
<td>Children and codependency</td>
<td></td>
</tr>
<tr>
<td>6/27</td>
<td>Infectious disease</td>
<td></td>
</tr>
<tr>
<td>6/28-6/29</td>
<td>Other addictions</td>
<td>Abstinence and Theory/Model of addictions papers due; extra credit due 6/29</td>
</tr>
<tr>
<td>7/2-7/3</td>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>7/4</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>7/5-7/6</td>
<td>Confidentiality and ethical issues</td>
<td></td>
</tr>
</tbody>
</table>
CED 731
UNLV, Spring 2007

* Note: This syllabus may be revised at any time to meet the needs of the class.
CED 73
UNLV, Spring 2007

CED 738, Section 1: Introduction to Community Mental Health Counseling
Fall 2006
3 Credit Hours

Instructor: Dr. Jesse Brinson
Class Location: CBC C 223  Class Time: 4:00-6:45, Tuesdays
CED Office phone: (702) 895-5994
CED Office location: CEB 237
E-mail: Brinson@unlv.nevada.edu
Office Hours: Mon-Thursday 10-12; by appointment

I. COURSE DESCRIPTION

This course is designed as an introduction to the field of mental health counseling; including historical, philosophical, legislative, and organizational perspectives; the counseling process, services, and clientele; community mental health practices in the private and public sectors and in facilities; and the professional and membership organizations representing the interest consumers and practitioners. Special emphasis is given the role and function of the master prepared counselor in the community and rehabilitation agency setting.
II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP)

Standards for Mental Health Counseling Programs (CACREP) core standards addressed in this course include:

<table>
<thead>
<tr>
<th>CACREP VI.A.1</th>
<th>historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP VI.A.2</td>
<td>roles, functions, and professional identity of mental health counselors</td>
</tr>
<tr>
<td>CACREP VI.A.3</td>
<td>structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling</td>
</tr>
<tr>
<td>CACREP VI.A.4</td>
<td>implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status</td>
</tr>
<tr>
<td>CACREP VI.A.5</td>
<td>ethical and legal considerations related to the practice of mental health counseling (e.g., the ACA and AMHCA Code of Ethics); and</td>
</tr>
<tr>
<td>CACREP VI.A.6</td>
<td>the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling.</td>
</tr>
<tr>
<td>CACREP VI.B.1</td>
<td>assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems</td>
</tr>
</tbody>
</table>
A. Knowledge

Upon completion of this course, counselors will understand:

- The general understanding of the history, philosophy, purpose, function and process of community mental health and rehabilitation counseling.
- An awareness of the legal, political, and legislative and ethical basis of community mental health and rehabilitation counseling.
- Knowledge of the structural framework of the county-state-federal formula for community mental health and rehabilitation programs as well as other typical organizations.
- An orientation to the methods and procedures that are applied in public and private rehabilitation agencies to facilitate the rehabilitation of people with disabilities.
- An awareness of the various occupational professional specialties within the field of community mental health and rehabilitation counseling, with special emphasis on the role and function of the professional counselor as mandated by accreditation (CACREP and CORE).
- An understanding of the legal and ethical principles that guide the practice of community mental health and rehabilitation counseling professionals.
- Information about the clientele typically served by community mental health and rehabilitation counseling programs.
- Knowledge of current trends and issues in the field of community mental health and rehabilitation and their implications for practitioners.
- A general awareness of community agencies’ resources available to clients and occupational opportunities for master-prepared graduates in counseling.

B. Skills

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

1. Recognize essential concepts related to the counseling profession’s history, its philosophical underpinnings, the development of standards, contemporary issues, and future trends with emphasis on community counseling.
2. Identify roles, functions, preparation standards, credentialing, licensure, and professional identity of community counselors.

3. Identify similarities, differences, and complementarily among the various mental health related professions.

4. Demonstrate understanding of the purpose and services provided by the American Counseling Association and its divisions, branches, and affiliates.

5. Understand essential principles and standards of professional, legal, and ethical practices.

6. Suggest advocacy strategies directed toward (a) promoting the profession of counseling.

7. Identify counselor characteristics that influence helping processes.

8. Consider the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

9. Demonstrate successful understanding of the counseling process

C. Dispositions

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:
CED 731
UNLV, Spring 2007

1. Appreciation and respect for a variety of client worldviews and beliefs;
2. Fostering professional and ethical counseling relationships, and
3. Valuing the client’s ability for self-directed growth within a facilitative counseling relationship.

III. RESULT: 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. Successful performance on examinations.

Method of Instruction

Students are expected to read the text. Class time will be spent in seminar-type discussion as appropriate for a graduate level course. In addition, some videos will be shown and guest speakers from the community will be presenting on counseling in agencies. Students will also be required to prepare and present to the class in the form of individual projects.

IV. TEXTS

Required texts


V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE
General Requirements: Students will be expected to:

Students are expected to read the text. Class time will be spent in seminar-type discussion as appropriate for a graduate level course. In addition, some videos will be shown and guest speakers from the community will be presenting on counseling in agencies. Students will also be required to prepare and present to the class in the form of individual projects.

General Requirements

1. Complete assigned readings prior to the date of discussion in class.  
   This fulfills Course objectives 1-10; and Program Objective 1-2, 4 and 6.

2. Attend class consistently and punctually.  
   This fulfills Course objective 6; and Program Objectives 3 and 5.

3. Participate appropriately in class discussions; this includes your thoughts, comments, and questions regarding the readings and material presented in class. Although the instructor(s) will highlight items from the text that are particularly significant, the intent is not to spend a lot of time reexamining the text, but the focus in class will be on practical application. You will be expected to express and defend your opinions in a non-judgmental way using logical arguments and data when it is available.  
   This fulfills Course objectives 1-10; and Program Objectives 1, 3-4 and 6.

4. Semester Project. Prepare and present to the class a 30-45 minute presentation on a specific population related to the community mental health counseling field (e.g. people who are homeless, people who are alcohol dependent, people infected with HIV, people with disabilities, older adults) or a topic issue (e.g. cultural issues, eating disorders, private practice, managed care). Students are expected to make appropriate and creative use of technology in their presentations. Project outline in rough form (typed, however) will be due when the fourth class meets. Examples:
   a. I will present a timeline showing various aspects of developing a successful mental health practice over a five-year period. The following will be included:
   b. I will Research a given issue over the past 2 years in both the newspapers and professional literature. The following will be included:
c. Some other project of your own imagination that will have to be approved by the instructor. (e.g. choose a character from a movie and outline the services that individual might get here in the Las Vegas area.)

This fulfills Course objectives 1-9; and Program Objectives 1, 2, 3, 4, and 6.

5. Each student is required to complete three papers during the semester.
   a. Client interview paper: Interview 2 people who are or have been in counseling describing their experience with counseling. Find out what kind of professional and the type of setting in which they saw the counselor, what they believed they accomplished, and how long ago they terminated. You will report your findings to the class. Do not include client or therapist names. Be sure to disguise client and therapist names. Please include the following for each person you interview:
      i. His or her sense of what counseling is, who benefits from counseling, and where it is useful;
      ii. If there were any difficulties in the experience;
      iii. Any regrets about the counseling and under what conditions they would return to counseling; and
      iv. Does the counselor remain in the persons’ mental images in a helpful way?

This fulfills Course objectives 5-9; and Program Objectives 1-4, and 6.

   b. Public Perception Interviews: Interview 2 people with diverse backgrounds on their beliefs about counseling. Be prepared to educate people on the differences in the professions. You will report your findings to the class. Please include:
      i. What sorts of professionals do counseling/therapy;
      ii. What are the differences between psychiatrists, psychologists, mental health counselors, marriage and family therapists, community counselors, rehabilitation counselors and social workers;
      iii. Who goes to or benefits from counseling.

This fulfills Course Objectives 5-7, and 9; and Program Objectives 2-3, and 6.

   c. Site Visit and Interview: Interview two (2) community mental health practitioners from different settings about their work. This assignment is designed to help you become familiar with the diversity of helping professionals in the community and to prepare for future decisions about Internship sites and jobs. You will share your results with the class. Please address the following:
      i. What is the setting, its mission and goal, and its relevant elements;
      ii. How did the professional get involved in this type of work;
iii. What are the therapist’s responsibilities, clientele, intervention strategies, education, credentials, experience, and interests; and
iv. What are the professional’s satisfactions and dissatisfactions in this job.
v. Prepare a one-page handout on this job that includes the contact person, as well as the organization’s name, address and phone number, and a brief description of services.

This fulfills Course Objectives 1. 3-4 and 6-9; and Program Objectives 1-3, and 6.

6. Complete two take home exams, one at midterm and one final.

This fulfills Course Objectives 1-10 and Program Objective 1-2, 4, and 6.

7. Class rules:

   1. Three unexcused absences will result in your grade being lowered by one full grade point. Excused absences are absences due to University endorsed activities or documented medical problems.
   2. Late papers will be docked by 5% per day.
   3. Arriving 15 minutes late or leaving more than 15 minutes early will count as an absence.
   4. If you leave the class to respond to a cell phone call, please do not disrupt class a second time by returning to class.

VI. EVALUATION/PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10</td>
</tr>
<tr>
<td>Papers and presentations (10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Exams (20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Semester Project</td>
<td>20</td>
</tr>
</tbody>
</table>

90-100% = A  80-89%=B  70-79%=C etc.
VII. ACADEMIC INTEGRITY & COPYRIGHT

UNLV and its College of Education 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 Regulations Governing Probation and Suspension within the College of Education. This publication may be found in the Office of the Dean of the College of Education (CEB 301).

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. The University encourages you to visit http://www.unlv.edu/committees/copyright/ to familiarize yourself with the copyright and fair use policies.

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

VIII. SPECIAL NEEDS

Disability Resource Center (DRC)

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans
with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.

Religious Holidays
As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by June 7th to be assured of this opportunity.

Announcements
Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment.

Student's UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See http://rebelmail.unlv.edu/ for more information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/3</td>
<td>Introductions, review of syllabus, explanation of assignments</td>
<td></td>
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</tr>
<tr>
<td>9/6</td>
<td>Historical Roots of Modern Community Mental Health</td>
<td>Chapters 1 &amp; 2</td>
<td>CACREP VI.A.1</td>
</tr>
<tr>
<td>9/13</td>
<td>What is a Licensed Mental Health or Professional Counselor?</td>
<td>Chapter 1 &amp; 2</td>
<td>CACREP VI.A.2, CACREP VI.B.1</td>
</tr>
<tr>
<td>9/20</td>
<td>Theoretical Foundations for Mental Health and Community Counselors</td>
<td>Chapters 3 &amp; 4</td>
<td>CACREP VI.A.1</td>
</tr>
<tr>
<td>9/27</td>
<td>Education, Licensure and Certification</td>
<td>Chapter 5</td>
<td>CACREP VI.A.1, CACREP VI.A.3</td>
</tr>
<tr>
<td></td>
<td>Proposals for Semester Project due</td>
<td></td>
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</tr>
<tr>
<td>10/4</td>
<td>Employment Settings: Where MHCs &amp; CCs Work</td>
<td>Chapter 6</td>
<td>CACREP VI.A.4</td>
</tr>
<tr>
<td>10/11</td>
<td>Class Discussion on Client Interview Paper #1 /Exam I</td>
<td></td>
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</tr>
<tr>
<td>10/18</td>
<td>Appraisal and Research in the Practice of MH and CC</td>
<td>Chapter 7</td>
<td>CACREP VI.A.2, CACREP</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Chapter</td>
<td>CACREP</td>
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<tr>
<td>10/25</td>
<td>Professional Practice in Multicultural Contexts</td>
<td>Chapter 8</td>
<td>VI.B.1</td>
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<td></td>
<td>CACREP</td>
</tr>
<tr>
<td>11/1</td>
<td>Ethical and Legal Issues/Pubic Perception Interview Paper #2</td>
<td>Chapter 9</td>
<td>VI.A.5</td>
</tr>
<tr>
<td>11/8</td>
<td>Managed Care and Third-Party Reimbursement</td>
<td>Chapter 10</td>
<td>VI.A.4</td>
</tr>
<tr>
<td>11/15</td>
<td>Changing Face of Community Mental Health</td>
<td>Chapter 11</td>
<td>VI.A.6</td>
</tr>
<tr>
<td>11/22</td>
<td>The Future of Mental Health and Community Counseling/Paper #3</td>
<td>Chapter 12</td>
<td>VI.B.1</td>
</tr>
<tr>
<td>11/29</td>
<td>Take Home Exam/Semester Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/6</td>
<td>Semester Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/13</td>
<td>6:45 PM Take home exams are due in my office.</td>
<td></td>
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</tr>
</tbody>
</table>

* Note: This syllabus may be revised at any time to meet the needs of the class.
INSTRUCTOR

Patricia A. Markos, Ph.D., CRC
Certified Rehabilitation Counselor

Office: CEB 237
Phone: (702) 895-3185
E-mail: patricia.markos@unlv.edu

I. COURSE DESCRIPTION

Counseling Practicum consists of direct observation, feedback, and experience in individual counseling and group work techniques. Students will complete a minimum of 40 hours of individual counseling and 10 hours of group work with clients in a
community setting. Students will work with a minimum of four (4) clients throughout the semester and will lead at least one group.

Prerequisites: 701, 715, and 727.

**METHOD OF INSTRUCTION:** Supervised practical application.

**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.K.5.a</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.K.5.b</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.K.5.c</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.K.5.d</td>
<td>A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.</td>
</tr>
<tr>
<td>CACREP II.K.5.e</td>
<td>A general framework for understanding and practicing.</td>
</tr>
<tr>
<td>CACREP II.K.5.f</td>
<td>Integration of technological strategies and applications within counseling and consultation processes.</td>
</tr>
<tr>
<td>CACREP II.K.6.g</td>
<td>Ethical and legal issues in counseling.</td>
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</tr>
<tr>
<td>CACREP III.G.</td>
<td>Completion of a minimum of 100 clock hours of supervised practicum.</td>
</tr>
<tr>
<td>CACREP III.G.1.</td>
<td>40 hours of direct service with clients including individual counseling and 10 hours of group work.</td>
</tr>
<tr>
<td>CACREP III.G.2.</td>
<td>Weekly interaction with an average of one hour per week of individual and/or triadic supervision over the course of the semester by a program faculty member or an approved supervisor working under the supervision of a program faculty member.</td>
</tr>
<tr>
<td>CACREP III.G.3.</td>
<td>An average of one and one hours per week of group supervision over the course of the semester by a program faculty member or a supervisor under the supervision of a program faculty member.</td>
</tr>
<tr>
<td>CACREP III.G.4.</td>
<td>Evaluation of performance throughout the semester will occur including a formal evaluation after completion of all hours.</td>
</tr>
</tbody>
</table>

**A. Knowledge**

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

1. Core elements of effective counseling (CACREP II.K.5.a);
2. Stages of the counseling process (CACREP II.K.5.b);
3. Procedures for conceptualizing client concerns (CACREP II.K.5.c);
4. Facilitating counseling goals (CACREP II.K.5.e);
5. Use of various affective, cognitive, behavioral, and systemic interventions (CACREP II.K.5.c & d);
6. Termination and evaluation of counseling interventions (CACREP II.K.5.b);
7. Integration of technological strategies and applications within counseling and consultation processes (CACREP II.K.5.f); and
8. Ethical and legal issues in counseling (CACREP II.K.5.g).
B. Skills

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

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

C. Dispositions

This class provides direct observation, feedback, and experience in individual counseling and group work techniques that will guide students in their counseling practice to include:

1. A tutorial form of instruction to help students develop counseling skills with individual and/or triadic and group supervision;
2. Opportunities to work with clients who represent the ethnic and demographic diversity of the community;
3. Fostering professional and ethical counseling relationships; and
4. Valuing the client’s ability for self-directed growth within a facilitative counseling relationship.

III. RESULTS

Students will demonstrate attainment of course objectives through:

1. Regular attendance, consistent preparation for class, and participation in individual and group supervision and discussions;
2. Successful performance on a basic counseling skills videotaped assignment; and
3. Submission of two videotapes and written critiques of counseling sessions (1st session and 4th or 5th session with client), demonstrating effective counseling skills and techniques.

**IV. TEXTS.**

**RECOMMENDED:**


**V. COURSE ASSIGNMENTS AND EVALUATION PROCEDURES**

1. **Attendance and Appropriate Class Participation**

   This class requires considerable class participation. Attendance is expected at every class and individual supervision. This class is scheduled to begin at 4:00 p.m. on Thursdays. Students are expected to be in class, at individual supervision, and at scheduled counseling sessions at the assigned time unless previous arrangements have been made with me. In addition, students will be required to appropriately participate in class discussions, case formulations, and review of videotapes. **Measurement Procedures:** 1) Attendance will be recorded for each day of class and individual supervision. Students with an excused absence will receive the full 10 points for the class period and 10 points for individual supervision. Students with an unexcused absence will receive 0 points for the class period and/or individual supervision. 2) Lateness will be recorded and will result in a 5 point reduction in a student's attendance and participation grade for that day, and 3) Students will be evaluated based on the degree to which they participate in a professional, articulate, and well conceptualized manner. **Attendance and Appropriate Class Participation will be worth 10 points each class period (150 points).**

2. Students will research specific aspects of client behavior and be prepared to describe and discuss in class a comprehensive case study for one client. **Measurement Procedure:** Students will be evaluated based on the Case Formulation Form and the degree to which they present information in a professional, articulate, and well conceptualized manner. **(20 pts)**
Case studies will be presented throughout the semester after assessment has been conducted.

3. Students will use the Sandtray to formulate their clients presenting issues and will have clients use the Sandtray to present their presenting issues. Photos of each Sandtray will be taken and a brief description of the students’ perceptions and the actual client issues will be completed for a minimum of two clients. **Measurement Procedure:** Students will be evaluated based on the degree to which they present their client issues in a clear, articulate, and professional manner. **(20 pts)**

4. Students will identify and implement appropriate counseling techniques for one client. **Measurement Procedure:** Students will be evaluated based on the demonstration of skills observed through tapes and the Case Formulation Form. **(20 pts)**

5. Students will participate in group and individual and/or triadic supervision on a weekly basis. Students will submit two videotapes and written critiques of counseling sessions (1st session and last session with client), demonstrating effective counseling skills and techniques. **Measurement Procedure:** Students will be evaluated based on their ability to perform skills. **(40 pts)**

5. Students will maintain current case notes on each client. **Measurement Procedure:** Students will be evaluated based on the degree to which progress notes are written in an articulate, professional, and well organized manner. **(50 pts)**

6. Students will adhere to all policies, procedures, and operational guidelines of their community agency. **Measurement Procedure:** Students will be evaluated based on the Performance Fitness Evaluation and the Case Formulation Form. **(50 pts)**
7. Students will be knowledgeable and demonstrate professional behavior consistent with the ACA ethical standards. **Measurement Procedures:** Students will be evaluated based on the Performance Fitness Evaluation and the Case Formulation Form. **(50 pts)**

8. Students will prepare for client contact and supervision each week by reviewing tapes, reading relevant material and/or conducting appropriate library research. **Measurement Procedures:** Students will be evaluated based on the Performance Fitness Evaluation and the Case Formulation Form. **(50 pts)**

9. All counseling sessions will be videotaped or audio taped. Students need to purchase their own videotapes/audiotapes. **Measurement Procedures:** Students will be evaluated based on the Performance Fitness Evaluation and the Case Formulation Form. **(50 pts)**

**IV. GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>CO establishes effective therapeutic relationships with client and demonstrates proficiency with basic counseling skills. Responses are usually on track and target important client messages. Skillfully helps move client to deeper process levels and</td>
</tr>
<tr>
<td>465-500</td>
<td>A</td>
</tr>
<tr>
<td>450-464</td>
<td>A-</td>
</tr>
<tr>
<td>435-449</td>
<td>B+</td>
</tr>
<tr>
<td>415-434</td>
<td>B</td>
</tr>
<tr>
<td>400-414</td>
<td>B-</td>
</tr>
<tr>
<td>385-399</td>
<td>C+</td>
</tr>
</tbody>
</table>

The following performance indicators will also be used to assess individual course assignments and your final grade.
utilizes challenging/confrontation when appropriate. Seems very natural, relaxed, and sure of self in session. Effectively conceptualizes client issues and personality processes. Utilizes supervision as a way to grow professionally and openly accepts and implements feedback. Has ability to self-identify areas of strength and areas for growth.

| B | CO frequently establishes good therapeutic relationships with clients. Makes some mistakes in basic counseling skills yet recovers satisfactorily. Responses are occasionally off track or miss important client messages. Generally seems comfortable and natural in session but occasionally becomes uncertain or uptight about interventions. Occasionally has problems helping move clients to deeper process levels. Attempts to conceptualize client issues and personality processes, but has some difficulty doing so. Utilizes supervision as a way to grow professionally and openly accepts and implements feedback. Has ability to self-identify areas of strength and areas for growth but still often relies on supervisor to point these out. |
| C | CO has some difficulty establishing effective therapeutic relationships with clients. Makes mistakes with basic counseling skills and doesn’t recover well. Many responses are off track and miss important client messages. Many times seems uncomfortable and awkward in session. Sessions often lack a clear direction and CO has problems helping clients move to deeper process levels. CO makes attempts at conceptualizing client issues and personality processes when prompted by supervisor, but has extreme difficulty doing so. Supervision time is often spent on reviewing basic counseling skills and CO may have difficulty accepting and implementing feedback. Has much difficulty self-identifying areas of strength and areas for growth and relies on supervisor to point these out. |
| F | CO makes critical mistakes in the counseling process that may be harmful to clients and/or unethical. CO demonstrates poor use of counseling skills and interventions. CO judgment in clinical interventions and conceptualizations is poor. CO misses scheduled client appointments and/or scheduled supervision meetings. CO does not adhere to the ACA Code of Ethics for Counselors. CO does not satisfactorily complete practicum logs and assignments including written case notes and case conceptualizations. CO has extreme difficulty accepting feedback and fails to implement suggestions. CO displays inappropriate emotional and/or behavioral reactions to clients and/or supervisors. |

| VII. REFERENCES AND INSTRUCTIONAL RESOURCES |

All of the references and resources suggested in CED 715 and CED 727 also apply to this course.


VII. TEACHING PHILOSOPHY

I believe in a mastery model of teaching. To this end, you may rewrite your case studies and counseling plans to improve your work. These rewrites will be due one week after being returned to you.

VIII. DISABILITY RESOURCE STATEMENT

If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center (DRC) for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex in Room 137. The phone number is 895-0866 (TDD 895-0652).
IX. RELIGIOUS HOLIDAYS

As indicated by UNLV policy, any student missing classes or other assigned work due to a religious holiday observation shall have the opportunity to make up that work during the term. If you intend to miss a class because of a recognized religious holiday, please inform me two weeks in advance.

X. ETHICAL BEHAVIOR AND ACADEMIC INTEGRITY

Students will abide by the American Counseling Association (ACA) Ethical Guidelines. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action which could include separation from the counseling program. Additionally, it is expected that all work done for this class will be in strict compliance with the principles of academic honesty and integrity.

UNLV and its College of Education 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 Regulations Governing Probation and Suspension within the College of Education. This publication may be found in the Office of the Dean of the College of Education (CEB 301).

XI. PAGERS AND CELL PHONES

Please turn off pagers and cell phones during class unless you have a specific reason to leave them on. Please alert your instructor if you do.

XII. COPYRIGHT POLICY

UNLV requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary
XIII. PERSONAL CRITERIA

As a counselor in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of assignments, interpersonal interactions with faculty, other students, and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped, or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic, 2) being genuine, 3) being accepting, 4) being open minded and non-dogmatic, being self-reflective and having an internal locus of control, 6) being mentally healthy, 7) being capable of building alliances, and 8) being competent in knowledge and skills (Neukrug, E. (1999). The World of the Counselor. Pacific Grove, CA.: Brooks/Cole. This criteria is described in the Course Requirement for Attendance and Appropriate Class Participation.
CED 745, Section 1: Assessment, Treatment, and Case Management in Addictions and Mental Health

Fall 2007

3 Credit Hours

Instructor

Name: Larry Ashley, Ed.S., LADC, CPGC

Class Location: CBC C222
CED Office phone: (702) 895-3935
CED Office location: CEB 237
E-mail: larry.asley@unlv.edu

Class Time: 4:00-6:45
Office Hours: Tuesdays 1-3
Wednesdays 1-3, Thursdays 2-3, and by appointment

I. COURSE DESCRIPTION

This course is designed to provide students with a framework to assess and treat individuals with addictive and mental health disorders and the practical application of managing a client’s case from initial diagnosis through discharge and aftercare. Teaching method is lecture, presentations, guest speakers, role plays, videos and discussion.
II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP)

CACREP core standards in mental health counseling programs addressed in this course include:

- CACREP VI.B.2 strategies for community needs assessment to design, implement, and evaluate addiction and mental health care programs and systems
- CACREP VI.B.3 principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities
- CACREP VI.C.1 general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors
- CACREP VI.C.3 specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans
- CACREP VI.C.4 knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current Diagnostic and Statistical Manual
- CACREP VI.C.5 application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with addictions, mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches.
- CACREP VI.C.7 principles and guidelines of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management

A. Knowledge

Upon completion of this course, counselors will understand:

1. The various issues and concepts regarding assessment, treatment and case management of clients with addictive and mental health disorders;
2. Different treatment modalities for treating individuals with addictive disorders;
3. The ASAMPP-2R placement criteria.
4. The DSM-IV diagnostic criteria for addiction.
**B. Skills**

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

1. Identify the different types of assessment tools and interventions used in interviewing clients with addiction related concerns;
2. Demonstrate an understanding of client placement criteria as required by the ASAMPP-2R levels of care, and continuum of care of individuals with addictive and mental health disorders;
3. Demonstrate knowledge of addiction treatment components and services
4. Illustrate the ability to document a client’s care in the required format;
5. Demonstrate the ability to apply DSM-IV diagnostic criteria in assessing a client’s addiction.

**C. Dispositions**

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

10. Appreciation and respect for a variety of client worldviews and beliefs;
11. Fostering professional and ethical counseling relationships; and
12. Valuing the client’s ability for self-directed growth within a facilitative counseling relationship.

**III. RESULTS**

Students will demonstrate attainment of course objectives through:

19. Regular attendance, consistent preparation for class, and participation in small group and full class discussions;
20. Successful performance on a written case study and a change paper; and
21. Successful completion of an oral final exam.
IV. TEXTS

Required texts


V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to:

1. **Attend class consistently and punctually.** Because this class will be taught like a seminar, attendance is mandatory. You must be present to complete in-class assignments and take quizzes. There will be no make-up opportunities.

2. **Complete assigned readings PRIOR to the date of discussion in class.**

3. **Participate in class.** (25 points). We will not spend a lot of time reexamining the texts, but will focus on practical application in class. Students are to take responsibility for their own learning, so if there is something you want to discuss, including cases relevant to the topic at hand, please take the initiative to bring it up. Participation in class discussions is to be conducted in a professional and appropriate manner. This means willingness to engage in dialogue and debate from a position of respect for others in a non-judgmental way. Confidentiality will be expected at all times as there will be a variety of students and possibly even personal case histories discussed. Personal information divulged by a classmate or reference to a personal concern should be treated as confidential information. Students are to use fictitious names and remember the rules of confidentiality when discussing cases in class. Courtesy and respect will be expected at all times. There will be non-University speakers in our classroom that might have a practice or philosophy that you do not agree with. These presenters have been
invited to share from their perspective only. In pursuit of engaging conversation, we can become challenging or even appear confrontational: This behavior will not be tolerated with our guest speakers. In order to still encourage student rights, any negative or adverse reactions to their approaches will be addressed privately with the class at a later date.

22. **Written Case Study** (50 Points). Each student will write a case study that will be submitted to the Nevada Board of Examiners for Alcohol and Drug Counselors for consideration for the Oral Examination for Licensure and Certification. From this case study of a substance-using client, the students will develop:
   - A DSM-IV TR diagnosis and justification;
   - A level of care based upon ASAMPP-2R criteria;
   - A treatment plan that includes identification of client issues or problems, tree treatment goals and methods to reach those goals;
   - A discharge plan that includes level of care and justification based upon ASAMPP-2R;
   - A response to an ethical dilemma that is part of the case study.
This assignment will be evaluated according to the appropriateness, thoroughness of research, organization and the ability to clearly express the ideas.

23. **There will be a 15-minute Oral Final Exam** (50 points). This presentation will focus on the oral examination case study and the significant points developed. The student is to use necessary visual aides to evidence a professional presentation, i.e., charts, pictures, or overhead transparencies. The assignment will be evaluated on the organization, clarity and presenter's knowledge of the subject.

24. **Change Paper** (50 points, 10-12 pages). Each student will prepare a well-organized paper focusing on some aspect of how the student believes change occurs for individuals recovering from addictions. The paper is to be typed in 12-point font, double-spaced and following APA style. There should be at least five references outside of the texts. This assignment will be evaluated according to the thoroughness of research, organization, and the ability to clearly express ideas.

25. **Attendance and participation in class discussions is expected** and will be worth 25 points with FIVE points subtracted for each unexcused absence. **Late Assignments** will be penalized FIVE points per day after the due date.

26. **Extra credit**. Earn 20 extra points for attending a session of the Clark County Drug Court or a support meeting and writing a one-page summary.

**NOTE:** ALL LATE ASSIGNMENTS WILL BE PENALIZED 5 POINTS PER DAY AFTER THE DUE DATE.
VI. EVALUATION/PERFORMANCE INDICATORS

Participation and Attendance 25 points
Change Paper 50 points
Case Study 50 points
Oral Exam 50 points

Total of 175 points

158-175 points A
140-157 points B
123-139 points C
105-122 points D
104-0 points F

VII. ACADEMIC INTEGRITY & COPYRIGHT

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penalties and criminal liability as well as disciplinary action under University policies. The University encourages you to visit http://www.unlv.edu/committees/copyright/ to familiarize yourself with the copyright and fair use policies.

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

VIII. SPECIAL NEEDS

Disability Resource Center (DRC)

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.

Religious Holidays

As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by June 7th to be assured of this opportunity.

Announcements
Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment.

Information technology, electronic devices, and communication devices are only permitted in the classroom during class time with the written permission of the instructor. This would include, but is not limited to laptop computers, cell phones, PDA’s, MP3 players, iPods, cameras, tape recorders, and pagers.

Please refrain from applying lotions, make-up, and medications during class; this also includes not wearing fragrances to class so that people with certain health conditions will be comfortable in attendance.

Please limit your personal behaviors, including side conversations and eating, to the designated break times established on the first day of class.

Student’s UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See http://rebelmail.unlv.edu/ for more information.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction and Overview</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Interactive Model of Treatment</td>
<td>Connors Ch.2</td>
</tr>
<tr>
<td>9/12</td>
<td>Dual Diagnosis</td>
<td>Connors p.181-192</td>
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<tr>
<td>9/19</td>
<td>Treatment Modalities</td>
<td>CACREP VI.B.3</td>
</tr>
<tr>
<td>9/26</td>
<td>Assessment and Referral – DSM-IV TR ASAM PP-2R</td>
<td>Connors Ch.3</td>
</tr>
<tr>
<td>10/3</td>
<td>Assessment and Referral – DSM-IV TR ASAM PP-2R</td>
<td>Connors Ch.3</td>
</tr>
<tr>
<td>10/10</td>
<td>Treatment Planning</td>
<td>Connors Ch.4</td>
</tr>
<tr>
<td>10/17</td>
<td>Treatment Planning</td>
<td>CACREP VI.C.5</td>
</tr>
<tr>
<td>10/24</td>
<td>Treatment Planning</td>
<td>CACREP VI.C.5</td>
</tr>
<tr>
<td>10/31</td>
<td>Group and Individual Treatment</td>
<td>Connors Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>11/7</td>
<td>Families</td>
<td>Connors Ch. 7</td>
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<tr>
<td>11/14</td>
<td>Prevention and Relapse</td>
<td>Connors Ch. 9</td>
</tr>
<tr>
<td>11/21</td>
<td>Oral Final Exam</td>
<td>All written assignments due</td>
</tr>
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</table>

All written assignments due
<table>
<thead>
<tr>
<th>Date</th>
<th>Exam Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/28</td>
<td>Oral Final Exam</td>
</tr>
<tr>
<td>12/5</td>
<td>Oral Final Exam</td>
</tr>
<tr>
<td>12/12</td>
<td>Oral Final Exam</td>
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* Note: This syllabus may be revised at any time to meet the needs of the class.
UNIVERSITY OF NEVADA, LAS VEGAS

College of Education: Department of Educational Psychology

EPC 743 – 001, 3 Credit Hours
CED 743 Ethics & Legal Issues in Counseling

Spring Term, 2007

Instructor: Doug Garner M Ed., Doctoral Student
Office Hours: By Appointment
Phone: (702) 895-5995, Fax: (702) 895-1658, E-mail: garnerd2@unlv.nevada.edu
Course Location: CBC C216
Time: Thursday 4:00 p.m. to 6:45 p.m., January – May, 2007

CATALOGUE DESCRIPTION:

Presents ethical, legal, and professional issues in school counseling in order to provide students with a basis for professional ethical decision making. Prerequisite: EPC 701.

COURSE DESCRIPTION:

This course incorporates both lecture and experiential activities designed to acquaint students with legal and ethical issues involved in school counseling. The core content addresses legal and ethical issues such as managing suicidal or potentially violent students, confidentiality, sexual harassment, parental rights, and legal issues. Emphasis is placed upon ethical decision-making, record keeping, and key ethical practices and guidelines. Ethical dilemmas will be analyzed and relevant questions will be explored in terms of the ethical standards of ASCA and ACA.

REQUIRED TEXT/RESOURCES:

**HIGHLY RECOMMENDED TEXT/RESOURCES:**


**REFERENCES & RESOURCES:**

- Available upon request

**COURSE OBJECTIVES:**

*Note:* The course knowledge and understanding are designed to meet the most recent CACREP Standards, NCATE standards, and the UNLV College of Education’s Conceptual Framework.

The CACREP web site is located at: [http://www.counseling.org/cacrep/](http://www.counseling.org/cacrep/), the NCATE web site is located at [http://www.ncate.org/](http://www.ncate.org/), the UNLV College of Education’s Conceptual Framework is located at: [http://education.unlv.edu/ncate/Framework.html](http://education.unlv.edu/ncate/Framework.html)

The CACREP standards include the eight common core curricular experiences outlined in Section II.K (Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation) as well as the Standards for School Counseling Programs (Foundations of School Counseling, Contextual Dimensions of School Counseling, Knowledge and Skill Requirements for School Counselors - Program Development, Implementation, and Evaluation, Counseling and Guidance, Consultation – and Clinical Instruction).
Parentheses () refer to objectives found in Section II: Program Objectives and Curriculum (the eight common-core areas), and brackets [ ] refer to Section VI: Evaluations in the Program the Specialized Curricular Experiences, Curricular Experiences for School Counseling Programs.

Upon completion of this course, the student will be able to:

I. **KNOWLEDGE & UNDERSTANDING**

Upon completion of the course, students will gain knowledge and understanding of the following:

- Ethical and legal terminology and concepts in school counseling (K.1.h.; K.2.f; K.3.e; K.4.i; K.5.g; K.6.g; K.7.i; K.8.f; A.1.10)
- Their own ethical stance and know the possible conflicts that may arise from that viewpoint
- Advocacy processes needed to address ethical and legal issues in school counseling (K.1.g; K.2.d; B.1.5.C.d.)
- Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities involved in ethical decision-making (K.2.a.d; K.4.b.c.e; K.5.a.b.c; K.6.a.b.c.d.e.f; A.1.C.2.1.a.b.c.2.b.3.a.d)
- Ethical and legal principals involved in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (K.2.a.d; K.4.b.c.e; K.5.a.b.c; K.6.a.b.c.d.e.f; A.1.C.2.1.a.b.c.2.b.3.a.d)
- Ethical and legal principals involved in racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (K.2.a.b.c.d.e.f; A.7.8.B.1.C.2.a.b.c.e.g.3.c)
- Strategies and models for facilitating ethical decision-making (K.2.a.b.c.d.e.f; A.7.8.B.1.C.2.a.b.c.e.g.3.c)
- History, philosophy, and current trends in school counseling and educational systems, particularly as it relates to ethical and legal issues in school counseling [A.1]
- Ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors) (K.1.h.; K.2.f; K.3.e; K.4.i; K.5.g; K.6.g; K.7.i; K.8.f; A.1.10)
- Understand the ethical dilemmas arising from using electronic technology in counseling (K.1.e. K.4.g; A.9.10.C.g)

II. **ATTITUDES & VALUES**

Upon completion of the course, students will attain values and attitudes that enable them to recognize the need to demonstrate the following:
Acceptance of each person (student, client, educator, parent, etc.) as a unique, worthwhile human being
• Recognition of the dignity of each human being; that people are not simply objects or instruments to be persuaded or manipulated by counseling techniques, theories, or methods
• Tolerance of individual differences and value systems (K.2.b)
• Sensitivity to the feelings of others
• Respect for confidentiality and the limits thereof [A.10]
• Refrain from being judgmental
• Recognition that help/care for people may come from many sources
• Principles of social advocacy (e.g., take a stand for people when appropriate and necessary) (K.1.g; K.2.d)
• Appreciation for the complexities of techniques in counseling
• Respect for the role of diversity issues in relationship to counseling techniques
• Respect for legal and ethical issues involved in counseling and related techniques [A.10]
• Value for the role of research in terms of its function of increasing the knowledge base of the profession and in terms of its relationship to practice, including modern technology (e.g., the World Wide Web (WWW) and the Internet) (K.1.c; K.4.g) [A.9]

III. SKILL DEVELOPMENT

Upon completion of the course, students will demonstrate the following skills:

• Students will demonstrate to the instructor and graduate student peers that they have read and understand the material in the assigned textbook(s) and resources
• Students will demonstrate their ability to think about, react to and make meaning out of their readings by writing a reflection brief each week
• Students will demonstrate to their small group and the instructor knowledge of the ethical standards (with historical and philosophical background and rationale) to which helping professionals are expected to adhere (e.g., ACA Code of Ethics)
• Students will demonstrate the ability to give qualitative feedback to graduate student peers and the instructor regarding role plays of ethical and legal dilemmas
• Students will demonstrate knowledge and skill of course content through examinations
• Students will demonstrate skill in delivering ethical decision making skills / abilities
• Students will demonstrate knowledge of key constructs in ethical and legal matters including a model(s) ethical decision making, and basic principals (i.e., autonomy, nonmaleficence beneficence, justice, fidelity, veracity) and will demonstrate the skill and ability to incorporate such constructs into the classroom and the S.C. program (K.1.h; K.2.f; K.3.e; K.4.i; K.5.g; K.6.g; K.7.i; K.8.f) [A.1.10]
• Students will analyze conflict situations of an ethical/legal nature via a decision-making model utilizing ethical principles/standards within an identified personal value system
• Students will demonstrate the ability to assist students with ethical and legal matters as it pertains to school counseling (K.1.h.; K.2.f; K.3.e; K.4.i; K.5.g; K.6.g; K.7.i; K.8.f) [A.1.10]

• Students will demonstrate skill in applying course content to the S.C. program [C.1.b]

TEACHING STRATEGIES:

This course incorporates both lecture and experiential activities designed to acquaint students with appraisal and assessment methods and strategies. There will also be opportunities for class discussions, group discussions, and group presentations.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY:

Assignments: Students are to complete the following assignments:

17. Participation and Attendance: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. 25 points total, self-assigned, due last day of class.

18. Weekly Reflection Letter: Students will maintain a weekly letter reflecting upon the class experience. One side of this weekly letter must be prepared prior to class. 1) On the front side, type the following: a) Your thoughtful reactions to the week’s reading assignments, b) Questions or ideas you’d like for consideration in planning for future classes, and c) Reflective comments on the previous weeks’ class activities that weren’t addressed in your end-of-class handwritten note. 2) On the reverse side of the card use handwritten feedback regarding your experience of the evening’s class activities that indicates your involvement in thinking, feeling and doing. Each letter is to be turned in after each class. 50 points total, self-assigned, due last day of class.

19. Reading: Students must complete all assigned reading material during the course of this semester. Students are expected to have read the assigned reading prior to each class. Student must come to class sessions prepared to give an overview of the readings, and discuss the strengths and limitations as well as the relevance to current practice within the school setting. Since part of this learning experience involves interactive dialogue, familiarity with the assigned topics enhances this opportunity and provides a livelier and more meaningful process. Therefore, it is essential that readings be completed on
schedule in an effort to maximize students understanding and preparation for class activities and discussions. 100 points total, self-assigned, due last day of class.

20. **Ethics in Action CD-ROM**: Students will complete the Ethics in Action CD-ROM. Students will complete each module(s) on weekly basis. Please see the class schedule for further detail. 75 points total, due last day of class.

21. **Literature Review of Ethical & Legal Issues in School Counseling**: Students will review the professional literature to ascertain the legal and ethical issues faced by school counselors. Students will obtain ten (10) original articles for this project, and provide a written evaluation of their finding. Included in the summary are your reactions to the article, be sure to include your synthesis, agreement and / or disagreement, overall integration of material, etc. Do NOT provide a summary of the article. Rather, provide your response to the articles in an overall evaluation. Students will also provide a brief presentation of their results in class. 75 points total, due January 30th.

22. **Survey of Ethical & Legal Issues in School Counseling**: Students will participate in a group project that will involve a survey of legal and ethical issues faced by school counselors. Students will interview a professional school counselor(s) for this project. Students will provide a written summary of their finding. Students will also provide a brief presentation of their results in class. 75 points total, due February 20th.

23. **Midterm Examination**: Students will take a midterm examination. This exam will cover class lectures, textbook material, and supplemental readings. 100 points total, due March 6th.

24. **Final Examination**: Students will take a final examination. This exam will cover class lectures, textbooks, and supplemental readings. Approximately ¼ of this exam will cover material from the first half of the class (up to the midterm exam), and ¾ of this exam will cover material from the second half of the semester. 100 points total, due Finals week.

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

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

17. 25 points = Participation and Attendance
18. 50 points = Weekly Reflection Letter
19. 100 points = Readings
20. 75 points = Ethics in Action CD-ROM
21. 75 points = Literature Review of Legal & Ethical Issues in S.C.
22. 75 points = Survey of Ethical & Legal Issues in S.C.
23. 100 points = Midterm Examination
24. 100 points = Final Examination

600 points total

Grading Policy: Grades will be assigned based on the following scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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Note: All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor in writing PRIOR to assignment deadlines. Otherwise, late course work will not be accepted. In accordance with the department policy, incomplete grades ("I") are given only in circumstances that meet university criteria (i.e., death in family, severe illness). For an incomplete assignment, a "B" grade is the highest grade that may be issued.

ACADEMIC DISHONESTY POLICY:

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

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY
RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF COPYRIGHT 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 you 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. Also, students should be prepared to submit research papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work.

DISABILITY SERVICES:

The UNLV Disability Resource Center (DRC) houses the resources for students with disabilities. If you have a documented disability that may require assistance, you will need to contact the DRC for coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137. Their phone numbers are (702) 895-0866, or TTD (702) 895-0652, and (702) 895-0651 fax. For additional information please visit: www.unlv.edu/studentlife/drc.

RESEARCH SKILL DEVELOPMENT:

The University Libraries offer free, brief clinics and workshops to help you increase your research skills and save time searching. Bring your topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of our more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at www.library.unlv.edu/inst/events.html or call 895-2123 for more information.
## Class Outline

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<thead>
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CED 745, Section 1: Assessment, Treatment, and Case Management in Addictions and Mental Health

Fall 2007
3 Credit Hours

Instructor

Name: Larry Ashley, Ed.S., LADC, CPGC

Class Location: CBC C222
CED Office phone: (702) 895-3935
CED Office location: CEB 237
E-mail: larry.ashley@unlv.edu

Class Time: 4:00-6:45
Office Hours: Tuesdays 1-3
Wednesdays 1-3, Thursdays
2-3, and by appointment

I. COURSE DESCRIPTION

This course is designed to provide students with a framework to assess and treat individuals with addictive and mental health disorders and the practical application of managing a client’s case from initial diagnosis through discharge and aftercare. Teaching method is lecture, presentations, guest speakers, role plays, videos and discussion.
II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP)

CACREP core standards in mental health counseling programs addressed in this course include:

CACREP VI.B.2 strategies for community needs assessment to design, implement, and evaluate addiction and mental health care programs and systems

CACREP VI.B.3 principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities

CACREP VI.C.1 general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors

CACREP VI.C.3 specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans

CACREP VI.C.4 knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current Diagnostic and Statistical Manual

CACREP VI.C.5 application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with addictions, mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches;

CACREP VI.C.7 principles and guidelines of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management

A. Knowledge

Upon completion of this course, counselors will understand:

5. The various issues and concepts regarding assessment, treatment and case management of clients with addictive and mental health disorders;
6. Different treatment modalities for treating individuals with addictive disorders;
7. The ASAMPP-2R placement criteria.
8. The DSM-IV diagnostic criteria for addiction.
B. Skills

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

6. Identify the different types of assessment tools and interventions used in interviewing clients with addiction related concerns;
7. Demonstrate an understanding of client placement criteria as required by the ASAMPP-2R levels of care, and continuum of care of individuals with addictive and mental health disorders;
8. Demonstrate knowledge of addiction treatment components and services
9. Illustrate the ability to document a client's care in the required format;
10. Demonstrate the ability to apply DSM-IV diagnostic criteria in assessing a client's addiction.

C. Dispositions

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

13. Appreciation and respect for a variety of client worldviews and beliefs;
14. Fostering professional and ethical counseling relationships; and
15. Valuing the client's ability for self-directed growth within a facilitative counseling relationship.

III. RESULTS

Students will demonstrate attainment of course objectives through:

27. Regular attendance, consistent preparation for class, and participation in small group and full class discussions;
28. Successful performance on a written case study and a change paper; and
29. Successful completion of an oral final exam.
IV. TEXTS

Required texts


V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to:

1. **Attend class consistently and punctually.** Because this class will be taught like a seminar, attendance is mandatory. You must be present to complete in-class assignments and take quizzes. There will be no make-up opportunities.

2. **Complete assigned readings PRIOR to the date of discussion in class.**

3. **Participate in class.** (25 points). We will not spend a lot of time reexamining the texts, but will focus on practical application in class. Students are to take responsibility for their own learning, so if there is something you want to discuss, including cases relevant to the topic at hand, please take the initiative to bring it up. Participation in class discussions is to be conducted in a professional and appropriate manner. This means willingness to engage in dialogue and debate from a position of respect for others in a non-judgmental way. Confidentiality will be expected at all times as there will be a variety of students and possibly even personal case histories discussed. Personal information divulged by a classmate or reference to a personal concern should be treated as confidential information. Students are to use fictitious names and remember the rules of confidentiality when discussing cases in class. Courtesy and respect will be expected at all times. There will be non-University speakers in our classroom that might have a practice or philosophy that you do not agree with. These presenters have been
invited to share from their perspective only. In pursuit of engaging conversation, we can become challenging or even appear confrontational: This behavior will not be tolerated with our guest speakers. In order to still encourage student rights, any negative or adverse reactions to their approaches will be addressed privately with the class at a later date.

30. **Written Case Study** (50 Points). Each student will write a case study that will be submitted to the Nevada Board of Examiners for Alcohol and Drug Counselors for consideration for the Oral Examination for Licensure and Certification. From this case study of a substance-using client, the students will develop:
   - A DSM-IV TR diagnosis and justification;
   - A level of care based upon ASAMPP-2R criteria;
   - A treatment plan that includes identification of client issues or problems, tree treatment goals and methods to reach those goals;
   - A discharge plan that includes level of care and justification based upon ASAMPP-2R;
   - A response to an ethical dilemma that is part of the case study.

This assignment will be evaluated according to the appropriateness, thoroughness of research, organization and the ability to clearly express the ideas.

31. **There will be a 15-minute Oral Final Exam** (50 points). This presentation will focus on the oral examination case study and the significant points developed. The student is to use necessary visual aides to evidence a professional presentation, i.e., charts, pictures, or overhead transparencies. The assignment will be evaluated on the organization, clarity and presenter’s knowledge of the subject.

32. **Change Paper** (50 points, 10-12 pages). Each student will prepare a well-organized paper focusing on some aspect of how the student believes change occurs for individuals recovering from addictions. The paper is to be typed in 12-point font, double-spaced and following APA style. There should be at least five references outside of the texts. This assignment will be evaluated according to the thoroughness of research, organization, and the ability to clearly express ideas.

33. **Attendance and participation in class discussions is expected** and will be worth 25 points with FIVE points subtracted for each unexcused absence. **Late Assignments** will be penalized FIVE points per day after the due date.

34. **Extra credit.** Earn 20 extra points for attending a session of the Clark County Drug Court or a support meeting and writing a one-page summary.

**NOTE:** ALL LATE ASSIGNMENTS WILL BE PENALIZED 5 POINTS PER DAY AFTER THE DUE DATE.
VI. EVALUATION/PERFORMANCE INDICATORS

Participation and Attendance 25 points
Change Paper 50 points
Case Study 50 points
Oral Exam 50 points

Total of 175 points

158-175 points A
140-157 points B
123-139 points C
105-122 points D
104-0 points F

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# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>8/29</td>
<td>Introduction and Overview</td>
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</tr>
<tr>
<td>9/5</td>
<td>Interactive Model of Treatment</td>
<td>Connors Ch.2</td>
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<tr>
<td>9/12</td>
<td>Dual Diagnosis</td>
<td>Connors p.181-192</td>
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<tr>
<td>9/19</td>
<td>Treatment Modalities</td>
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<tr>
<td>9/26</td>
<td>Assessment and Referral – DSM-IV TR ASAM PP-2R CACREP VI.B.3</td>
<td>Connors Ch.3</td>
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<td>10/3</td>
<td>Assessment and Referral – DSM-IV TR ASAM PP-2R CACREP VI.B.2, CACREP VI.C.7</td>
<td>Connors Ch.3</td>
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<tr>
<td>10/10</td>
<td>Treatment Planning CACREP VI.C.3</td>
<td>Connors Ch.4</td>
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<td>10/17</td>
<td>Treatment Planning CACREP VI.C.5</td>
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<td>10/24</td>
<td>Treatment Planning CACREP VI.C.5</td>
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<td>10/31</td>
<td>Group and Individual Treatment CACREP VI.C.5</td>
<td>Connors Ch. 5 &amp; 6</td>
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<td>11/7</td>
<td>Families CACREP VI.C.5</td>
<td>Connors Ch. 7</td>
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<td>11/14</td>
<td>Prevention and Relapse CACREP VI.C.5</td>
<td>Connors Ch. 9</td>
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All written assignments due
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<tr>
<td>11/21</td>
<td>Oral Final Exam</td>
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<tr>
<td>11/28</td>
<td>Oral Final Exam</td>
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<td>12/5</td>
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</tr>
<tr>
<td>12/12</td>
<td>Oral Final Exam</td>
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</table>

*Note: This syllabus may be revised at any time to meet the needs of the class.*
CED 750 Advanced Seminar in School Counseling

3 Credit Hours

Instructor

Name:

Class Location: CED Office phone: (702) 895-5994
Class Time: CED Office location: CEB 237
E-mail:

1. COURSE DESCRIPTION

This course covers advanced topics in school counseling including theories and practices of counseling children and adolescents in school settings. Emphasis is placed on developmentally appropriate preventive and responsive counseling services and collaborative approaches for working with parents, communities, and other professionals in education settings.
II. COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP).

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

1. DEVELOPMENTAL ISSUES OF CHILDREN & ADOLESCENTS

   A. Developmental influences and needs of children, adolescents, and their families. (CACREP II K 3 a, c; School Counseling C.2.d);
   B. Issues that may affect the development and functioning of children (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide) (CACREP School Counseling C.2.d); and
   C. Developmental approaches to assist all children and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options) (CACREP School Counseling C.2.e).

2. COUNSELING, PREVENTIVE, AND CRISIS INTERVENTION STRATEGIES

   A. Effective counseling techniques for working with children and adolescents. (CACREP II K 3 d, 5 f; School Counseling C.2.a);
   B. Knowledge of prevention and crisis intervention strategies (CACREP School Counseling B.7);
   C. Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs (CACREP School Counseling C.2.c); and,
   D. Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs (CACREP School Counseling C.2.h).

3. COLLABORATION AND TEAMING METHODS

   A. Constructive partnerships with parents, guardians, families, and communities in order to promote each child’s academic, career, and personal/social success (CACREP School Counseling C.2.f);
B. Systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system (CACREP School Counseling C.2.g);
C. Strategies to promote, develop, and enhance effective teamwork within the school and larger community (CACREP School Counseling C.3.a);
D. Theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and children as appropriate (CACREP School Counseling C.3.b); and,
E. Strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP School Counseling C.3.c).

III. RESULTS

Students will demonstrate attainment of course objectives through:

1. Participation and attendance;
2. Self-Directed reading;
3. Quizzes
4. Journal article sharing
5. APA Style Paper
6. Exploration/Experience Paper
7. PowerPoint Presentation

IV. TEXTS

Required texts


**Required readings**


**V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE**

**COURSE ASSIGNMENTS:**

1. **Participation and Attendance:** To earn your full participation and attendance credits of each class meeting, you must show up on time, be active, and remain throughout the class. "Participating" in a class meeting does not simply mean "sitting" in the meeting. Active participation in class discussions, class activities,
and group projects is crucial.

Missing more than 3 classes, either excused or unexcused, can result in your final grade being lowered by a full letter grade. Regular attendance is imperative for successful completion of this course. When you are absent, you have no way to participate at all. I understand that emergencies and circumstances may occasionally arise; however, if your personal life, including your job, will affect your attendance record, I advise that you take this course at another time.

2. **Self-Directed Reading:** Completion of assigned readings and self-selected articles before each class meeting. (CACREP II K 3 a, b, c, d, e, 2 c, 5 a; School A 8, 9, 11, B 2, 7, C 2 a, d, h, 3 c, d; Community A 5)

3. **Quizzes:** Starting with the forth class meeting, a quiz will be given in the first 15 minutes of each class meeting. Materials covered in the previous class lecture and book chapter will be tested. No make-up quizzes will be given. If you prefer, the instructor will drop your lowest score and count the other 10 scores. (CACREP II K 3 a, b, c, d, e, 2 c, 5 a; School A 8, 9, B 2, 7, C 2 a, d, h, 3 c, d)

4. **Journal Article Sharing:** (1 page) Outline one article (less than 6 years old) on topics related to either (a) working with parents or (b) working with families. In addition to the article title and resource, summarize assertions and implications. Type your name in the upper right-hand corner. Turn in your outline and the article together. Provide each class member with one copy of your outline and orally share your findings in class. (CACREP II K 3 d; School B 2, C 3c)

5. **APA Style Paper:** (3 pages, double-spaced, title and reference pages not included.) Choose from a list of topics provided by the instructor on theories or special populations and complete your paper with APA style writing. Your topic will be decided together with other members in class. (CACREP II K 3 c, d, 5 c; School A 9, C 2 a, d)

In addition to the paper, you should develop an outline (1 page) based
on your topic. In addition to the title of the topic, you can give brief information about the topic and additional “hands on” resources (e.g., books and articles for parents and children/adolescents). It is possible that some of the information might overlap with what you have in your paper.

Provide each class member with one copy of your outline and orally share your findings on the topic in class. Submit your paper and outline on the date you share your findings.

a. **Theory Paper**: This is a “thought paper” which will allow you to explore practical applications—ways in which you will integrate theories into your counseling practice with children/adolescents. Include a 1-1/2 page(s) overview of your theory’s constructs, citing at least 3 resources.

b. **Special Population Paper**: Research the difficulties of specific populations of children/adolescents today and possible interventions. Cite at least 3 resources. Be sure that the topic/materials you will be addressing does not overlap with the materials in the textbook.
6. **Exploration/Experience Paper**: Complete either one of the following papers: (CACREP II K 1 d, 2 d, 3 c, 5 a)

   a. **Self-Exploration Paper** (3 pages, double-spaced): After interviewing with a child/adolescent counselor about their experience, discuss why you are interested in working with the youth and how you believe you can make a difference in their lives. Include your reactions about the interview, your life experiences, and your qualities/characteristics that might facilitate and/or hinder your performance as a counselor.

   c. **Mini-Field Experience Paper** (2 pages, double-spaced, attaching a log): Participate in a volunteer program (e.g. Big Brother, Big Sister, Boy/Girl Scouts, other community services) or a project related to counseling children/adolescents that will allow you to work with young people. Meet with a counselor or program director to discuss possible activities/responsibilities and formulate a plan for meeting 7-hour-field-experience requirement. Upon completion of the experience, ask your supervisor to sign your log. Report your reactions to the field-experience and focus your thoughts on what you learned about the youth and working with them.

**Power Point Presentation Program**

Work in a small team to present a program for students or parents. You may incorporate your special population research and the knowledge of crisis counseling along with the understanding about the symptoms and issues of a targeted crisis situation to the intervention program. Depending on the scale of affected population defined by your team, the program may serve a group of high-risk students or even the whole school community that is encountering a crisis situation. Specific guidelines about this project will be provided in class. (CACREP II K 3 d, 5 f; School A 9, B 2, 7, C 2 b, 3 c, d)

**Late assignments**: In fairness to students who submit work on time, late assignments will be reduced 25 percent per day late.
**Attendance policy:** Due to the interactive and experiential nature of counseling coursework, prompt and regular class attendance is critical for successful course completion. More than one absence will result in the lowering of your final course grade by one full letter grade for each additional absence. After the second absence, students are required to conference with the instructor to discuss attendance difficulties before returning to class. Students missing three or more classes will automatically receive a failing grade.

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<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>20%</td>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>Journal Article Outlines</td>
<td>7%</td>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>Theory Paper/Special Population Paper</td>
<td>20%</td>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>Exploration/Experience Paper</td>
<td>18%</td>
<td>59-0</td>
<td>F</td>
</tr>
<tr>
<td>PowerPoint Group Presentation</td>
<td>20%</td>
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<tr>
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<th>Readings/Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Developmental influences/needs of children and adolescents (CACREP II K 3 a, c; School Counseling C.2.d)</td>
<td>Vernon, Ch. 1</td>
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<tr>
<td>2</td>
<td>Developmental transitions and individual counseling for children and adolescents (CACREP School Counseling C.2.e)</td>
<td>Vernon, Ch. 2, 13</td>
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<tr>
<td>3</td>
<td>Innovative approaches to counseling children and adolescents</td>
<td>Vernon, Ch. 3</td>
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<tr>
<td>4</td>
<td>Counseling techniques for working with children and adolescents (CACREP II K 3 d, 5 f; School Counseling C.2.a)</td>
<td>Vernon, Ch. 4-6</td>
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<tr>
<td>5</td>
<td>Counseling techniques for working with children and adolescents (CACREP II K 3 d, 5 f; School Counseling C.2.a)</td>
<td>Vernon, Ch. 7, 12, 14</td>
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<td>6</td>
<td>Crisis intervention counseling approaches (CACREP School Counseling B.7)</td>
<td>Knox &amp; Roberts</td>
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<td>Razi &amp; DeChillo</td>
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<td>7</td>
<td>Peer mediation, peer facilitation, and peer tutoring approaches (CACREP School Counseling C.2.c)</td>
<td>Erford, Ch. 14</td>
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<td>8</td>
<td>Substance abuse and addictions among children and adolescents (CACREP School Counseling C.2.h)</td>
<td>Coker</td>
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<td>Lambie &amp; Rokutani</td>
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<td>9</td>
<td>Issues in counseling “At-Risk” populations (CACREP School Counseling C.2.d)</td>
<td>Erford, Ch. 13</td>
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<td>Vernon, Ch. 8</td>
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<td>12</td>
<td>Consulting and teaming with teachers, administrators, other school personnel, parents, community groups, agencies, and children (CACREP School Counseling C.3.b, School Counseling C.3.a)</td>
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<tr>
<td>13</td>
<td>Parent/family-school-community partnerships and collaboration (CACREP School Counseling C.2.f)</td>
<td>Vernon, Ch. 14</td>
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| 14 | Systems theories and school counseling approaches (CACREP School Counseling C.2.g)  
Parent/family/community advocacy and empowerment (CACREP School Counseling C.3.c) | Vernon, Ch. 15 |
| 15 | Future trends in counseling children and adolescents                  |      |

* Note: This syllabus may be revised at any time to meet the needs of the class.
CED 751/752/753, Section 1: Internship in Counseling

Semester and year

3 Credit Hours

Instructor(s)
Dr. Wendy Hoskins
Assistant Professor for Counselor Education
CEB 241
Phone 702-895-1342
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Class time 4:15 to 5:45 PM

Dr. Dale-Elizabeth Pehrsson
Associate Professor for Counselor Education
CEB 110A
Class time 4:15 to 5:45 PM
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CED Office location: CEB 237
E-mail: dale.pehrsson@unlv.edu The Best Contact Option is email.

Office Hours: Tuesday 2-5 PM and Thursday 2-4 PM, by appointment is best.

Ms. Denise Crosson
Clinical Instructor for Counselor Education
DIVERSITY STATEMENT

This class/course is a safe, welcoming, and inclusive learning environment for students of all races, ethnicities, sexual or affectual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic educational and counseling techniques that are respectful, inclusive, representative and culturally appropriate.

COURSE DESCRIPTION

Internship is the culminating experience in a student’s masters program. It is intended to be a bridge between the classroom and the applied setting. It provides the student with the opportunity, under agency or school supervision, to apply skills and knowledge learned in their academic program to a work setting which is consistent with their professional interests.

METHOD OF INSTRUCTION

Theoretical and Clinical application provided through guided and facilitative discussion using a seminar format. Tape Critique, case analysis and discussion will occur weekly. Guest Speakers will also be utilized for key clinical content related to national and regional practice issues.

COURSE OBJECTIVES

The following CACREP standards are relevant to the content of this course:

- CACREP III.H.1 240 hours of direct service with clients appropriate to the program of study
- CACREP III.H.2 Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor.
- CACREP III.H.3 An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member.
- CACREP III.H.4 The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings).
- CACREP III.H.5 The opportunity for the student to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision.
- CACREP III.H.6 The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
a formal evaluation of the student’s performance during the internship by a program faculty member in consultation with the site supervisor.

CACREP III.H.7

For the Mental Health Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours. For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

A. Knowledge

Upon completion of this course, counselors will:

✓ gain an understanding of how to conceptualize clients and their presenting concern(s),
✓ gain an understanding of the role and function of professional counselors,
✓ develop a knowledge base regarding group goals and norms,
✓ acquire an understanding of the process of group development,
✓ gain an understanding of the role of the counselor in the consultation process,
✓ develop an awareness and examine how one’s own attitudes, experiences, culture, values, and biases impact the counseling relationship and process,
✓ gain a better understanding of their own personal philosophy of counseling,
✓ learn the role of supervision and their responsibilities for feedback,
✓ understand how to analyze and develop client cases,
✓ understand implications of multicultural and diversity issues related to client work,
✓ understand the ethical and legal issues related to work with clients,
✓ understand roles/responsibilities of professional counselors in school/agency settings.

B. Skills

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

✓ conduct individual and group counseling sessions with clients,
✓ identify and implement goals for counseling with clients,
✓ develop and implement theory-based interventions with clients,
✓ implement a variety of appropriate counseling techniques with clients,
✓ evaluate the progress of individual clients,
✓ appropriately terminate counseling with individual clients,
✓ make appropriate referrals of clients for continued counseling,
✓ develop and implement small group psychoeducational lesson plans/activities,
✓ develop leadership techniques and strategies for group work,
✓ develop and implement a group leadership style,
✓ identify and discuss ethical considerations and standards for group and individual counseling,
✓ give and receive professional feedback regarding clinical and professional skill development,
✓ analyze, develop, and present two client cases using verbal-written presentation skills.
integrate multicultural and diversity relevant information into discussions, clinical work with clients and written documents
discuss, converse and synthesize ethical and legal issuers related to work with clients in the student's setting and at a national level
draw from research and demonstrate abilities to glean research by presenting relevant research materials verbally and in written format
articulate and discuss in a fluid manner the role and responsibilities of professional counselors in school/agency settings

C. Dispositions
This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

- A posture of life long learning
- A stance of professional commitment to the counseling profession
- An openness to new ideas
- An ability to listen respectfully and offer helpful feedback
- A collegial spirit of support and social caring

III. RESULTS
Students will demonstrate attainment of course objectives through:

- Development and presentation of case analysis
- Successful completion of internship hours
- Satisfactory evaluation by site supervisor
- Satisfactory evaluation by university instructor
- Successful and professional participation in university lab

INTERNSHIP REQUIREMENTS AND EVALUATION PROCEDURES

*All necessary log forms can be found on the department website at counselored.unlv.edu.

Internship Hours
Measurement Procedure: Hours will be recorded by the student and signed by the Internship Site Supervisor on the Internship Log; hours will be turned into the Faculty Supervisor upon completion of Internship. Site Supervisors will complete a Site Evaluation Form of student progress at the end of the semester.

Site Supervision
Site supervisors must provide a minimum of one hour per week of supervision for each intern. Measurement Procedure: Supervision will be recorded on Internship Logs weekly.
Internship Seminar

During each semester in which a student enrolls for internship credit or is completing an incomplete in Internship, the student will attend a 1 ½ hour internship seminar conducted weekly by a faculty supervisor. The purpose of the seminar is to:

- share information about experiences at internship sites,
- discuss relevant professional issues,
- problem-solve issues related to working as a professional counselor at various sites, and
- integrate/apply content/experiences from academic courses to internship settings.

Measurement Procedure: Attendance will be taken each week. Students will record participation in the Internship Seminar on their Internship Activities sheet weekly.

- **Learning Objectives Contract:** This contract will be completed by students and their agency supervisors. Measurement Procedure: Completed contracts will be turned into faculty supervisors by the third week of Internship. At the end of the semester, students will write a summary of how they addressed each of the goals during the semester.

- **Case Presentation:** Measurement Procedure: Students will present 2 case studies: one before spring break and one after spring break. Students will show a clip of video of their counseling that corresponds with a written (approx. One page) case presentation outline. The outline should include the following areas:

  **Case Presentation Outline:**
  
  - Client age/grade:
  - Time>Date of Session
  - Session Sequence and Number:
  - Background information about client:
  - Presenting issues:
  - Previous interventions, counseling, etc… that client has received:
  - Intervention plan (goals):
  - Theories utilized:
  - Techniques/interventions that are theory appropriate used in this session:
  - Proposed modification to the intervention plan (if needed):
  - Areas of counselor strengths:
  - Areas of counselor development:

- **Weekly Research:** Measurement Procedure(s): Each week, students will share information they have gathered regarding a specific question raised the previous week (addiction, abuse reporting, specific theory, etc…). Information gathered may be presented through a variety of mediums (discussion, books, written materials, internet/electronic resources, video, etc.).
During the semester, students may be asked to participate in additional faculty research studies. Students will have the opportunity to decline or participate on an individual basis in additional faculty research.

IV. TEXTS

Required texts: There is no required text

Relevant Articles, materials and research as assigned by professors

V. COURSE ASSIGNMENTS, GRADING POLICIES, and ATTENDANCE

Attendance and participation is mandatory for lab, clinical site and supervision sessions.

VI. EVALUATION/PERFORMANCE INDICATORS

Grades

- Attendance and Weekly Research participation in the Internship Seminar (30%)
- Learning Objectives Contract and end of semester report (20%)
- Case Studies (40%)
- Program evaluation activity (10%)
- You MUST turn in your log and site evaluation in order to receive a grade for internship without it you will not receive a grade.

VII. ACADEMIC INTEGRITY & COPYRIGHT

UNLV and its College of Education 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 Regulations Governing Probation and Suspension within the College of Education. This publication may be found in the Office of the Dean of the College of Education (CEB 301).

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. The University encourages you to visit http://www.unlv.edu/committees/copyright/ to familiarize yourself with the copyright and fair use policies.

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.
**VIII. SPECIAL NEEDS**

**Religious Holidays**
As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by the first week of the term to be assured of this opportunity.

Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment. Student’s UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See [http://rebelmail.unlv.edu/](http://rebelmail.unlv.edu/) for more information.

**Ethical Behavior** Students will abide by the American Counseling Association (ACA) Ethical Guidelines. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action which could include separation from the counseling program. To find a copy of the ACA Ethical Guidelines, you can go to www.counseling.org.

**Disability Statement** If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit [http://studentlife.unlv.edu/disability/](http://studentlife.unlv.edu/disability/) for additional information.

**Copyright** The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies the University encourages you to visit its copyright web site at: [http://www.unlv.edu.committees/copyright](http://www.unlv.edu.committees/copyright).

**Videotaping** In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to regularly videotape counseling contact with clients. In the school setting, this involves videotaping individual and small group counseling as well as large group guidance activities.

**CACREP STANDARDS FOR CLINICAL INSTRUCTION**
Section III CLINICAL INSTRUCTION. Clinical instruction includes supervised practica and internships that have been completed within a student’s program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student’s professional counselor identity.

A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have
   1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
   2. relevant professional experience and demonstrated competence in counseling; and
   3. relevant training and supervision experience.

B. Students serving as individual or group practicum supervisors must
   1. have completed counseling practicum and internship experience equivalent to those within an entry-level program;
   2. have completed or are receiving preparation in counseling supervision; and
   3. be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.

C. A site supervisor must have
   1. a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
   2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
   3. knowledge of the program’s expectations, requirements, and evaluation procedures for students.

D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:
   1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);
   2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;
   3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;
   4. settings with observational and/or other interactive supervision capabilities; and
   5. procedures that ensure that the client’s confidentiality and legal rights are protected.

E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.
F. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student’s practicum includes all of the following:

1. 40 hours of direct service with clients, including experience in individual counseling and group work;

2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;

3. an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student’s practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and

4. evaluation of the student’s performance throughout the practicum including a formal evaluation after the student completes the practicum.

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student’s internship includes all of the following:

1. 240 hours of direct service with clients appropriate to the program of study;

2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor);

3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;

4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings);

5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision;

6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and

7. a formal evaluation of the student’s performance during the internship by a program faculty member in consultation with the site supervisor.

I. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.

J. Group supervision for practicum and internship should not exceed 10 students.

K. Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.
L. Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.

M. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

STANDARDS FOR SCHOOL COUNSELING, MENTAL HEALTH AND COMMUNITY AGENCY PROGRAMS:

D. CLINICAL INSTRUCTION-For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

D. CLINICAL INSTRUCTION-For the Mental Health Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

CLINICAL INSTRUCTION- For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
<th>CACREP</th>
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<tbody>
<tr>
<td>8/30/07</td>
<td>Introductions, syllabus, expectations</td>
<td>Come prepared to engage and bring a learning attitude</td>
<td>II.K.5.g</td>
</tr>
<tr>
<td>9/6/07</td>
<td>Professional Identity, Marie Wakefield</td>
<td>Scan <a href="http://www.counseling.org">http://www.counseling.org</a></td>
<td>II.K.1.b, h</td>
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<tr>
<td>9/13/07</td>
<td>Discuss Learning Objectives</td>
<td>Learning Objectives Due</td>
<td>II.K.5.b</td>
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<tr>
<td>9/20/07</td>
<td>Case Presentations Begin</td>
<td>Reading and Research assignments due</td>
<td>III.H.2,3,4,5,6</td>
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<tr>
<td>9/27/07</td>
<td>Case Presentations</td>
<td>Reading and Research assignments due</td>
<td>III.H.2,3,4,5,6</td>
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<td>10/4/07</td>
<td>Case Presentations</td>
<td>Reading and Research assignments due</td>
<td>III.H.2,3,4,5,6</td>
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<tr>
<td>10/11/07</td>
<td>Special Topics</td>
<td>Reading and Research assignments due</td>
<td>III.H.2,3,4,5,6</td>
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<td>10/18/07</td>
<td>Case Presentations</td>
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<td>10/25/07</td>
<td>Case Presentations</td>
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<td>Case Presentations</td>
<td>Reading and Research assignments due</td>
<td>III.H.2,3,4,5,6</td>
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<td>11/8/07</td>
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<td>11/15/07</td>
<td>Case Presentations</td>
<td>Reading and Research assignments due</td>
<td>III.H.2,3,4,5,6</td>
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<tr>
<td>Week 13</td>
<td>Holiday</td>
<td>R&amp;R</td>
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<tr>
<th>Week 14</th>
<th>Case Presentations</th>
<th>Reading and Research assignments due</th>
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<tr>
<td>11/29/7</td>
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<tr>
<th>Week 15</th>
<th>Case Presentations</th>
<th>Reading and Research assignments due</th>
<th>III.H.1,2,3,4,5,6,7</th>
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<td>12/6/7</td>
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<tr>
<th>Week 16</th>
<th>Logs due, learning contract due</th>
<th>Site evaluations are due</th>
<th>All papers/logs/evaluations are due to professors by 4:15 PM day of class.</th>
<th>III.H.C.1,2,7</th>
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<td>12/13/7</td>
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*Note: This syllabus may be revised at any time to meet the needs of the class.*
I. COURSE DESCRIPTION

Develop skills in applying basic management, planning, and evaluation technique to addiction programs. Teaching method is lecture, presentations, guest speakers, role plays, videos and discussion.

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:

- **CACREP II.K.5.a** 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.
- **CACREP II.K.5.b** 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.
- **CACREP II.K.5.c** Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
- **CACREP II.K.5.d** A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
- **CACREP II.K.5.e** A general framework for understanding and practicing.

**A. Knowledge**

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

1. Core elements of effective counseling (CACREP II.K.5.a);
2. Understand basic planning techniques, management approaches, and evaluation techniques relative to addiction programs (CACREP II.K.5.b);
3. Procedures for conceptualizing client concerns (CACREP II.K.5.c);
4. Facilitating counseling goals (CACREP II.K.5.e);
5. Use of various affective, cognitive, behavioral, and systemic interventions (CACREP II.K.5.c & d);
6. Termination and evaluation of counseling interventions (CACREP II.K.5.b); and
7. Understand the principles of clinical supervision (CACREP II.K.5.c).

**B. Skills**

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

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

**C. Dispositions**

This class encourages and provides opportunities for future school counselors to develop values and philosophies that will guide their counseling practice including:

1. Appreciation and respect for a variety of client worldviews and beliefs;
2. Fostering professional and ethical counseling relationships; and
3. Valuing the client’s ability for self-directed growth within a facilitative counseling relationship.

**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. Successful performance on eight essays; and
3. Successful completion of a midterm and final examinations.

IV. TEXTS

Required texts


V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to:

1. Attend class consistently and punctually; if you are going to be absent, please inform the instructor at your earliest opportunity. Five points will be deducted for each unexcused absence.
2. Complete assigned readings prior to the date of discussion in class.
3. Participate in class discussions; this includes your thoughts, comments, and questions regarding the readings and material presented in class. Furthermore, although the instructor will highlight items from the texts that are particularly significant, he does not intend on spending a lot of time re-examining the texts, but will focus on practical application in class. The student is to take responsibility for their own learning, so if there is something they want to discuss, including cases relevant to the topic at hand, please take the initiative to bring it up. Participation in class discussions is to be conducted in a professional and appropriate manner; this means willingness to engage in dialogue and debate from a position of respect for others. The student is expected to be able to express and defend their opinions in a non-judgmental way, using logical
arguments and data when it is available. Students are to use fictitious names and remember the rules of confidentiality when discussing cases in class.

4. Students will be given eight (8) short essay questions. The essays are to be typed in 12-point font, double-spaced, and are not to exceed 2 pages in length. The essays should include an integration of the information presented in class and the text. The essays will be evaluated on the thoroughness of the responses to the questions and personal points of view.

5. There will be a midterm and final essay examinations. They will cover required reading, class handouts, and lectures. They are to be typed in 12-point font, double-spaced, and are not to exceed five (5) pages in length. They will be evaluated on the thoroughness of the responses to the questions and the ability to support your points of view.

NOTE: ALL LATE ASSIGNMENTS WILL BE PENALIZED 5 POINTS PER DAY AFTER THE DUE DATE. IF ALL ASSIGNMENTS ARE NOT COMPLETED BY THE LAST DAY OF CLASS, A GRADE OF “F” FOR MISSING ASSIGNMENTS WILL BE ASSESSED.

Attendance policy: Due to the interactive and experiential nature of counseling coursework, prompt and regular class attendance is critical for successful course completion. More than one absence may result in the lowering of your final course grade by one full letter grade for each additional absence. After the second absence, students are required to conference with the instructor to discuss attendance difficulties before returning to class.

VI. EVALUATION/PERFORMANCE INDICATORS

Grading:

<table>
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<th>Component</th>
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<tr>
<td>8 Essays</td>
<td>80</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
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</tbody>
</table>

200-180 points = A
179-160 points = B
159-140 points = C
139-120 points = D
119-0 = F

Personal Criteria
As a counselor in training you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria
may have their grade reduced in the course, be administratively dropped or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathetic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The World of the Counselor.* Pacific Grove, CA.: Brook/Cole.)

**Religious Holidays**
As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday.

**Pagers and Cell Phones**
Please turn off pagers and cell phones during class unless you have made arrangements with the instructor prior to class.

**VII. ACADEMIC INTEGRITY & COPYRIGHT**

UNLV and its College of Education 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 *Regulations Governing Probation and Suspension within the College of Education.* This publication may be found in the Office of the Dean of the College of Education (CEB 301).

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](http://www.unlv.edu/committees/copyright)

**VIII. 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
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<tr>
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<tr>
<td>1/17</td>
<td>Introduction and Overview</td>
<td>Lewis Ch. 1-2; Answer discussion question #1 on page 38</td>
</tr>
<tr>
<td>1/24</td>
<td>Management challenges and environments</td>
<td>Lewis Ch. 3-4; Answer discussion question #1 on page 65</td>
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<td>1/31</td>
<td>CACREP II.K.5.a</td>
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<tr>
<td>2/7</td>
<td>Planning, program design, and organizational theory</td>
<td>Lewis Ch. 5-6; Answer question #1 on page 138</td>
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<td>2/14</td>
<td>CACREP II.K.5.b</td>
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<td>2/21</td>
<td>Organizational design and managing human resources</td>
<td>Lewis Ch. 7-8; Answer question #1 on page 166</td>
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<td>2/28</td>
<td>CACREP II.K.5.c</td>
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<td>3/7</td>
<td>Supervisory relationship and managing finances</td>
<td>Lewis Ch. 9-10; Answer question #1 on page 242</td>
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<td>Take Home Midterm</td>
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<td>3/14</td>
<td>Spring Break</td>
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<td>3/21</td>
<td>CACREP II.K.5.d</td>
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<td>3/28</td>
<td>Information systems and evaluations</td>
<td>Lewis Ch. 11-12; Answer question #1 on page 298; White &amp; Popovits Ch. 1-3; Midterm due</td>
</tr>
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<td>4/4</td>
<td>CACREP II.K.5.e</td>
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<tr>
<td>4/11</td>
<td>Code of professional practice and program ethics</td>
<td>Falvey Ch. 1-4; Complete FORMSS Case 1</td>
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<tr>
<td>4/18</td>
<td>Clinical supervision</td>
<td>Falvey Ch. 5-8; Complete FORMSS Case 2</td>
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<td>4/25</td>
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<tr>
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<td>5/2</td>
<td>Clinical supervision</td>
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<tr>
<td>5/9</td>
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</table>
CED 766, Section 1: Psychological Aspects of Dysfunctional Behavior

Fall 2007

3 Credit Hours

Instructor: Richard I. Berman, Ph.D.

Class Location: TBA  
Class Time: TBA

CED Office phone: (702) 895-5994
CED Office location: CEB 237
Instructor’s office location: CEB 368
E-mail: Richard. berman@unlv.edu

I. COURSE DESCRIPTION

Examination of personal, social and cultural aspects of emotional and physical disabilities. Review of the use of current diagnostic systems, dysfunctional behavior and treatment planning within a counseling framework.

II. COURSE OBJECTIVES
Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP)

CACREP core standards for mental health counseling addressed in this course include:

| CACREP VI.C.1 | general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors |
| CACREP VI.C.3 | specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans |
| CACREP VI.C.4 | knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current *Diagnostic and Statistical Manual* |
| CACREP VI.C.6 | basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications |

**A. Knowledge**

Upon completion of this course, counselors will understand:

1. the complex interplay of biopsychosocial factors that contribute to dysfunctional behaviors (including addictive behaviors).
2. how theories of human development and concepts of psychopathology are useful in developing biopsychosocial assessments.
3. the importance of thorough case conceptualizations to the development of appropriate treatment plans.
4. the indicators for psychotropic medication and the various categories of such medication.
B. Skills

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

1. develop a biopsychosocial assessment
2. know how to use the DSM-IV-TR
3. know how to develop a treatment plan
4. know when to refer a client to a psychiatrist for psychotropic medication and/or a medication review.

C. Dispositions

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

1. the value of being non-judgmental
2. the importance of confidentiality
3. the value of being culturally sensitive to clients from cultural backgrounds different than one's own cultural background.
4. the importance of projecting an attitude of respect and empathy to clients.
5. the importance of accountability to clients, supervisors and the agency director (if the practice is in an agency or clinic).

III. RESULTS

Students will demonstrate attainment of course objectives through:

1. successful grades in the mid-term and final examinations.
2. participation in the classroom process of discussion.
3. the presentation of a psychosocial assessment, diagnosis and treatment plan of a person subject from a novel, film or television series.

IV. TEXTS

Required texts


Suggested References:


V. COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

General Requirements: Students will be expected to:

1. Attend class consistently and punctually. Inasmuch as this course will be presented seminar style, it is important that students are present so that they may actively participate in the learning process.
2. Complete assigned readings prior to the date of discussion in class.
3. Complete written assignments on time.
4. Take the midterm and final exams as scheduled.

VI. EVALUATION/PERFORMANCE INDICATORS

1. Attendance and Participation: 25 points

100% attendance is encouraged. However, instructor courtesy is extended to students with one absence for which there is no penalty. Each further absence will be treated as follows: 2nd absence = -3 points, 2nd and 3rd absence = - 7 points, 2nd, 3rd, and 4th absence = - 12 points, 2nd, 3rd, 4th and 5th absence = - 18 points, 2nd, 3rd, 4th, 5th and 6th absence = - 25 points.
Points may also be lost for failure of meaningful student participation in classroom discussions.

2. Mid-term exam = 25 points
3. Final exam = 25 points
4. Written research project = 25 points: Select two different psychiatric diagnoses. Identify the major behavioral symptomatology associated with each. Identify the major behavioral differences between the two disorders. Suggest a treatment plan for each disorder. How do the two treatment plans differ from one another? Additional information re; this assignment will be available at the first class meeting.

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with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

VIII. SPECIAL NEEDS

Disability Resource Center (DRC)
The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.

Religious Holidays
As stated in UNLV policy, any student missing classes or other assigned work due to religious holiday observance shall have the opportunity to make up that work during the term. It is the responsibility of the student to notify the instructor prior to any observed holiday by June 7th to be assured of this opportunity.

Announcements
Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment.

Student's UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See http://rebelmail.unlv.edu/ for more information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
<th>CACREP</th>
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<tr>
<td>01/23/08</td>
<td>Structured screening tools and brief screening methods</td>
<td>Antony and Barlow: chapters 1 and 2</td>
<td>VI.C.1, VI.C.6</td>
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<td>01/30/08</td>
<td>Generalized anxiety disorder</td>
<td>Antony and Barlow: chapter 5 Sperry: chapter 6</td>
<td>VI.C.3, VI.C.4</td>
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<tr>
<td>02/06/08</td>
<td>Panic disorders and agoraphobia Specific and social phobia</td>
<td>Antony and Barlow: ch. 3, 4 Sperry: ch. 4</td>
<td>VI.C.3, VI.C.4</td>
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<td>02/13/08</td>
<td>Posttraumatic stress disorder, Depression</td>
<td>Antony and Barlow: ch. 6, 7</td>
<td>VI.C.3, VI.C.4, VI.C.6</td>
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<tr>
<td>02/20/08</td>
<td>Obesity and eating disorders</td>
<td>Antony and Barlow: ch. 8</td>
<td>VI.C.3, VI.C.4</td>
</tr>
<tr>
<td>02/27/08</td>
<td>Couple Distress Sexual Dysfunction</td>
<td>Antony and Barlow: ch. 9, 13</td>
<td>VI.C.3, VI.C.4</td>
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<tr>
<td>03/06/08</td>
<td>Schizophrenia</td>
<td>Antony and Barlow: ch. 10</td>
<td>VI.C.3, VI.C.4</td>
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<tr>
<td>03/13/08</td>
<td>MID-TERM EXAM</td>
<td>Based on lectures, class discussions and Antony and Barlow: chapters 1-10 and Sperry: chapters 4 and 6</td>
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<td>03/27/08</td>
<td>Substance abuse disorders</td>
<td>Antony and Barlow: ch. 11</td>
<td>VI.C.3, VI.C.4</td>
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<td>04/03/08</td>
<td>Personality disorders</td>
<td>Antony and Barlow: ch. 12 Sperry: ch. 1, 2, and 3</td>
<td>VI.C.3, VI.C.4</td>
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<td>Insomnia and other sleep disorders</td>
<td>Antony and Barlow: ch. 14</td>
<td>VI.C.3</td>
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<td></td>
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<td>VI.C.4</td>
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<td>VI.C.6</td>
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<td>04/17/08</td>
<td>Borderline personality</td>
<td>Sperry: ch. 5</td>
<td>VI.C.3</td>
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<td>04/24</td>
<td>Narcissitic personality disorder, Histrionic personality disorder</td>
<td>Sperry: ch. 7,8</td>
<td>VI.C.3</td>
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<td>VI.C.4</td>
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<td>05/01</td>
<td>Obsessive-compulsive disorder</td>
<td>Sperry: ch. 9</td>
<td>VI.C.3</td>
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<tr>
<td>05/08</td>
<td>Review summary and synthesis</td>
<td>all work since mid-term exam</td>
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*Note: This syllabus may be revised at any time to meet the needs of the class.*
College of Education

Preparing Professionals for Changing Educational Contexts

CED 775, Section 1: Advanced Internship in Mental Health & Addictions Counseling

Spring 2008

3 Credit Hours

Instructor

Name: Larry Ashley, Ed.S., LADC

Class Location: CED Office phone: (702) 895-3935

CED Office location: CEB 237

E-mail: larry.ashley@unlv.edu

Class Time:

Office hours:

Tuesdays 1 p.m. – 3 p.m.

Wednesdays 1 p.m. – 3 p.m.

Thursdays 2 p.m. – 3 p.m.

And by appointment

DIVERSITY STATEMENT

This class/course is a safe, welcoming, and inclusive learning environment for students of all races, ethnicities, sexual or affectual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic
educational and counseling techniques that are respectful, inclusive, representative and culturally appropriate.

COURSE DESCRIPTION

Advanced Internship in Mental Health & Addictions Counseling emphasizes counseling skills and techniques with individuals and groups in specialized settings such as community agencies. It is intended to be a bridge between the classroom and the applied setting. It provides the student with the opportunity, under community Mental Health/Addictions supervision, to apply skills and knowledge learned in their academic program to a work setting which is consistent with their professional interests. Students will complete a 300 clock hours of which a minimum of 150 is direct service contact in a community agency. Students must have completed the required 600 clock hours Internship (CED 751, CED 752, and CED 753) as a prerequisite to taking CED 775.

METHOD OF INSTRUCTION

Theoretical and Clinical application provided through guided and facilitative discussion using a seminar format. Tape Critique, case analysis and discussion will occur weekly. Guest Speakers will also be utilized for key clinical content related to national and regional practice issues.

COURSE OBJECTIVES

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational program (CACREP)

CACREP core standards for mental health counseling in clinical instruction addressed in this course include:

| CACREP VI.D | For the Mental Health Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours. |

A. Knowledge

Upon completion of this course, counselors will:

- gain an understanding of how to conceptualize clients and their presenting concern(s),
- gain an understanding of the role and function of professional counselors,
- develop a knowledge base regarding group goals and norms,
acquire an understanding of the process of group development,
gain an understanding of the role of the counselor in the consultation process,
develop an awareness and examine how one’s own attitudes, experiences, culture, values and biases impact the counseling relationship and process,
gain a better understanding of their own personal philosophy of counseling,
learn the role of supervision and their responsibilities for feedback
understand how to analyze and develop client cases
understand implications of multicultural and diversity issues related to client work
understand the ethical and legal issuers related to work with clients
understand roles/responsibilities of professional counselors in school/agency settings

B. Skills

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

 conduct individual and group counseling sessions with clients
 identify and implement goals for counseling with clients
 develop and implement theory based interventions with clients
 implement a variety of appropriate counseling techniques with clients
 evaluate the progress of individual clients
 appropriately terminate counseling with individual clients
 make appropriate referrals of clients for continued counseling
 develop and implement small group psycho educational/lesson plans-activities
 develop leadership techniques and strategies for group work
 develop and implement a group leadership style
 identify and discuss ethical considerations and standards for group and individual counseling
 give and receive professional feedback regarding clinical and professional skill development
 analyze, develop and present two client cases using verbal-written presentation skills
 integrate multicultural and diversity relevant information into discussions, clinical work with clients and written documents
 discuss, converse and synthesize ethical and legal issuers related to work with clients in the student's setting and at a national level
 draw from research and demonstrate abilities to glean research by presenting relevant research materials verbally and in written format
 articulate and discuss in a fluid manner the role and responsibilities of professional counselors in school/agency settings

C. Dispositions

This class encourages and provides opportunities for counselors to develop values and philosophies that will guide their counseling practice including:

 A posture of life long learning
 A stance of professional commitment to the counseling profession
 An openness to new ideas
 An ability to listen respectfully and offer helpful feedback
A collegial spirit of support and social caring

**RESULTS**

Students will demonstrate attainment of course objectives through:

- Development and presentation of case analysis
- Successful completion of internship hours
- Satisfactory evaluation by site supervisor
- Satisfactory evaluation by university instructor
- Successful and professional participation in university lab

**INTERNSHIP REQUIREMENTS AND EVALUATION PROCEDURES**

*All necessary log forms can be found on the department website at counselored.unlv.edu.*

**Internship Hours**

Measurement Procedure: Hours will be recorded by the student and signed by the Internship Site Supervisor on the Internship Log; hours will be turned into the Faculty Supervisor upon completion of Internship. Site Supervisors will complete a Site Evaluation Form of student progress at the end of the semester.

**Site Supervision**

Site supervisors must provide a minimum of one hour per week of supervision for each intern. Measurement Procedure: Supervision will be recorded on Internship Logs weekly.

**Internship Seminar**

During each semester in which a student enrolls for internship credit or is completing an incomplete in Internship, the student will attend a 1 ½ hour internship seminar conducted weekly by a faculty supervisor. The purpose of the seminar is to:

- share information about experiences at internship sites,
- discuss relevant professional issues ,
- problem-solve issues related to working as a professional counselor at various sites, and
- integrate/apply content/experiences from academic courses to internship settings.

**Measurement Procedure:** Attendance will be taken each week. Students will record participation in the Internship Seminar on their Internship Activities sheet weekly.
Learning Objectives Contract: This contract will be completed by students and their agency supervisors. Measurement Procedure: Completed contracts will be turned into faculty supervisors by the third week of Internship. At the end of the semester, students will write a summary of how they addressed each of the goals during the semester.

Case Presentation: Measurement Procedure: Students will present 2 case studies: one before spring break and one after spring break. Students will show a clip of video of their counseling that corresponds with a written (approx. One page) case presentation outline. The outline should include the following areas:

Case Presentation Outline:
- Client age/grade:
- Time/Date of Session
- Session Sequence and Number:
- Background information about client:
- Presenting issues:
- Previous interventions, counseling, etc… that client has received:
- Intervention plan (goals):
- Theories utilized:
- Techniques/interventions that are theory appropriate used in this session:
- Proposed modification to the intervention plan (if needed):
- Areas of counselor strengths:
- Areas of counselor development:

Best Practices Research Paper: Students will write a 10-12 page, 12 point font, double-spaced paper, following the APA style, on the best practices for treating people with co-occurring disorders. There should be evidence of at least five (5) readings outside of the textbook. This assignment will be evaluated according to the thoroughness of research, organization and the ability to clearly express ideas.

Weekly Research: Measurement Procedure(s): Each week, students will share information they have gathered regarding a specific question raised the previous week (addiction, abuse reporting, specific theory, etc…). Information gathered may be presented through a variety of mediums (discussion, books, written materials, internet/electronic resources, video, etc.).

During the semester, students may be asked to participate in additional faculty research studies. Students will have the opportunity to decline or participate on an individual basis in additional faculty research.
Required texts


COURSE ASSIGNMENTS, GRADING POLICIES, & ATTENDANCE

Attendance and participation is mandatory for lab, clinical site and supervision sessions.

EVALUATION/PERFORMANCE INDICATORS

Grades

- Attendance and Weekly Research participation in the Internship Seminar (20 pts)
- Learning Objectives Contract and end of semester report (20 pts)
- Case Studies (40 pts)
- Best Practices Paper (20 pts)
- You MUST turn in your log and site evaluation in order to receive a grade for internship without it you will not receive a grade.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

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Ethical Behavior
Students will abide by the American Counseling Association (ACA) Ethical Guidelines. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action which could include separation from the counseling program. To find a copy of the ACA Ethical Guidelines, you can go to www.counseling.org.

Disability Statement
If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to
contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. Please visit http://studentlife.unlv.edu/disability/ for additional information.

**Copyright**

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies the University encourages you to visit its copyright web site at: http://www.unlv.edu.committees/copyright.

**Videotaping**

In accordance with CACREP standards for counseling supervision, practicum and internship students must have opportunities to regularly videotape counseling contact with clients. In the school setting, this involves videotaping individual and small group counseling as well as large group guidance activities.

**Announcements**

Students desiring help with their writing assignments may contact the UNLV Writing Center at 895-3908 to schedule an appointment.

Student’s UNLV e-mail account (RebelMail) is one of the primary ways students will receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a RebelMail account after they have been admitted to the university. See http://rebelmail.unlv.edu/ for more information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, syllabus, expectations</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 2</td>
<td>Professional Identity</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 3</td>
<td>Discuss Learning Objectives</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td></td>
<td>Discuss Site Adjustments &amp; Gleanings</td>
<td>Learning Objectives Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Case Presentations Begin</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 5</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 6</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 7</td>
<td>Special Topics</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 8</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 9</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
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<tr>
<td>Week 10</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 11</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
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<tr>
<td>Week 12</td>
<td>Case Presentations</td>
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</tr>
<tr>
<td>Week 13</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 14</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
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<tr>
<td>Week 15</td>
<td>Case Presentations</td>
<td>CACREP VI.D</td>
</tr>
<tr>
<td>Week 16</td>
<td>Logs due, learning contract due</td>
<td>All papers/logs/evaluations are due to professors by 4:15 PM day of class.</td>
</tr>
<tr>
<td>Site evaluations are due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: This syllabus may be revised at any time to meet the needs of the class
APPENDIX E
FACULTY VITA
EDUCATION:

Ed.S. – 3/1979 – University of Toledo
Guidance/Counseling

M.A. – 12/1973 – Central Michigan University
Health Education

B.S. in Ed – 6/1969 – Central Michigan University
Political Science

EXPERIENCE

2005 – Present
University of Nevada School of Medicine
Clinical Assistant Professor of Internal Medicine
Clinical Assistant Professor of Psychiatry

2000 – Present
University of Nevada, Las Vegas
2006-Present Director of the Problem Gambling Program
2006-Present Department of Counselor Education.
Addiction Specialist: Coordinator of Addiction Studies, Undergraduate Coordinator.
2000-2006 Department of Marriage, Family & Community Counseling.
Addiction Specialist: Coordinator of Addiction Studies, Undergraduate Coordinator.
2000–2002 – Visiting Assistant Professor of Counseling:
Coordinator of Addiction Studies, teaching graduate and undergraduate courses in addictions.
1995 – 2005 WestCare, Inc.
WestCare Arizona
WestCare Nevada
1995–2000 – Regional Administrator/Director of Clinical Services: Responsible for operations in all Nevada program sites. Includes Clinical and Personnel/Supervision of Therapeutic Community Detoxification, Transitional Living, Adolescent Residential, Youth Runaway Shelter and Out-patient Programs. Provided clinical services to Vietnam veterans and clients with HIV/AIDS.

1994 – 1995 Boniface Human Services, Lincoln Park, Michigan
Clinical Director: Responsible for supervision and coordination of clinical staff and clients in a multi-site community-based organization providing primarily out-patient substance abuse and youth services. Provided clinical services to Vietnam veterans and clients with HIV/AIDS.

1985 --1993 -- Director of Clinical Services: Responsible for supervision and coordination of clinical staff and clients in a larger multi-site substance abuse agency. In addition, coordinated services for veterans and HIV/AIDS related issues.

1983 – 1985 Maumee Valley Guidance Center, Defiance, Ohio
Director of Day Treatment Services: Responsible for the coordination of Day Treatment Services for chronic mental health clients. Also responsible for the supervision of therapeutic staff.
1979 – 1982  Family Tree Humanizing Community, Inc, Toledo, Ohio

Program Director: Responsible for the coordination and supervision of all aspects of the clinical program, of a 30-bed residential therapeutic community for young adults (18-35) who had experienced substance abuse difficulties with their lifestyles and/or pattern of involvement with the mental health or criminal justice system.

1977 – 1979  University of Toledo, Toledo, Ohio

Instructor, Health Education: Taught courses in First Aid, Personal Health, Community Health and Consumer Health.

1976 – 1977  Central Michigan University, Mt. Pleasant, Michigan

Instructor, Health Education: Taught graduate and undergraduate courses in addictions.

1974  Mid-Michigan Community College, Harrison, Michigan

Researcher in Substance Abuse Services.

CERTIFICATION/LICENSURES:

Certified Alcohol and Drug Abuse Program Administrator
State of Nevada

Certified Problem Gambling Counselor
State of Nevada

Licensed Alcohol and Drug Abuse Counselor
State of Nevada
Licensed Master Social Worker
State of Michigan
Licensed Professional Counselor
State of Michigan
Supervisor of Certified Alcohol and Drug Abuse Counselor Interns
State of Nevada
Supervisor of Certified Problem Gambling Interns
State of Nevada

ADDITIONAL EXPERIENCE:

2007 – Present  University of Nevada Las Vegas, College of Education Merit Committee

2006 – Present  State of Nevada Association of Addiction Professionals President-Elect

2006 – Present  University of Nevada Las Vegas, College of Education Curriculum Committee

2006 – Present  University of Nevada Las Vegas, College of Education Field Experience Committee
<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
</tr>
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<tbody>
<tr>
<td>2006 – Present</td>
<td><strong>University of Nevada Las Vegas, College of Education</strong>&lt;br&gt;Teacher Education Committee</td>
</tr>
<tr>
<td>2005 – Present</td>
<td><strong>University of Nevada, Las Vegas, Department of Psychology</strong>&lt;br&gt;Practicum Supervisor</td>
</tr>
<tr>
<td>2004 – Present</td>
<td><strong>Nevada Board of Examiners for Alcohol, Drug and Gambling Counselors, Subcommittee on Gambling Counselor Certification</strong></td>
</tr>
<tr>
<td>2004 – 2006</td>
<td><strong>Center for Individual, Couple, and Family Counseling, Advisory Board</strong></td>
</tr>
<tr>
<td>2004 – Present</td>
<td><strong>Journal of Child and Adolescent Substance Abuse</strong>&lt;br&gt;Editorial Review Board</td>
</tr>
<tr>
<td>2004 – 2006</td>
<td><strong>University of Nevada, Las Vegas</strong>&lt;br&gt;<strong>Greenspun College of Urban Affairs, Executive Committee</strong></td>
</tr>
<tr>
<td>2004 – Present</td>
<td><strong>Nevada Council on Problem Gambling, Education and Training Committee</strong></td>
</tr>
<tr>
<td>2003 – 2005</td>
<td><strong>Center for Urban Partnerships, Greenspun College of Urban Affairs, Director of Training and Dissemination</strong></td>
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<td>2002 – 2006</td>
<td><strong>UNLV Greenspun College of Urban Affairs, Curriculum Committee</strong></td>
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<td>2002 – 2004</td>
<td><strong>State of Nevada Association for Addiction Professionals</strong>&lt;br&gt;Founding President</td>
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</table>
2002 – 2006  NAADAC The Association for Addiction Professionals
   Student Committee, Chair

2002 – Present  Clark County Department of Juvenile Justice Services
   Citizen’s Advisory Committee, Chair

2001 – 2002  Clark County Department of Family and Youth Services
   Citizen’s Advisory Committee, Chair

2002 – 2004  Nevada Practice Improvement Collaborative
   Co-chair

2001 – 2002  Nevada Association of Addictions Counselors
   President-elect, President

2001 – 2002  Nevada Tobacco Prevention Coalition
   Co-chair – Prevention/Cessation Committee
   Chair – Evaluation Committee

1998 – 2000  Community College of Southern Nevada, Las Vegas, NV
   Adjunct Instructor, Department of Human Behavior.
   Taught classes in Addiction Studies, Psychology and Sociology.

1997 – Present  BEST Coalition  Board Member, Second Vice-President, Treasurer

1997 – 2000  Western States Youth Services Network
Board Member of Regional Youth Services Agency

1996 – 1998  Employee Assistance Professionals Association
Nevada Chapter, Secretary

1995 – 1998  Nevada Association of State Alcohol and Drug Abuse Programs
Secretary

1994  Vietnam
Two-week study Post Traumatic Stress Disorder (PTSD) relative to Vietnamese veterans of war

1989 – 1991  Detroit Association of Program Directors
Vice-President, President

1989 – 1995  University of Windsor, Windsor, Canada
Field Instructor, School of Social Work

1987 – 1995  University of Detroit Mercy, Detroit, MI
Clinical Supervisor: Department of Addiction Studies

1987 – 1995  Wayne State University, Detroit, MI
Field Instructor, Department of Community Medicine
Externship of Program in Substance Abuse, School of Medicine
Field Instructor, Counselor Education
1987 – 1995  Wellness House of Michigan, Detroit, MI
Board member of residential facility for persons with AIDS.

1987 – 1995  National Institute on Drug Abuse
Trainer on Substance Abuse and AIDS and AIDS prevention among African Americans

1982 – 1985  Bowling Green State University, Bowling Green, OH
Adjunct Assistant Professor of Social Work

1980 – 1984  Medical College of Ohio, Toledo, OH
Facilitator of sexuality groups with the Human Sexuality Program

1976 – 1977  Central Michigan University, Mt. Pleasant, MI
Department of Sociology, Facilitator of sexuality groups

1974  Haight-Ashbury Free Medical Clinics, San Francisco, CA
Internship in Substance Abuse Treatment.

SELECTED PRESENTATIONS

Duke, L., Allen, D., Ashley, L., Evidence for the Unique Role of Flashback in Rape Survivors, Poster Presentation, The International Society for Traumatic Stress Studies 22nd annual meeting, Hollywood, California, November 6, 2006

Markos, P.A., Ashley, L., Astramovich, R., Brinson, J., Hoskins, W., Smith, S., The
Deconstruction of a Counselor Education Program: A Crisis in the Profession,
Western Association for Counselor Education & Supervision, Las Vegas NV, 2006 November 10, 2006


“Sherlock Holmes and Sigmund Freud and Their Addictions.” United States Probation District Conference, Big Bear Lake, CA, September 22nd, 2005

“Sex Workers and Trauma.” University of Utah Summer School on Alcohol and Other Drug Dependencies, Salt Lake City, UT, June 22nd, 2005.

“Trauma and Substance Abuse” Learning Institute 45th Annual Conference European Branch of the American Counseling Association Sonthofen, Germany (October 30-31, 2004)


“AIDS Education and Prevention Programs for Non-IV Drug Users in the Therapeutic Community,” Thirteenth World Conference of Therapeutic Communities Athens, Greece, September 23rd-28th, 1990


PUBLICATIONS


**GUEST EDITOR**

NAADAC The Association for Addiction Professionals, The Mel Schulstad Professional of the Year 2007. Presented for outstanding and sustained contributions to the advancement of the addiction counseling profession.

Board of Regents, University and Community College System of Nevada, Regents' Academic Advisor Award 2005.

University of Nevada Las Vegas, Alumni Association, Student-Centered Faculty Award 2005.

University of Nevada Las Vegas, Women's Center, Rebelman Hero Award, 2005.

Best Coalition, Best of the Best Award, 2005.

University of Nevada Las Vegas, Greenspun College of Urban Affairs, Outstanding Service Award, 2004.

NAADAC, The Association for Addiction Professionals, 2004 Organizational Achievement Award.

MILITARY STATUS

United States Army October 1969 – April 1971
Active Duty: Vietnam March 1970 – April 1971
Rank: Sergeant

REFERENCES UPON REQUEST
Randall L. Astramovich  
Curriculum Vita

**Professional Address**

Counselor Education Department  
University of Nevada, Las Vegas  
4505 Maryland Parkway Box 453003  
Las Vegas, NV 89154-3003

**Home Address**

1187 Garretts Bluff Way #103  
Henderson, NV 89015  
cell: (702) 419-4705
### EDUCATION

- **Ph.D., Counselor Education, 2000**  
  University of North Texas, Denton, Texas  
  Carnegie-I, Doctoral Research Institution, Extensive CACREP accredited doctoral program  
  Educational Research and Statistics emphasis

- **M.Ed., Counseling, 1994**  
  University of North Texas, Denton, Texas  
  Community Agency Counseling emphasis

- **B.A., Communications, 1990**  
  University of North Texas, Denton, Texas

### PROFESSIONAL LICENSURE AND CERTIFICATION

- **National Certified Counselor (NCC)**  
  National Board for Certified Counselors  
  Certificate Number: 62128

- **National Certified School Counselor (NCSC)**  
  National Board for Certified Counselors  
  Certificate Number: 62128

- **Licensed Professional Counselor (LPC), Idaho**  
  Idaho State Licensing Board of Professional Counselors  
  License Number: LPC-1023 (inactive)
Licensed Professional Counselor (LPC), Texas
Texas State Board of Licensure for Professional Counselors
License Number: 14641 (inactive)

Texas School Counselor Certificate
Provisional Certification

Texas State Board for Educator Certification

Texas Teacher Certificate
Texas State Board for Educator Certification

All Level Special Education (Grades PK-12)

ACADEMIC APPOINTMENTS

Assistant Professor, Counselor Education Department (2002-present)
University of Nevada, Las Vegas

Carnegie I, Doctoral Research Institution - Intensive

M.Ed. School Counseling Program (CACREP accredited)

Ph.D. Program in School Counselor Education (anticipated CACREP accreditation)

Master's Courses Taught

- Introduction to School Counseling
- Organization & Administration of School Counseling Programs
- Social Justice & Advocacy in School Counseling
- Expressive Arts in School Counseling
- Research Methods in Education
- Counseling Process and Procedures
- Introduction to Play Methods in School Counseling

Doctoral Courses Taught
Assistant Professor, Department of Counseling (2000-2002)
Idaho State University, Pocatello, Idaho
CACREP accredited Master’s and Doctoral Programs

Courses Taught

- Elementary School Counseling
- Secondary School Counseling
- Practicum/Internship in School Counseling
- Mental Health Counseling
- Practicum/Internship in Mental Health Counseling
- Research and Evaluation in Counseling
- Theories of Human Development for Counselors
- Gender Issues in Counseling
- Doctoral Psychological Testing & Assessment
- Doctoral Advanced Research & Experimental Design
- Doctoral Advanced Multivariate Statistics
- Doctoral Advanced Counseling Theories
- Introduction to Play Therapy

ARTICLES IN REFEREED JOURNALS


**BOOK CHAPTERS**


ARTICLES IN OTHER ACADEMIC VENUES


ARTICLES IN NONREFEREED JOURNALS & REVIEWS


REFEREED SCHOLARLY WORKS UNDER REVIEW


**SCHOLARLY WORKS IN PROGRESS**


**NEWSLETTER PUBLICATIONS AND REVIEWS**


**GRANTS & PROCURED FUNDING**

2006 *The Role of Self-Advocacy in the College Success of Minority Students*, American College Counseling Association Research Grant, $5000 (in progress), principal investigator.


2003 *Training School Counselors in Program Evaluation*, Association for Counselor Education and Supervision (ACES) Research Award, $250 (funded), principal investigator.


2000 *School Counseling Paraprofessionals Curriculum Development*, Carl Perkins Federal Grant Program, $85,000 (funded), co-investigator.

**REFEREED PAPERS PRESENTED**


Coker, J. K., & Astramovich, R. L. (June 2002). One institution’s transformation: The transforming school counseling program at the University of Nevada, Las Vegas. Paper presented at the annual conference of the Education Trust’s Transforming School Counseling Initiative, Chicago, IL.


**EDITORIAL BOARD APPOINTMENTS, PEER REVIEWED JOURNALS**

*Journal of School Counseling*, Editorial Board Member (2005-present)

*Professional School Counseling*, Editorial Board Member (2002-present)
ELECTED PROFESSIONAL POSITIONS & NOMINATIONS

Association for Counselor Education and Supervision (ACES) Secretary, Nominee, 2006-2007

President-elect-elect of the Western Association for Counselor Education and Supervision (WACES), 2005-2006

Idaho Association for Counselor Education and Supervision (IACES) President, 2001-2002

PROFESSIONAL SERVICE

National Professional Service

President-elect-elect, Western Association for Counselor Education and Supervision (WACES), 2005-2006

American School Counselor Association (ASCA) CACREP Standards Revision Committee, 2004

Nevada Representative for the Association for Counselor Education and Supervision (ACES), 2003-present

Association for Counselor Education and Supervision (ACES) School Counselor Interest Network Co-Chair, 2002-present

Association for Counselor Education and Supervision (ACES) 2002 Convention Program Planning Committee, 2000-2002

Regional Professional Service

President-elect-elect, Western Association for Counselor Education and Supervision (WACES), 2005-2006

Nevada Counseling Association Licensure Committee Member, 2003-present

Idaho Association for Counselor Education and Supervision President, 2001-2002
Local Professional Service

Clark County School District - UNLV School Counseling Advisory Board, Chair, 2003-present

Data Analysis Training for Clark County School District School Counselors, 2005

Program Evaluation Training for Clark County School District School Counselors, 2003-2004

Clark County School District Directors of Guidance Consultation, 2003

PROFESSIONAL SERVICE PRESENTATIONS


Astramovich, R. L. (June 2001). Managing anger with clients in distress. Two day workshop for the Idaho Department of Labor, Pocatello, ID.

Astramovich, R. L. (April 2001). The Jungian Watchword Matrix: An exploration of your archetypes. Presentation to Phi Omicron Chi chapter of Chi Sigma Iota, Idaho State University, Pocatello, ID.


Astramovich, R. L. (March 2001). Play therapy in school counseling and clinical practice. Kasiska College of Health Professions Professional Development Workshop Series. Two-day workshop provided an overview of play therapy for new practitioners, Boise, ID.

Astramovich, R. L. (February 2001). Play therapy in school counseling and clinical practice. Kasiska College of Health Professions Professional Development Workshop Series. Two-day workshop provided an overview of play therapy for new practitioners, Pocatello, ID.

**UNIVERSITY SERVICE**

*University-wide Service*

Chair, UNLV Lesbian, Gay, Bisexual, and Transgender (LGBT) Faculty & Staff Association, 2003-present

UNLV GLBT Student Services Steering Committee Member, 2002-2003

*College-wide Service*

College of Education Bylaws Committee Member, UNLV College of Education, 2005-2006

Multicultural & Diversity Committee Member, UNLV College of Education, 2003-present

Co-editor of UNLV College of Education Multicultural & Diversity Newsletter, 2004-2005

Strategic Planning Committee Member, UNLV College of Education, 2002-2004

**Department Service**
School Counseling Program Graduate Student Handbook Developer, 2004-2005

School Counseling Endorsement Program Coordinator, 2004-2005

Interim School Counseling Area Program Coordinator, 2004

M. Ed. In School Counseling Applicant Interview Coordinator, 2004-2005
Faculty Search Committee (School Counseling Associate/Full Position), Member, 2004

Faculty Search Committee (School Counseling Assistant Position), Member, 2004

Educational Psychology Promotion and Tenure Policy Committee, Member, 2004

Teaching Initiative Committee (TIC), Member, 2003-2004

Faculty Search Committee, Member (evaluation position), 2003

Faculty Search Committee, Member (qualitative position), 2003

New Ph.D. in Educational Psychology Committee, Member, 2002-2003

**PROFESSIONAL AFFILIATIONS**

American Counseling Association (ACA)

American School Counselor Association (ASCA)
Association for Counselor Education and Supervision (ACES)

Western Association for Counselor Education and Supervision (WACES)

Nevada Counseling Association (NCA)

CURRENT PROGRAMMATIC LINES OF RESEARCH & SCHOLARLY INQUIRY

Counseling Program Evaluation Methods

Research and Evaluation Training of Counselors

Advocacy and Social Justice in School Counseling

PROFESSIONAL COUNSELING & PUBLIC SCHOOL EXPERIENCE PRIOR TO ACADEMIA

Doctoral Teaching Assistant, Counselor Education (1999-2000)

University of North Texas Department of Counseling, Development, and Higher Education
Child and Family Resource Clinic, Denton, Texas

Elementary School Counselor (1997-1999)
Dallas Public Schools, Dallas, Texas

High School Special Education Teacher (1995-1997)
Dallas Public Schools, Dallas, Texas

Biofeedback Research and Training Laboratory, Denton, Texas

Timberlawn Mental Health Systems, Dallas, Texas

Gutierrez, Cox, and Astramovich Counseling Associates, Dallas, Texas
RESUME

NAME: Richard I. Berman          ADDRESS: 2573 Gilbertville Avenue
BIRTH DATE: November 12, 1940          Henderson, NV 89052
CITIZENSHIP United States          PHONE Home (702) 492-0899
MARITAL STATUS: Married, three grown children          Cell (702) 533-9321
                                      E-Mail: ribrib60@hotmail.com

CURRENT FULL TIME POSITION:

Visiting Assistant Professor, CED, University of Nevada/ Las Vegas. Instructed four undergraduate/graduate courses each semester. Student advisement.

STATE LICENSE OR CERTIFICATION:
Certified Social Worker: Michigan, #10733 (1975 - 2002)
Certified Behavioral Healthcare Executive by the Association of Behavioral Healthcare Management (1997 - 2002)
Certified Mental Health Administrator by the Association of Mental Health Administrators: (1983 - 1997)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

Academy of Certified Social Workers (ACSW) 1965 - 2001
Association of Mental Health Administrators (AMHA) 1980 - 2000
  President, Michigan Chapter, 1983 - 1984
  Certification Committee, 1993 - 1995
Michigan Association of Community Mental Health Directors (MACMHD) 1977 - 1983
  Executive Committee, 1979 - 1983
Michigan Association of Community Mental Health Boards (MACMHB) 1983 - 2000
  Executive Committee, 1988 - 1991
  Ad Hoc Core College Curriculum Committee, 1990 - 1991
  Legislative Committee, 1994 - 1996
National Association of Social Workers (NASW) 1962 -
  Psychiatric Outpatient Centers of the Americas 1980 - 2005
    Executive Board, 1988 - 2005
    President elect, 1990 - 1992
    President, 1992 - 1994
    Emeritus, 1994 - 2005
Membership Chairman, 1996 - 2000
National Association of County Behavioral Health Directors (NACBHD) 2000 - 2002

EDUCATION:
Long Island University: B.A., 1962
Hunter College School of Social Work: M.S.W.: 1964
Kent State University: M.A., 1973
University of Denver: Ph.D.: 1974

SPECIAL COURSES (attended-non-degree related):

University of Chicago, one-week institute (summer, 1967): Short-Term Crisis Oriented Casework – Instructor: Lydia Rappoport
Michigan State University (summer, 1972): Community Sociology – Instructor: George Logan
American Group Psychotherapy Association: Institutes and Conferences (1971 and 1975)
Governor’s Conference on Child Abuse and Neglect – Detroit, Michigan (March 1979)
Second Annual Conference on Prevention – Boyne Mountain, Michigan (May 1979)
1979 Annual Institute and Conference of the American Association of Psychotherapists – Cincinnati, Ohio (October 1979)
Ninth Annual Residential Conference on Family Therapy sponsored by the Ackerman Institute for Family Therapy – New Paltz, New York (March 1980)
Third Annual Conference on Prevention – Boyne Mountain, Michigan (May 1980)
Dale Carnegie Supervision and Management Seminar – 30 hours (summer 1981)
Hiring and Firing – One-day workshop sponsored by Padgett-Thompson, Inc. of Overland Park, Kansas, in Flint, Michigan (February 1987)
Employment Law and Risk Management - one-day workshop sponsored by Detroit-Wayne Community Mental Health in Dearborn, Michigan (June 1991)

Americans with Disabilities Act: Accommodations and Compliance – Sponsored by the Michigan Municipal Risk Management Authority, Lansing, Michigan (June 1992)

Institute on Managed Care - Sponsored by the Michigan Association of Community Mental Health Boards, Lansing, Michigan (January 1993)

Public Health Care Policy and the Mentally Ill – co-sponsored by the Mental Health Association in Michigan and the Department of Psychiatry, Wayne State University, Lansing, Michigan (April 1993)

How to Fire Employees with Attitude Problems – one-day workshop sponsored by Padgett-Thompson American Management Association, Overland Park, Kansas, (September 1993)

The On-Purpose Person presented by Kevin W. McCarthy – one-day workshop sponsored by the Michigan Association of Community Mental Health Boards, Lansing, Michigan (February 1994)

Personnel and Hiring Issues: Employer Strategies for Remaining Union Free – one-day seminar sponsored by the Michigan Chamber of Commerce, Novi, Michigan (February 1995)

Gatekeeping in Managed Care: The Access System Model presented by Rusty Dennison of Psychiatric Integrated Services, Limited, Sponsored by the Michigan Association of Community Mental Health Boards, Lansing, Michigan (April 1995)


Organizing for Outcomes: Program Management for Today’s Supported Employment Programs – one-day seminar sponsored by Michigan State University, Human Ecology Department (November 1996)

Medicaid Managed Care Strategies presented by attorney Ann Murray and others contracted by the Michigan Association of Community Mental Health Boards, Lansing, Michigan (June 1997)

Count Down to Capitation presented by the FOCUS Mental Health Training Association, sponsored by the Michigan Association of Community Mental Health Boards, Novi, Michigan (February 1997 - two days).

Enhancing Service Capacity, Consumer Partnerships, and Managed Care Technologies a three-day seminar presented by the Michigan Association of Community Mental Health Boards, Grand Rapids, Michigan (May 4-6, 1999).


Assessing Suicide and Violence Response in Adolescents, D&S Associates of Middlefield, Connecticut, presented in Grand Rapids, Michigan (August 9, 2000) (7 CEUs)

RESEARCH:


2. The Application of Transactional Analysis in a Residential Treatment Center for Alcoholics, August 1973: M.A. project, Kent State University


SCHOLARSHIPS, ASSISTANTSHIPS:

For study at: A. HUNTER

1. A full tuition grant from the college
2. Scholarship from the National Jewish Welfare Board
3. New York State Regents Scholarship
B. KENT:
   1. Departmental Assistantship for the Summer of 1963

C. DENVER:
   1. Teaching Assistantship for every quarter of study

SOCIAL WORK PLACEMENTS AS PART OF STUDY TOWARD M.S.W.:

September 1962 - June 1963:
   Educational Alliance, New York City, New York – direct work with the following groups:
   1. High school (delinquent boys – natural group)
   2. Elementary grade children from broken homes (formed group)
   3. Older, adult women – Eastern European immigrants, retired
   4. Junior high school Puerto Rican Youth (near delinquent)

September 1963 - June 1964:
   Jacob L. Reiss Pavilion of Mental Health, St. Vincent’s Hospital, N.Y.C., N.Y.– Group
   Psychotherapy with the following:
   1. Vocational Adjustment Group (inpatient and outpatient)
   2. Housewives’ Pre-Discharge Group (inpatient)
3. New Patient’s Group (inpatient)

**TEACHING EXPERIENCES: (* = graduate level course):**

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<tr>
<th>Term</th>
<th>Course</th>
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<tr>
<td>Spring 1970</td>
<td>Principles of Psychology</td>
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<td>SW Michigan Community College</td>
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<tr>
<td>Summer 1970</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>Lake Michigan Community College</td>
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PRE-PROFESSIONAL PAID SOCIAL WORK EXPERIENCE:


   Wel-Met Camps, N.Y.C., organizational sponsored, non-profit social group work-oriented activities with 8 year olds, 10 year olds, and 14 year olds, respectively.

2. October 1960 - June 1963:

   Part-time: Bronx River YM-YWHA

   a. October 1960 - June 1961:
      Two meetings weekly with first grade boys' formed group.
   b. October 1961 - June 1963:
      Two meetings weekly with first grade boys' formed group
      Two meetings weekly with second grade boys' formed group
      (continued from previous year).
   c. October 1962 - June 1963:
1. Two meetings weekly with first grade boys' formed group.
2. Two meetings weekly with second grade boys' formed group (continued from previous year).
3. One meeting weekly with a sixth grade boys' formed group.
4. One meeting weekly with a teenage natural group.
5. Supervision of teenage open lounge, weekly.

3. February 1961 - June 1961:

   Part-time: Bronx House - Social Group Worker, N.Y., Group Work Activity with a formed fifth grade boys' club.

4. October 1962 - June 1963; October 1963 - June 1964:

   Part-time: Educational Alliance, N.Y.C. - Social Group Worker (continued with adolescent delinquent group from previous year). Met weekly with delinquent adolescent group: discussions, sports, parties, weekend-long camping trips, etc. Also work with their families and related community agencies.

PROFESSIONAL – POST GRADUATE EXPERIENCE:
1. October 1964 - June 1964; September 1964 - April 1966:

Supervisor: Educational Alliance, N.Y.C., N.Y., Social Group Work Supervisor. Supervised twelve college students and six part-time paid employees leading groups. Planned teen programs and coordinated relations of our agency with other community agencies. Continued direct work for third consecutive year with same adolescent delinquent group. Directly provided individual therapy for adolescents with mental illness.

2. Summer of 1965:

Unit Head in an Anti-Poverty, Crash Delinquency Summer Project for the New York City Housing Authority. Supervised six full-time social workers in a program designed to prevent gang violence in a neighborhood as had erupted the summer before.

3. April 1966 - August 1966:

Training Officer, Economic Opportunity Commission of New York (Williamsburg Community Progress Center). Planned training program for indigenous, neighborhood-acquired block workers. Acted as liaison with other community agencies.

4. September 1966 - September 1968:

Commissioned Senior Assistant Health Services Officer with the United States Public Health Service (lieutenant, 2nd grade).
a. **Indian Service:** Chief Social Worker at the Fort Defiance Indian Hospital in Fort Defiance, Arizona. Responsible for the social work related needs of inpatients among a Native American Population (Navajo Indians). Priority was given to the rehabilitation of chronic alcoholics via: a comprehensive program including antiabuse (disulfiram) medication, individual therapy, group therapy and conjoint family counseling. Home visits as well as outpatient counseling for families and individuals. Consultative work for the Office of Navajo Economic Opportunity and representative for the hospital at community meetings as well. (September 1966 - September 1967).

b. **NIMH:** Psychiatric Social Worker at the Federal Narcotic Clinical Research Center at Lexington, Kentucky. Caseload of one hundred prisoner-patients (narcotic addicts). Casework services for bulk of caseload and evaluation for parole board hearings, as well as discharge planning. In addition, depth psychotherapy with eight patients, group therapy with ten patients, and task-oriented group therapy with six patients. ACSW supervision, as well as psychiatric consultation. (September 1967 - September 1968).

5. **September 1968 - September 1969:**

   Director and Therapist for the NARA Project (Narcotic Addict Rehabilitation Act of 1966), Talbert House, Cincinnati, Ohio. Responsible for the after-care treatment of twenty narcotic addicts discharged from the NIMH facility at Lexington, Kentucky. Individual counseling, conjoint family therapy, group therapy, and urine testing included as program components. Administrative duties included community organization work as well.

6. **October 1969 - August 1972:**
Director, Outreach Services, Riverwood Community Mental Health Center, St. Joseph, Michigan. Consultation, supervision, program development, grant writing, and staff development responsibilities in the outreach areas of Berrien County (schools, social agencies, neighborhood organizations, etc.). Direct clinical work with individuals, families and groups as well. Also, extensive community, state and workshop lecturing on Drug Abuse and Parent-Child Relations.

7. October 1973 - July 1974:

Senior Clinician, Southwest Denver Community Mental Health Services, Inc. Part-time (15 hours weekly) counseling problem drinkers and their families.

8. August 1974 - June 1977:

Coordinator, In-Service Training and Senior Clinician at Riverwood Community Mental Health Center, St. Joseph, Michigan; individual, family and group psychotherapy, consultation, in-service training, program development and community lectures, and graduate student supervision.


Executive Director, Lapeer County Community Mental Health Center, 1570 Suncrest Drive, Lapeer, MI 48446 (full-time): fiscal planning and program analysis ($12,000,000 annual budget), administration, supervision of program managers, clinicians, consultative and
support staff, program development, grant writing, evaluation, consultation, direct clinical practice, community relations and marketing of services.

10. **February 1980 - June 1984:**

Senior Psychotherapist, Ucer’s psychiatric Clinic, Flint, Michigan. Part-time (one evening weekly) providing psychotherapy to individuals and families.

11. **September 1984 - December 1985:**

Consultant, American Lupus Society (Flint-Genesee Chapter). Program design and implementation of training for health care professionals as well as educational sessions for patients.

12. **January 1990 - June 1998:**

Instructor (part-time), Detroit College of Business. Instructed 20 courses including Introduction to Sociology, Introduction to Psychology, Human Relations in Management and English Composition II.
Full-time: Visiting Assistant Professor, School of Social Work, University of Nevada/Las Vegas. Instructed one to four undergraduate/graduate courses per semester, chaired the Administrative Practice and Policy curriculum sequence concentration, chaired the MSW Admissions committee, guest lecturer for other faculty, field liaison for eight to fourteen students each semester, and served as Assistant to the Director. Also developed, introduced and instructed a new course.

Part-time instructor: School of Social Work, University of Nevada/Las Vegas. Instructed undergraduate and graduate courses.

15. August, 2005-June, 2006:
Part-time instructor: Department of Counseling, University of Nevada/Las Vegas. Instructed undergraduate courses in Counseling.

16. August, 2006- June, 2007:
Full-time instructor: Department of Marriage and Family Therapy, University of Nevada/Las Vegas. Instructed graduate and undergraduate courses relating to marriage and family therapy.

VOLUNTARY CIVIC WORK:

1. 1970 - 1971:
Board member: Tri-County Community Action Program, Benton Harbor, Michigan

2. **1970 - 1972:**

   President of the Board: Berrien Drug Treatment Center, St. Joseph, Michigan

3. **1975 - 1976:**

   Vice President, The Link Crisis Center, Inc., St. Joseph, Michigan

4. **1975 - 1977:**

   Human Services Curriculum Advisory Board: Lake Michigan College

5. **1977 - 1985:**

   Ad Hoc Committee for the Development of a Psychiatric In-Patient Hospital for Lapeer County
6. 1978 - 1980:

Lapeer County Cooperative Health Care Council (delegate)
   a. Chairperson, Steering Committee 1978 - 1979

7. 1979 - 1980:

Coordinator, Columbiaville Cooperative Society, Columbiaville, Michigan (Food Co-op composed of 250 families)

8. 1980 - 1985:

Mental Health Committee of the GLS-HSO, Flint, Michigan

9. 1984 - 1985:

Community Corrections Advisory Board, Lapeer, Michigan

10. 1990 - 1991:
Tiger Cub Coordinator (Pre-Cub Scouts); Lapeer, Michigan 48446

11. 1994:

Coached a fifth-sixth grade boy’s basketball team for the City of Lapeer, Michigan Youth Recreational Basketball League.

12. 2002-2006: Volunteer friendly visitor (and phone friend) to elderly persons. Jewish Family Services of Las Vegas, NV

13. 2006-: Emergency shelter foster(s) for Olive Crest serving children of Clark County, NV.

PROFESSIONAL PRESENTATIONS:

1. Program Development, Management, Evaluation and Supervision of Aftercare Services: presented at the Second Annual Aftercare Services Symposium (Western Michigan University; May 1979)

2. The Partial Hospitalization Client as a Consumer of Services: presented at the Twenty-third Annual Conference of the Partial Hospitalization Study Groups (New Orleans, Louisiana;
September 6, 1979).

3. **Community Mental Health and County Police Collaboration in a Rural Setting**: presented with Lapeer County Sheriff Carl Langley at the First Annual Region V Consultation and Education Community Mental Health Conference (Detroit, Michigan; October 30, 1979).

4. **Board, Staff and Director Systems: Enhancement of Knowledge and Skills**: presented at the Eleventh Annual NCCMHC Region V Conference (Detroit, Michigan; November 1, 1979).

5. **The Development, Implementation and Evaluation of a County-wide Community Mental Health Emergency Services Program**: presented with John S. Cheritt, M.S.W. at the Thirteenth Annual Meeting of the American Association of Suicidology (Nashville, Tennessee; April 19, 1980).

6. **Loving Partners, Nurturing Parents**: presented at the La Leche League of Michigan Fall Conference (Plymouth, Michigan; October 18, 1980).

7. **The Application of Clinical Approaches to the Alleviation of Performance Anxiety in College Students**: presented at the Eighth Annual Ohio Developmental Education Conference (Cincinnati, Ohio; November 6, 1980).

8. **The Application of Social Deviance Theory to the Field of Suicidology**: presented at the Fourteenth Annual Meeting of the American Association of Suicidology (Albuquerque, New Mexico; April 25, 1981).


12. Loving Partners, Nurturing Parents: presented at the Sixteenth Annual La Leche League of Michigan Fall Conference (Roseville, Michigan; October 16, 1982).

13. Advanced Clinical Applications in the Alleviation of Performance Anxiety in College Students: presented with Phyllis Shepard-Spiro, Ph.D., at the Ninth Annual Ohio Developmental Education Conference (Cincinnati, Ohio; November 5, 1982).

15. **Cooperative Programming Between Community Mental Health Centers and Probate Courts**: presented with Judge George D. Lutz, at the 1983 Annual Meeting of the National Council of Community Mental Health Centers (Detroit, Michigan; March 12, 1983).


19. **Communicating With Children**: presented to the Lapeer Chapter of the American Association of University Women (Lapeer, Michigan; June 14, 1983).


23. **The Arts and Sciences of Mental Health Services**: presented to the Lapeer County Bar Association (Lapeer, Michigan; March 29, 1984).


26. **The Future of Community Mental Health Services in Michigan**: presented at the 125th Anniversary Program of Mental Health Services in Michigan (Lansing, Michigan; May 22, 1984).

27. **Stress Management Intervention Techniques for Supervisors**: presented to Lapeer County government department heads (Lapeer, Michigan; June 6, 1984).

28. **Group Psychotherapy Approaches in Community Mental Health Centers**: presented at the Twelfth Annual Summer Study Program on Rural Mental Health (Madison, Wisconsin; June 28, 1984).

29. **Getting A Grip on Yourself**: presented to Lapeer County Foster Parents (Lapeer, Michigan; July 19, 1984).
30. **What Every Teacher Needs to Know About Mental Health Services**: presented five times to different assemblies of public school teachers during their orientation meetings, Lapeer County Public School System (Lapeer, Michigan; August 27, 1984).


32. **Dealing with Mentally Ill Persons**: presented to the Lapeer County Police Chiefs (Lapeer, Michigan; October 16, 1985).

33. **Balancing the Demands of Fatherhood**: presented to husbands of La Leche League leaders at the State-wide Leaders Skills Enhancement Workshop (Lapeer, Michigan; October 20, 1984).

34. **Stress Management**: workshop presented to the staff and faculty of Bishop Kelly School (Lapeer, Michigan; November 8, 1984).

35. **CMH’s Program Responsiveness to the Community**: presented to the Lapeer Kiwanis (Lapeer, Michigan; December 12, 1984).


38. The Ten Hazards of Successful Marriage: presented at the Public Mental Health Education Forum (Lapeer, Michigan; October 9, 1985).

39. The Clergy and Mental Health Services: at the Lapeer Area Ministers Luncheon (Lapeer, Michigan; December 3, 1985).

40. Stress Management: to Imlay City High School Teachers (Imlay City, Michigan; January 17, 1986).


42. Stress Management: to Koehler Industries Employees (North Branch, Michigan; February 12, 1986).

43. Teen Suicide Prevention: presented at the Public Mental Health Education Forum (Lapeer, Michigan; April 9, 1986).

44. Stress Management: presented to Imlay City High School Teachers (Imlay City, Michigan; May 13, 1986).


47. The Ten Greatest Hazards to Marriage and How to Avoid Them: presented to the Lapeer Rotary Club (Lapeer, Michigan; September 30, 1986).


51. Community Mental Health Services: presented to the Lapeer County Board of Commissioners (Lapeer, Michigan; December 19, 1986).

52. Teen Suicide Prevention: presented to Ennis and Associates (private agency) (Flint, Michigan; January 18, 1987).
53. **Performance Anxiety as a Deterrent to Intellectual Skills Acquisition**: presented at the Sixth Annual National Conference on Intellectual Skills (Kalamazoo, Michigan: November 6, 1987).

54. **Coping with Chronic Pain**: presented to the Tri-City Chapter of the American Lupus Foundation (Flint, Michigan: November 81, 1987).


56. **Your Community Mental Health Center and You**: presented to the Lapeer Optimists Club (Lapeer, Michigan: January 21, 1988).

57. **What is Mental Health?**: presented separately to first, second and third grade classes at the Bishop Kelly School (Lapeer, Michigan: April 21, 1988).


60. The Lapeer County Community Mental Health Center: presented to the Lapeer County Board of Commissioners (Lapeer, Michigan: December 21, 1988).

61. Mental Health Budgets: presented to the Mental Health Town Hall Rally (Flint, Michigan: March 6, 1989).


64. The Mentally Ill Homeless: presented to the Almont-Imlay City Ministerial Council (Imlay city, Michigan: February 20, 1990).


68. **The Ten Most Common Hazards of Marriage**: presented to Dr. White’s Child Abuse Class at the University of Michigan / Flint (Flint, Michigan: November 6, 1991).

69. **Enhancing Parenting Skills**: presented to Dr. White’s Child Abuse Class at the University of Michigan / Flint (Flint, Michigan: November 2, 1991).


71. **Depression and Anxiety**: radio interview, FM 103 (Lapeer, Michigan: January 30, 1992).


73. **How to Avoid Marrying a Jerk**: presented to the Lapeer Schools Adult Enrichment Program (Lapeer, Michigan: February 1992).


75. **Parents, Children and Discipline**: presented to the Lapeer Headstart Mothers (Lapeer, Michigan: March 18, 1992).
76. *Community Mental Health Programs in Michigan*: presented to the Lapeer Area Hospice staff (Lapeer, Michigan: June 18, 1992).


86. Recruiting and Motivating Diverse Stakeholders: presented with John Biscoe and Peter Holey at the West Michigan Collaborative Leadership Institute (Grand Rapids, Michigan: October 29, 1996).


88. Stress Management in the Advanced Years: presented to the Department of Senior Activities, Courthouse Branch (Lapeer, Michigan: March 10, 1997).

89. Stress Management and the Advanced Years: presented to the Department of Senior Activities, Silver Maples Branch (Lapeer, Michigan: March 11, 1997).


94. Grandparenting: presented to the Hadley Community Church Senior Group (Hadley, Michigan: May 9, 2000).

95. The Navajo Way of Life: presented to Professor Martin’s Cultural Relativity class at Mott Community College (Lapeer, Michigan: March 20, 2001).

96. Emotional Health: Life’s Transitions: presented to The Desert-Mountain Region of Hadassah and Hadassah Southern Nevada at their annual conference (Las Vegas, NV: February 11, 2007).

97. Dealing With Depression: presented to the “Lifelong Learning Center” at Sun City Anthem (Henderson, NV: May 2, 2007).
HONORS:

Pi Gamma Mu (National Social Science Honor Society)
Listed in the 1970 Edition of Outstanding Young Men of America

PUBLICATIONS:


5. “Staff Development in Mental Health Organizations” in the September 1994 issue of Administration and Policy in Mental Health (Vol. 22, No. 1).

CONSULTATION:

1. Group Therapy Consultant: Tri-City Mental Health Services, Baraboo, Wisconsin (June 1984)


3. Training Consultant: Intake, Assessment and Referral Center, Flint, Michigan (July 1997).

NATIONAL CONFERENCE DESIGN, PLAN AND DELIVERY:

1. Joint Commission on Accreditation of Healthcare Organizations (JCAHO) two-day workshops on "Accreditation and Quality Assurance for Community Mental Health Centers": Detroit, Michigan, November 18 - 19, 1985; September 3 - 4, 1987; September 14 - 15, 1989; September 18 - 19, 1990; and October 3 - 4, 1991; as well as "Achieving Quality and Accreditation in Mental Health Centers": East Lansing, Michigan, November 16 - 17, 1993; "Implementing Quality Improvement in Mental Health Organizations": Bellaire, Michigan, September 15 - 16, 1994; "Accreditation Standards for Mental Health Services Under the Mental Health Manual": Bellaire, Michigan, July 24 - 25, 1995; "Accreditation Standards for Behavioral Health Services Under the CAMBHC": East


OTHER:

1. National Advisory Board member for an NIMH project grant at the University of Wisconsin - Oshkosh entitled “The Community Health Care Administrator Project: Characteristics and Problems of Rural Administrators” (1979 - 1982).


4. Member of program and fiscal auditing team: May 1983: Huron County Community Mental Health Center; June 1983: Genesee County Community Mental Health Center and
Huron County Community Mental Health Center; June 1984: Sanilac County Community Mental Health Center; July 1984: Genesee County Community Mental Health Center; May 1985: Sanilac County Community Mental Health Center.

5. Chosen as Mr. Lapeer, Michigan, summer of 1983 for the annual Lapeer Day Parade (fund raising honor).


8. Member of the Board, American Cancer Society: Lapeer Chapter (June 1988 - 1990).


OTHER INTERESTS:
1. Nutrition and Physical Fitness
2. American Indian History and Culture
3. Financial Planning
4. Family relations and child development

RIB: November 20, 2006
Jesse A. Brinson
(702) 895-1390

VITAE

EDUCATION

Ed.D. Western Michigan University 1989 Counseling
Kalamazoo, Michigan

M.A. University of the District of Columbia 1985 Counseling
Washington, D.C.

B.A. Clark College 1979 Speech Arts
Atlanta, Ga

UNIVERSITY TEACHING

8/95 – present Associate Professor, Department of Counseling, University of Nevada Las Vegas, Las Vegas, NV. Teach courses in Counseling Process and Procedures, Introduction to Counseling, Group Counseling, Basic Counseling Skills, Multicultural Counseling, and Supervise intern and practica students. Maintain an active research agenda. Academic advisement between 10-15 students. Participate in departmental and campus committees.

8/89 – 6/94 Assistant Professor, Department of Counseling, University of Nevada Las Vegas, Las Vegas, NV. Teach courses in Counseling Process and Procedures, Introduction to Counseling, Group Counseling, Multicultural Counseling, and Supervise intern and practica students. Maintain an active
research agenda. Academic advisement between 10-15 students. Participate in departmental and campus committees.

APPLIED COUNSELING

5/88 – 5/89  **Predoctoral Internship (2000hrs)**, Johns Hopkins Adolescent Medical Clinic, Baltimore, Md. Provided individual and group counseling for adolescents presenting with a wide variety of mental health concerns. Conducted a 12-week psycho-educational group experience following a specific treatment protocol. Responsible for training, clinical consultation, and peer supervision. Participated in weekly grand round sessions with medical professionals and other mental health service specialists.

SELECTED RESEARCH

**Selected Refereed Publications:**


Book Chapters


**SELECTED PRESENTATIONS**

(1990) American Association of Counseling and Development, Cincinnati,
Ohio. Title: "Consultation with Black Consultees

Title: "Small Group Techniques with Adolescent Substance Abusers"

Title: "Cultural Diversity in the Classroom"

Title: "Counseling Non-mainstream Ethnic Minorities"

Title: Boys Will Be Boys

Title: "Drugs and Our Children"

Title: Treatment Considerations when working With Black Families

(1992) ACES Convention, "Cross Cultural Mentoring in the Counseling Profession."

of CEP.

Title: Cultural Sensitivity Training for Teachers

(1993) ACA Convention Program, "Group Work with Black Adolescent
Substance Abusers." Atlanta, Ga.

Title: Cultural Sensitivity Training for Teachers

Title: Multiculturalism in the Classroom.

Education." Lake Tahoe, Nevada.

Orlando, Fla.

(1997) WACES Convention Program, "Personal Reflections: A
Multicultural Perspective." Santa Barbara, Ca.

(1997) King/Chavez/Parks Visiting Scholar. Western Michigan University

Title: "Cultural Competence" Reno, Nevada.

Title: "Ho'oponopono: A Multicultural Group Approach" New Orleans, La.

(1999) Association of Counselor Education and Supervision
Title: "Using Sand Tray in Therapy" San Antonio, Texas

Title: "The Future of Counselor Education"

Title: The Culture of Domestic Violence

(2003) North Central Aces, Cincinnati, Ohio
Title: Preparing the Next Generation of Counselor Educators: Moving Beyond the CACREP Standards

Title: Preparing the Next Generation of Counselor Educators: Moving Beyond the CACREP Standards
Dr. Wendy J. Hoskins  
1853 Winward Court – Henderson, NV 89012  
h: (702) - 419-5825  w: (702) -895-1342  e-mail: Wendy.Hoskins@unlv.edu

EDUCATION

Ph.D., Counselor Education and Counseling 2003  
Idaho State University (CACREP Accredited)  
College of Health Professions  
Department of Counseling  
Pocatello, Idaho

M.A., Counseling 2000  
Truman State University (CACREP Accredited)  
Kirksville, Missouri

B.A., Secondary Education 1994  
Major: English   Minor: Speech/Drama  
William Penn University  
Oskaloosa, Iowa

ACADEMIC APPOINTMENTS

Assistant Professor, University of Nevada, Las Vegas 2004 – Present
Department of Counselor Education  2006 - Present  
Las Vegas, Nevada  
School Counseling Coordinator  
Responsible for supervising and teaching specific core curriculum courses offered in the CACREP Accredited Counseling Programs. In addition, responsibilities include serving as the School Counseling Program Coordinator.

Department of Educational Psychology  2004-2006  
Responsible for supervising and teaching specific core curriculum courses offered in the CACREP Accredited School Counseling Program.

Courses Taught at the University of Nevada, Las Vegas  
EPY 791 Introduction to School Counseling Supervision  
EPY 760 Doctoral level Supervision  
EPC 701 Introduction to Counseling  
EPC 715 Counseling Theories  
EPC 731 Advocacy in School Counseling  
EPY 747 Practicum  
COU 751-3 Internship  

Courses Taught at the University of Nevada, Las Vegas continued:  

EPC 721 Career Theories and Practice  
EPY 713 Personal and Group Processes in School Counseling  
EPC 733 Introduction to Group Counseling
EPY 731 Substance Abuse Prevention and Intervention in the Schools
EPY 452 Counseling/Consultation Skills for Classroom Teachers

Assistant Professor, University of Northern Iowa 2003 – 2004
Department of Educational Leadership, Counseling, and Post-Secondary Education
Cedar Falls, Iowa
Responsible for supervising and teaching specific core curriculum courses offered in the CACREP Accredited Counseling Programs in school and mental health counseling.

Courses Taught:
290:105 Counseling Skills: Introductory skills course teaching the fundamentals of basic counseling skills that can be used in a mental health or school setting.
290:250 Family Counseling: Introduction course to theory and strategies when working with couples and/or families. Offered to mental health and school counseling students.
290:290 School Counseling Practicum: Facilitate live supervision on site at Price Laboratory School. Practicum seminar is also conducted on site as a component of the Practicum experience.
290:291 School Counseling Internship: Facilitate lab supervision for 10 school counseling students in their final internship experience.
290:299 Research: Facilitate individualized student research.

Individual Advisees:
Advisory position offering supervision and guidance to 14 students in the Counseling Program.
Doctoral Teaching Assistant, Idaho State University 2000 – 2003

Department of Counseling
Pocatello, ID 83209

Responsible for assisting Idaho State University Department of Counseling professors in teaching classes and supervising students in CACREP accredited master’s level and doctoral level counseling core curriculum and in specific specialization areas with a focus in School Counseling.

Courses include:

Counselor Education and Supervision
   COUN 790 Theories of Counseling Supervision
   COUN 791 Supervision of Counseling Practicum

Courses include continued:

School Counseling
   COUN 640 School Counseling Services
   COUN 641 Elementary School Counseling
   COUN 642 Secondary School Counseling
   COUN 644 Special Issues in School Counseling

Marital, Couple, and Family Counseling/Therapy
   COUN 602 Issues in Family Counseling

Mental Health Counseling
   COUN 694 Psychodiagnosis and Psychotropic Drugs

Professional Identity
   COUN 491/591 Introduction to Counseling

Human Growth and Development
   COUN 622 Developmental Theories for Counselors
Career Development

COUN 623 Lifestyle and Career Development

Helping Relationships

COUN 696 Pre-practicum Counseling Techniques

Group Work

COUN 676 Small Group Activity
COUN 677 Group Counseling Techniques

Individual and Lab Supervision

COUN 697 Practicum in Counseling
COUN 698 Advanced Practicum in Counseling
COUN 699 Internship in Counseling
COUN 678 Family Practicum I: Parent Education

SCHOLARLY PUBLICATIONS


**SCHOLARLY WORKS IN PROGRESS**


Hoskins, W. J. (in progress). Counselor educator’s perceptions of the roles and
functions of school counselors. *Counselor Education and Supervision.*


**EDITORIAL BOARD APPOINTMENTS**

*Journal of School Counseling* 2003 – present

Peer-reviewed national journal

**COLLABORATIVE RESEARCH ORGANIZATIONS**

Iowa Counseling Association Research Endeavor 2003 - 2004
UNI Counseling Program Collaborative Research Team 2003 - 2004
UNI/Price Laboratory School Research Team 2004

**CURRENT LINE OF RESEARCH AND SCHOLARLY INQUIRY**

Counselor Education

Global view of counselor identity
Global view of counselor education

School Counseling Specific

Roles and functions of school counselors
School Counseling Program Evaluation
**PROFESSIONAL POSITIONS, APPOINTMENTS & SERVICE**

**Association of Counselor Education and Supervision**
- Grant Selection Committee Member: 2007 – present
  - North Central ACES Member At-Large Elect-Elect Nominee: 2005-2006
  - School Counseling Interest Network Co-Chair: 2004 – present
  - RMACES Graduate Student Representative: 2001-2002

**American Counseling Association**
- People to People Delegate: Counseling in Russia: 2006
- Consultant to the Ross Trust Scholarship Program: 2006
- ACA Program Selection Committee Member: 2004

**Western Association of Counselor Education and Supervision**
- Treasurer: 2007 – present

**Nevada Counseling Association**
- President: 2005 – present

**Council for Accreditation of Counseling & Related Educational Programs**
- CACREP Team Member Training: 2005

**Chi Sigma Iota**
- Vice President: Idaho State University Chapter: 2002-2003
PROFESSIONAL ASSOCIATIONS

American Counseling Association
Association of Counselor Education and Supervision
Chi Sigma Iota
Western Association of Counselor Education and Supervision
Rocky Mountain Association of Counselor Education and Supervision
Nevada Counseling Association

PROFESSIONAL PRESENTATIONS

Astramovich, R. L., & Hoskins, W. J. (October 2007). Counseling program evaluation: Challenges and opportunities. Paper accepted for presentation at the semiannual conference of the Association for Counselor Education and Supervision, Columbus, OH.


Hoskins, W. J. & Thompson, H.C. (November 2006). The role of counselor education in fostering a strong professional identity. Western Association for Counselor Education and Supervision, Las Vegas, NV.


Hoskins, W.J. (May 2004). Why me: Children at a "loss". Iowa Mental Health Counseling Association, Cedar Falls, IA.

Hoskins, W.J. (February 2004). Deployed military parents and the children who watch them go. School Counselors & Administrators Conference, Waterloo, IA.

Hoskins, W.J. & Crews, J.A. (October 2002). Surviving our system: SOS for school counselors. Association for Counselor Education and Supervision Conference,

Feit, S., Crews, J., Weigel, D., & Hoskins, W. (October 2002). Faculty search committees: Strategies for making the right choice for your department. Association for Counselor Education and Supervision Conference Park City, UT


PROFESSIONAL WORKSHOPS (INVITED)

Data Management in School Counseling
Astramovich, R. L., & Hoskins, W. J.
Clark County School District school counselors’ workshop
Las Vegas, NV.
Training in School Counseling Program Evaluation and Data Analysis
Astramovich, R. L., & Hoskins, W. J.
Clark County School District school counselors’ workshop
University of Nevada, Las Vegas

Working With The Whole Family
Hoskins, W.J.
Pathways
Waterloo, IA

Self Care for the Professional and the Children They Serve
Hoskins, W.J.
UNI Teachers Learning Institute
Cedar Falls, IA

Children Dealing With Grief and Loss
Hoskins, W.J.
Area Education 267 One Day Workshop
Cedar Falls, IA

Counseling for Grief and Loss
Professional Development Workshops Series 2002
Crews, J.A. & Hoskins, W.J.
Coeur d’Alene, ID
Grief and Loss Counseling  
Professional Development Workshops Series 2002  
Crews, J.A. & Hoskins, W.J.  
Boise, ID  

Eating Disorders of Female Victims of Sexual Assault  
April 2002  
Hoskins, W.J.  
Rape Response and Crime Victim Center  
Idaho Falls, ID  

Parent Education Forum  
December 2001  
Kleist, D. & Hoskins, W.  
Provided for judges and lawyers providing family services in Bannock County  
Pocatello, ID  

The Neurology of Learning Series: At-Risk Youth  
March 2001  
Hughes, F. & Hoskins, W.  
Idaho Professional Development Workshop Series 2001  
Pocatello, ID  

**PROFESSIONAL COUNSELING & ADDITIONAL TEACHING EXPERIENCE**

“Focus on the Children.” with Dr. David Kleist  
Idaho Sixth District Court, Divorce Education Class  
2001 - 2003
Pocatello, ID
Offered a course for parents who are separating, divorcing, or changing legal child custody agreement.

Counselor, Family Services Alliance 2002 - 2003
Pocatello, ID 83204
Offering individual and group counseling to survivors of domestic violence and/or sexual assault.

Counselor, University Counseling and Testing Services 2002
Idaho State University, Pocatello, ID 83209
Provided individual services in a comprehensive university counseling center

Counselor, ISU Student Services 2001
Idaho State University
College of Technology
Pocatello, ID 83209
Providing individual academic, career, and personal counseling services to potential and current students at the College of Technology

Purdin, MO
Offered individual, group, academic and career counseling for students K-12 grade levels. In addition, creation and implementation of a state certified counseling and guidance program was initiated and reviewed

Counselor, Kirksville High School 1998
Kirksville, MO
Provided individual and group counseling services to a select group of students who were transitioning from an alternative school back into public high school

**Upward Bound Tutor/Counselor** 1997 – 1998

Truman State University, Kirksville, MO

Implemented career workshops and offering academic counseling in participating high schools in the surrounding area

**Teacher & TAG Coordinator, Walt Disney Elementary** 1994 – 1997

Marceline, MO

Taught and coordinated the elementary and junior high talented and gifted program. Was hired specifically to create, organize, and implement a talented and gifted program

**Teacher, Marceline High School** 1994 – 1996

Marceline, MO

Taught classes including: English, drama and speech

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**GRANTS & AWARDS**

**2007** Juvenile Mental Health Intervention Initiative Cunningham Elementary, Clark County School District, Las Vegas, Nevada. Clark County Nevada $45,000 (funded) co-investigator.


2006 Teaching Excellence Nomination, UNLV College of Education

2000 Professional of the Year Award, Northeast Missouri School Counselor Association
VITA

Patricia A. Markos, Ph.D., CRC

7982 Crystal Haven Lane
Las Vegas, Nevada 89123
(702) 896-5988 (Home)
(702) 895-3185 (Office)
patricia.markos@unlv.edu

EDUCATION

University of Wisconsin-LaCrosse; LaCrosse, Wisconsin 1968-1973
   Major:    Recreation Programming
   Received: B.S., 05/73

University of Wisconsin-Madison; Madison, Wisconsin 1979-1980
   Major:    Studies in Behavioral Disabilities
   Received: M.S., 12/80

University of Wisconsin-Madison; Madison, Wisconsin 1981-1983
   Major:    Studies in Behavioral Disabilities
   Minor:    Educational Psychology (Quantitative Statistics)
   Dissertation Topic:  A Social Skills Approach to Teaching Leisure Skills to the Mentally Retarded with Severe Conduct Difficulties
   Received: Ph.D., 05/83
CERTIFICATION

Certified Rehabilitation Counselor (CRC) - Certification # 00011353

PROFESSIONAL EXPERIENCE

Associate Professor 07/98-present
  Chair 07/06-present
  Department of Counselor Education, College of Education, 07/06-present
  University of Nevada, Las Vegas
  Department of Counseling, College of Urban Affairs, 07/97-06/06
  University of Nevada, Las Vegas
  Graduate Coordinator 07/02-07/05

  **Major responsibilities include:** a) administrative responsibilities including implementing, evaluating and achieving department goals; providing collaborative leadership; ensuring that department faculty strive to meet the needs of students; encouraging diversity; acting as liaison among students, faculty, and administration; maintaining excellence in curriculum and instruction; and being of service to the Dean; b) teaching courses in Counseling – including Critical Issues in Substance Abuse; Human Development, Medical Aspects and Psychopharmacology of Disabilities; Counseling Process and Procedures, Group Process and Procedures, Research Methods, Supervised Practice in Counseling, Career Theory and Practice, Internship Seminar, Orientation to Rehabilitation Counseling; Dance Therapy; Expressive Arts in Counseling; c) CACREP Liaison; d) serving on committees at the department, college, and university levels; e) advising students; f) involvement in community service activities; and g) scholarly activities including research in the area of homelessness and program development.
Assistant Professor 01/92-06/98
Department of Counseling, College of Urban Affairs, University of Nevada, Las Vegas
Department of Counseling and Educational Psychology, College of Education, University of Nevada-Las Vegas

**Major responsibilities included:** a) teaching courses in Counseling and Educational Psychology - Research Methods, Supervised Practice in Counseling, Medical Aspects of Physical Disability, Career Theory and Practice, Internship Seminar, Orientation to Rehabilitation Counseling; Critical Issues in Substance Abuse, Dance Therapy, Expressive Arts in Counseling; b) serving on committees at the department, college, and university levels; c) advising students; d) involvement in scholarly activities; and e) scholarly activities including research and program development.

Instructor 08/91-12/91
Department of Counseling and Educational Psychology, College of Education, University of Nevada-Las Vegas

**Major responsibilities included:** a) teaching Supervised Practice in Counseling.

Assistant Professor (Adjunct) 08/90-07/91
Division of Special Education and Rehabilitation, College of Education, University of Arizona

**Major responsibilities included:** a) developing curriculum and teaching the following core courses in special education and rehabilitation - Severe Disabilities - Non-aversive Behavioral Techniques, Client Assessment, Medical Aspects of Disability and Vocational Planning and Placement; b) supervising rehabilitation counseling practicum students in community placements; c) acting as the Faculty Coordinator for Master's Comprehensive exams; d) advising students in Rehabilitation Counseling and Substance Abuse programs; and e) assisting Division Head in the administration of a Special Education Administration Grant.
Behavioral Specialist 07/85-05/90
Carondelet Health Services, Inc., Saint Mary’s and Saint Joseph’s Hospitals
Optifast Program, Cardiac Rehabilitation Department

Major responsibilities included: a) working with patients exhibiting depression, eating addiction, abuse, co-dependence and marital dysfunction; b) supervision of behaviorists for Optifast (medically monitored weight loss program) and direction of the behavioral component of program; c) developing behavior modification programs for maintenance program; d) performing initial evaluations of prospective patients; e) developing new programs and curriculum; f) training staff in behavior modification techniques; g) conducting regional behaviorist workshops; h) leading Optifast groups; i) assisting program director with personnel issues, including development of Standards of Performance (SOPs); j) representing the program in orientation sessions and public presentations; k) working with patient representative to resolve patient concerns; l) developing and implementing research projects on obesity.

Rehabilitation Psychology and Counseling Department

Major responsibilities included: a) counseling families and patients in adjustment to disability issues; b) developing behavior modification programs for patients with head injuries, strokes, spinal cord injuries, chronic obstructive pulmonary disease, diabetes, anorexia nervosa, heart disease and chronic pain patients; c) conducting psychological assessments; d) attending weekly team conferences regarding patient progress and planning; e) providing in-services to staff on behavior modification theory, cognitive behavior therapy and relaxation training. Other activities included: a) Psychology department representative for Rehabilitation Supervisors’ meetings; b) chairperson for committee on development of the Outpatient Pain Management Program.

Staff Advocate 06/87-09/87
Arizona Center for Law in the Public Interest

Major responsibilities included: a) representing the interests of individuals with physical, emotional or mental disabilities; b) investigating allegations of failures to meet requirements of public laws regarding handicapping conditions; c) working with school
districts and businesses to develop plans to comply with equal opportunity/access requirements. (This was a three-month, limited term position.)

**Administrative Assistant** 01/84-01/85

Madison Opportunity Center, Inc. - A work and rehabilitation facility serving individuals with disabilities.

**Major responsibilities included:** a) assisting the Executive Director in the day-to-day functioning of the agency (i.e., reviewing and developing new programs, writing grants, budget preparation, writing correspondence), b) developing/revising agency policies, procedures, by assisting in personnel administration and evaluation, c) functioning as the Affirmative Action Officer, d) supervising the agency's accreditation standards and program on planning and evaluation system(s), e) preparing a report yearly on coordination efforts amongst funding sources to identify areas requiring consolidation, restructuring and/or expansion, and f) assisting in the formulation and implementation of empirical research studies within the agency. I returned at the request of the director as a consultant during the period of 05/85-07/85.

**Instructor** 08/83-12/84

Community Development Disabilities Associate (CDDA), Madison Area Technical College

**Major responsibilities included:** a) instruction of the following courses: Introduction to Behavior Management, Introduction to Developmental Disabilities, Community Living Skills and Developmental Disabilities II - Legal and Ethical Issues, b) curriculum development in cooperation with the CDDA Curriculum Committee, c) advisory responsibilities for students enrolled in the CDDA program d) liaison between the CDDA program and other Madison Area Technical College departments, e) development of field placements for second year students, and f) promotion of the CDDA program throughout the State of Wisconsin.

**Research Assistant** 08/82-05/85
University of Wisconsin Rehabilitation Research and Training Center
Waisman Center on Mental Retardation

**Major responsibilities included:** a) the design and implementation of a multi component social skills training research program to teach leisure time activity interactions to adults with mental retardation with concomitant severe conduct difficulties, b) clinical supervision of vocational rehabilitation staff, c) the planning, developing, evaluating, and implementing of behavioral programming for adults with mental retardation and conduct disorders; and d) individual behavioral counseling as appropriate.

**Teaching Practicum** 06/82-08/82
University of Wisconsin-Madison, Department of Studies in Behavioral Disabilities

**Research Assistant** 08/81-08/82
University of Wisconsin Rehabilitation Research and Training Center
Waisman Center on Mental Retardation

**Major responsibilities included:** a) clinical supervision of vocational rehabilitation staff and student trainees, b) liaison between the Rehabilitation Services Center and other agencies, c) development and maintenance of documentation system, d) the planning, developing, evaluating, and implementing of individualized behavioral programming and research for adults with mental retardation and conduct disorders; and e) individual behavioral counseling as appropriate.

**Project Assistant** 01/80-08/82
University of Wisconsin Rehabilitation Research and Training Center
Waisman Center on Mental Retardation
Major responsibilities included: a) clinical supervision of vocational rehabilitation staff and student trainees, b) liaison between the Rehabilitation Services Center and other agencies, c) planning, developing, evaluating, and implementing of individualized behavioral programming for adults who had severe and profound mental retardation, and d) to serve as a behavioral consultant to other community programs.

Habilitation Coordinator 08/77-05/80

Orchard Hill, Retardation Facilities Development Foundation, Inc. - A residential facility for adults with mental retardation.

Major responsibilities included: a) planning, designing, and implementing specific treatment programs through behavioral programming for those residents of Orchard Hill whose behavioral problems were so severe as to jeopardize their continued stay, b) providing ongoing in-service training to the staff and parents of residents and to share new developments in the field of habilitation, c) facilitating active inter- and intra-agency cooperation specifically related to ongoing treatment programs, and d) monitoring and evaluating the progress of approximately fifty of Orchard Hill's residents whose individualized habilitation plans were under the responsibility of the Habilitation Department.

Rehabilitation Supervisor 03/75-08/77

Madison Opportunity Center, Inc. - A work and rehabilitation facility serving individuals with disabilities.

Major responsibilities included: a) supervision of the Behavior Management Unit in coordination with the University of Wisconsin-Madison and the Crisis Intervention Center, b) supervision of thirty other individuals with disabilities ranging from severe mental retardation to mental illness, c) development and implementation of individual objectives for each client in coordination with an interdisciplinary team, and d) volunteered to supervise the recreation program for adults with handicaps.

PROFESSIONAL ACADEMIC PAPERS PRESENTED – REFEREED

Markos, P. A., Smith, S., Ashley, L., Astramovich, R., Brinson, J., Hoskins, W., &


Markos, P. A. Perceptions of Individuals Who Are Homeless and Mentally Ill and Metropolitan Police Officers, Association for Counselor Educators and Supervisors. Park City, Utah, October 15, 2002, Primary Presenter.


Association for Counselor Educators and Supervisors, New Orleans, LA, October 29, 1999.


Markos, P. A. Collaboration in the Community: Outreach with the Homeless; American Counseling Association, 1997 World Conference; Orlando, FL; April 5, 1997.


Markos, P. A. Dance and Movement Therapy in Counselor Education; Poster Session presented at the 1996 Association for Counselor Education and Supervision Convention; Portland, OR; October 5, 1996.

Markos, P. A. & Harbach, R. L. Collaborative Relations in the Community: Faculty Outreach with the Homeless; 1996 Association for Counselor Education and Supervision Convention; Portland, OR; October 4, 1996.


Markos, P. A. & Harbach, R. L. Collaborative relations in the community: Faculty outreach with the homeless; The Western Association for Counselor Education and Supervision 1995 Conference; Lake Tahoe, NV, November, 1995.


Brinson, J. & Markos, P. A. Small Group Work with Non-mainstream Substance
Abusing Adolescents, American Counseling Association, Atlanta, Georgia, March 15, 1993.


**OTHER PRESENTATIONS**


Markos, P. A. Selecting a Research Field Topic, Center for Academic Enrichment, McNair Scholars, March 21, 2006.


Markos, P. A. Trauma, Addiction, and People Who Are Homeless. 2004 NNADV 11th


Markos, P. A. Compassion Fatigue. The Shade Tree, April 18, 2003. Four-hour workshop for staff.


Markos, P. A. & Allen, D. N. Senior Adult Women Who Are Homeless, Center on Aging and the Gerontology Program, University of Nevada, Las Vegas, Las Vegas, NV, October 2, 2002, Primary Presenter.

Markos, P. A. & Allen, D. N. Homelessness and Mental Illness in Las Vegas, Legislative Committee on Health Care’s Subcommittee to Study Mental Health


Markos, P. A. Assessment and Intervention with Suicidal Clients; Children’s Behavioral Services - OASIS Program; Las Vegas, NV. April 29, 1996.

Markos, P. A. Assessment and Intervention with Suicidal Clients; Children’s Behavioral Services - OASIS Program; Las Vegas, NV. April 25, 1996.
Markos, P. A.  Group Work with Children; Children’s Behavioral Services - OASIS Program; Las Vegas, NV. March 28, 1996.

Markos, P. A.  Group Work with Children; Children’s Behavioral Services - OASIS Program; Las Vegas, NV. March 27, 1996.

Markos, P. A.  Psychopharmacology and Treatment Plans Workshop; Children's Behavioral Services - OASIS Program; Las Vegas, NV. May 23, 1995.

Markos, P. A.  Behavior Therapy; Children's Behavioral Services - OASIS Program; Las Vegas, NV. May 2, 1995.


Markos, P. A.  Assertiveness Training for Counselors, Graduate Student Association University of Nevada, Las Vegas, NV, October 17, 1992.

PUBLICATIONS IN REFEREED JOURNALS


**OTHER PROFESSIONAL PUBLICATIONS**

E. Lee & S. Emerson (Eds.), *The Eclectic Trainer.*


**RESEARCH, SCHOLARLY OR CREATIVE EFFORT IN PROGRESS**

Markos, P. A. & Allen, D. N. (in review). Need perception biases of counselors and police officers working with people who are homeless. *Journal of Counseling and Development.*

Markos, P. A. & Allen, D. A. (in preparation). Counselor trainees’ perceptions of the needs of individuals with mental illnesses who are homeless. For *Counselor Education and Supervision.*

Markos, P. A. & Allen, D. N. (in preparation). Medical, psychological, and social functioning of senior adult women who are homeless.


OTHER RESEARCH, SCHOLARLY OR CREATIVE EFFORT

2004-present Co-Editor, Guidance & Counselling – Guidance & Counselling is a Canadian journal. I am the first American to be asked to serve as Co-Editor for the journal.

GRANTS SUBMITTED

Markos, P. A. Department of Counselor Education Co-Occurring Mental Health and Substance Abuse Treatment Program, State of Nevada General Funds. Submitted August 10, 2007. (PI) Peer Reviewed. $109,988.00


Regents Award Program, University of Nevada, Las Vegas. 2000-2001 (PI)  
$8,280.00.  FUNDED  

Markos, P. A. & Allen, D.  Evaluating the Functioning of Senior Adult Homeless  
Women.  Planning Initiative Awards; University of Nevada, Las Vegas; January  
18, 2000. (PI) Peer Reviewed.  $29,191.00.  FUNDED  

Allen, D. & Markos, P. A.  Homelessness Treatment and Research Center.  Allied  
Research Initiative; University of Nevada, Las Vegas; October 15, 1999.  (Co-PI)  
Peer Reviewed.  $585,808.00.  FUNDED  

Markos, P. A.  Institute for the Study of Homelessness.  Planning Initiative Awards  
Proposal submitted to the President's Planning Initiative Awards, February 26,  
1997.  (PI)  $38,000.00.  Not Funded.  

Markos, P. A., Busser, J., Clapp, J., Drass, K., Mullen, L., & Truman, K.  Quality of  
Urban Life Survey for the State of Nevada.  Planning Initiative Awards Proposal  
submitted to the President’s Planning Initiative Awards, February 26, 1997.  
$37,000.00.  Not Funded.  

Markos, P A.  The College of Urban Affairs Survey for the State of Nevada.  Planning  
Initiative Proposal submitted to the President's Planning Initiative Awards,  

Harbach, R. L. & Markos, P. A.  Toward an accurate assessment of characteristics of
homeless populations. Field Initiated Research Grant application submitted to
the U. S. Department of Education, Special Education and Rehabilitation

Harbach, R. L. & Markos, P. A. Toward an accurate assessment of characteristics of
homeless populations. Field Initiated Research Grant application submitted to
U.S. Department of Education, Special Education and Rehabilitation Services,

Markos, P. A. A needs survey of the homeless mentally ill. Grant application submitted
to UNLV Research Grants & Fellowships Committee, April 8, 1994. FUNDED:
$2,673.04

Markos, P. A. Evaluating the Effectiveness of Functional Analysis as a Treatment
Technique. Professional Development Grant Award, College of Education,
January 21, 1992. FUNDED: $500.00

Markos, P. A. Assessing success factors in community college students who are
learning disabled. Grant application submitted to U.S. Department of Education,

TEACHING AWARDS/RECOGNITIONS

2006 – Nevada Regent’s Academic Advisor Award

2006 - Named to Marquis Who’s Who, Publishers of Who’s Who in America
2005 – Nominated for the University of Wisconsin-Madison, School of Education, Alumni Achievement Award

2004 - Greenspun College of Urban Affairs Teaching Award.

2003 – Greenspun College of Urban Affairs Service Award

2002 - 1) 2002 UNLV Distinguished Teaching Award; and
2) 2002 UNLV Alumni Association Student Focused Faculty Award

SUMMARY OF INSTITUTIONAL COMMITTEE OR BOARD ASSIGNMENTS

UNLV

2007 Reviewer for New Investigator Awards

2006 Reviewer for Nevada Regent’s Academic Advisor Award

2005-present Ad Hoc Academic Culture Committee, Co-Chair

1996-present University Gerontology Advisory Committee: Member

2005 Reviewer for New Investigator Awards
2005 Reviewer for Undergraduate Research Awards

2004-2005 Search Committee: Graduate College Dean, Appointed

2003-2005 New Program Evaluation Committee: Chair

2003-2005 Graduate Council: Member

2000-2006 Promotion and Tenure Committee: Elected Member.

2005-2006 Electronic Promotion and Tenure Submission Sub-Committee of the Promotion and Tenure Committee: Chair

2004-2005 Defining Criteria for Full Professor Sub-Committee of the Promotion and Tenure Committee: Chair

2003 General Education Core Curriculum Task Force: Appointed

2000-2001 Appeals Committee: Elected Member.


1997 University Priority and New Program Review: Elected Member

1996-1999 University CODE Committee: Elected Member.
1994-1995 University CODE Committee: Elected Member

1994-1995 University Public Relations Committee: Elected Member

**College of Education**

2006-present Leadership Team

1994-1995 College of Education CINTER Committee

1992-1993 College of Education Advisory Committee: Member

1992 College of Education Enrollment Task Force: Member

**Greenspun College of Urban Affairs**

2003-2005 Greenspun College of Urban Affairs Graduate Council: Member

2003-2005 Director, Program Development and Evaluation Core, Center for Urban Partnerships

2000-2004 Greenspun College of Urban Affairs Executive Committee: Elected Member

1996-1997 Greenspun College of Urban Affairs Bylaws Committee: Elected Member
1996-1998 Greenspun College of Urban Affairs Quality of Urban Life Survey Committee: Chair

Department of Counselor Education

2006-present Chair

Department of Counseling

2002-2005 Graduate Coordinator

2002-2005 Internship Coordinator

1999-2006 Department Merit, Promotion, and Tenure Committee: Chair

2001-2005 Department Admissions Committee: Chair

1996-1999 Department Admissions Committee: Chair

Counseling and Educational Psychology

1994-1995 Department Comprehensive Examination Committee: Chair

1992-1994 Department Curriculum Committee: Member
1992-1993  Department Ad Hoc Rehabilitation Counseling Committee: Chair

1992  Department Merit, Promotion, and Tenure Committee: Member

SUMMARY OF OTHER ASSIGNED INSTITUTIONAL DUTIES

2001-2005  Acting Chair, Department of Marriage, Family, and Community Counseling, occasionally during the absence of Gerald Weeks, Chair

1996-1997  Acting Chair, Department of Counseling, during the absence of Shirley Emerson, Chair - December, 1996: two weeks; June, 1997-July, 1997

SUMMARY OF PUBLIC SERVICE ACTIVITIES

2006  Book Reviewer, Sage Publishing

2001-present  Metro Task Force for the Mentally Ill – Member

2001-present  Safe Schools/Healthy Children Committee - Member

2000-present  Southern Nevada Homeless Coalition - Member

2000-2004  Editorial Board, Guidance and Counselling
1999-present  Member - Board of Directors, Goodwill Industries

1999-present  Book Reviewer, Merrill Prentice Hall

1997  Co-Editor, Special Issue in Expressive Arts, Guidance and Counselling

1996-present  Book Reviewer, Allyn & Bacon Publishers


1994-present  Grant Reviewer, Rehabilitation Services Administration, Washington, D. C.

1993-1994  President, Nevada Counseling Association
Dale-Elizabeth Pehrsson

CURRICULUM VITAE

COLLEGE OF EDUCATION
UNIVERSITY OF NEVADA LAS VEGAS
4505 MARYLAND PARKWAY
LAS VEGAS, NEVADA

(UPDATED 7-27-7)
dale.pehrsson@unlv.edu

EDUCATION

Doctor of Education: Counseling and Counselor Education,
Idaho State University, Pocatello, Idaho

Masters Degree of Counseling: Community Counseling,
Idaho State University, Pocatello, Idaho

Masters Degree of Education: Curriculum and Instruction,
Idaho State University, Pocatello, Idaho

Bachelors Degree of Science: Liberal Science Studies,
University of the State of New York, Albany, New York

Associate Degree of Science: Professional Nursing,
Polk Community College, Winterhaven, Florida

Associate Degree of Arts: Liberal Arts,
South Florida Community College, Avon Park, Florida

POST DOCTORAL STUDIES/TRAININGS

PLAY THERAPY LEADERSHIP ACADEMY-
Association for Play Therapy (2005-2006)

DIFFERENCE, POWER AND DISCRIMINATION CURRICULUM INTENSIVE
Oregon State University (2002 and 2005)

LATINO CULTURE AND SPANISH LANGUAGE STUDY
Sam Houston State University (1998-1999)

ART THERAPY (18 CREDITS)
University of Illinois at Chicago (1997)
School Counseling/Child Therapy
Child and Adolescent Therapy, School Counselor Certification
Idaho State University (1992-1998)

Counseling Licenses, Certifications, Credentials
L.P.C.S. Licensed Professional Counselor-Supervisor (Idaho, 2004-Present)
L.C.P.C. Licensed Clinical Professional Counselor (Idaho, 1995-Present)
Advanced Level for Private Practice
N.C.C. Nationally Certified Counselor (1989-Present)
A.C.S. Approved Clinical Supervisor (1998-Present)
D.C.C. Distance Credential Counselor (2004-Present)
National Board for Certified Counselors
R.P.T.-S Registered Play Therapist: Supervisor (1996-Present)
American Association for Play Therapy
K-12 School Counselor Certificate in Idaho (Inactive Status)
Idaho State Education Credential for School Counseling
Letter of Authorization by the State Board of Education
D.M.H Disaster Mental Health Provider (2003-Present)
National Red Cross

Nursing Certificates, Licenses
R.N. Registered Professional Nurse (1977-Present)
Florida and Idaho State Boards of Nursing
American Nursing Credentialing Board
PROFESSIONAL WORK EXPERIENCE (SELECTED)

Associate Professor (2007-Present),
Department of Counselor Education
University of Nevada- Las Vegas, Las Vegas, Nevada
Counselor educator /supervisor research extensive university, CACREP program, offers PhD, Community Mental Health and School MS tracks. Responsibilities: research, teaching, scholarship, advising and professional service. Program Lead for New PhD program.

Associate/Assistant Professor (1999-2007),
Counselor Education Oregon State University, Corvallis, Oregon (1999-Present).
Counselor educator /supervisor research extensive university, CACREP program, offers PhD, Community and School MS tracks. Responsibilities: research, teaching, scholarship, advising and professional service. Program Lead for Continuing School Counseling License, Program Lead Community Counseling, Program Lead for Play Therapy Clinic, Representative School Counseling Licensing Board task force for implementation of national standards and Licensing Board for Licensed Professional Counselors. Served as Chair University Graduate Council, Chair Faculty Women’s Network, Faculty Senator, lived on campus 3 years as first-ever Faculty-in-Residence.

Adjunct Instructor (2000-Current), Counselor Education
Portland State University, Portland, Oregon.
Taught core CACREP Career Counseling class, Play Therapy, Marriage/Family Trauma, Grief and Creative Arts in Counseling Professional Institutes. Collaborative research and consultant for creative, child therapy training with faculty/students.

Assistant Professor (1998-1999), Counselor Education
Sam Houston State University, Huntsville, Texas (1998-1999).
Functioned as counselor educator and supervisor in a regional teaching university within a counseling program which offered School, Rehabilitation, Community and Marriage and Family MA/MEd tracks. Responsibilities included research, scholarship, teaching, advising and service to the profession. Coordinated the Play Therapy Training Clinic. Included distance classes, outreach field school supervision. Co-facilitated PhD School Leadership Externship, Puebla, Mexico.
Affiliate Faculty and Clinical Supervisor
Served as a Teaching and Supervision part-time faculty member in CACREP Counselor Education program at the Ph.D. and M.S. levels with School, Mental Health, Marriage and Family and College/Student Affairs tracks. Provided Group Experiences, Supervision of Ph.D and MS students, taught School Counseling, Counseling Practicum and Internship Supervision, Human Development, DSM, Child and Adolescent Techniques and Play Therapy.

Elementary School Counselor

Private and Group Clinical Practice, Pocatello, Idaho
Provided child, family and mental health counseling and consultation services for individuals and groups, primary population, children, families of divorce, couples, sexual/physical trauma, adjustment disorders, phobia, anxiety, depression, chemical dependency, career analysis and outpatient gerontology. Provided hospital/agency consultation for child therapy training, burnout, crisis intervention and teambuilding.

Chief Operating Officer for Patient and Clinical Services (1991-1995)
Bingham Memorial Hospital, Blackfoot, Idaho
Provided the clinical training, administrative leadership, staff development, operations management, finances and performance improvement. Managed, supervised and evaluated over 150 medical and healthcare personnel. Served as a Quorum Healthcare national consultant for site reviews and accreditation analysis.

1987-1991
Career and Personal Counselor
Center for New Directions, College Applied Technology, Pocatello, Idaho
Provided clinical counseling, testing, career, vocational rehabilitation, anger management, domestic violence prevention, group, personal counseling and educational programs for women, displaced homemakers, and workers.
1987-1992  
**Career and Personal Counselor**  
**Idaho State University Counseling Center, Pocatello, Idaho**  
Provided mental health counseling and career, testing, group, relationship, personal counseling and educational programs for university students, faculty and staff.

1985-1991  
**Founder, Owner, Counselor and Executive Director**  
**The Learning Connection-Education-Learning Disability Clinic, Pocatello, Idaho**  
Provided family consultation, group and individual counseling, career development planning, evaluation and treatment for children through adults with special learning needs, reading disorders and various developmental disabilities.

1980-1985  
**Associate Director of Patient Services**  
**Bannock Regional Medical Center, Pocatello, Idaho**  
Provided leadership, educational development, training and management services for regional medical center, specialization in medical surgical, children, women and family services. Developed first ever Maternal Child Life flight transport team program for region, still in existence today. Supervised over 350 personnel.

1977-1980  
**Registered Professional Nurse**  
**School Nurse at Lexington School for the Deaf, N.Y.C., N.Y.**  
Provided clinical, health and educational services to deaf/hearing impaired children and their families. Lived in residence with students and provided health services for group home, residential treatment, school campus and educational facility staff.
PROFESSIONAL LEADERSHIP

- National:
  - *American Counseling Association*
    - ACA Cyber Technology Committee Member (2007-2010)
  - *Association of Counselor Educators and Supervisors*
    - Regional Representative, Executive Leadership Council (2005-2007)
    - Chair, Financial Investment Committee (2006-2007)
    - Member, ACES Web Advisory Committee (2007-2008)
    - Member, Financial Investment Committee (2002-2005)
  - *Association for Play Therapy*
    - *APT Leadership Academy Graduate (2006)*
    - Chair, APT Clinical Communications Committee (2006-present)
    - Registered Play Therapy Standards Committee Member (2006-2007)
    - APT Continuing Education/Training Committee Member (2006-2007)
  - *National Association of Poetry (and Bibli) Therapy*
    - Invited Charter Institutional Member, Bibliotherapy Education Project ©

- Regional:
  - *Western Association of Counselor Educators and Supervisors*
    - Conference Planning Committee Member/Registration Coordinator (2006)
    - Program Review Committee Member (2000-2006)
    - Facilitator Summer Leadership Summit (2006)
    - President Elect (2005-2006)
    - President (2006-2007)
State:

Oregon Counseling Association

President Elect, President, Past President (2002-2005)
Awards Committee Chair (2004)
Annual Conference Committee Member (2002-2004)
Hospitality Chair (2004)
Annual Conference Committee Member (2003)
Educational Member at large (2000-2003)

Oregon Association for Counselor Education and Supervisors

President Elect, President, Past President (2000-2003)

Oregon Mental Health Association

Board Member at Large (2000-2002)
Educational Committee Chair (2002-2003)

Oregon, Linn/Benton Counties

Director, Peer Supervision Advisory Council (2000-2001)
Play Therapy Advisory and Supervision Group

Sam Houston Play Therapy Association, Texas, Huntsville

Advisory Board Member (1998-1999)

Idaho State University Center for New Directions, Pocatello, Idaho

Advisory Board Member (1988-1998)

Community Task Force of Child Sexual Abuse, Pocatello, Idaho

Advisory Board Member for Clinical Standards (1997-1998)

Idaho Association for Play Therapy Treasurer and Founding Member

Charter Member, Treasurer and National Liaison (1995-1998)

Southeast Idaho Alliance for the Mentally Ill

Advisory Board Member (1995-1997)
Idaho State Board of Health Education Task Force
  Committee Member (1992-1995)

High School Health Education Program Evaluation, Boise, Idaho
  Committee Member (1992-1995)

Idaho Organization of Nurse Executives, Blackfoot, Idaho
  President Elect, President, Past President (1992-1995)

Idaho Nurses Association, Pocatello, Idaho
  Treasurer (1993-1995)

Idaho State Board of Nursing, Boise, Idaho
  Advisory Member for Clinical Competence (1991-1993)

**University Service Engagement (Selected)**

University Faculty Women's Network Steering Committee 2001 -2005,
  Chair 2003- 2005

Faculty Senate 2003-2005

Graduate Council 2002-2005,
  Co-Chair 2004-2005

Faculty-in-Residence 2002-2005 (Lived on campus with students in residence)
  Diversity and Community Service Learning Theme Residence Halsell Hall

OSU Cascades CEO/Vice Provost Search Committee 2006-2007

OSU Cascades Counselor Education Faculty Search Committee 2007

OSU Women's 2007 Leadership Institute and Student Mentor Representative

OSU Chair, 2006 Graduate Council Two Year Review for Civil Engineering

OSU Tenure Review Team for Women's Studies (2006-2007)
College of Education Committees 1999-2007

Financial Affairs Committee
Academic Affairs Committee
Multicultural Affairs Committee
Multiple Search Chair and Member service positions
Ad hoc Committee Chair/Membership Service
Counseling MS Admissions coordinator and chair (2000-2005)
Continuing School Counseling License Program Lead
Community Counseling Program Lead
MS 2007 Admissions Coordinator and Chair
MA 2007 Selections Committee Chair
MS 2007 Scholarship and Fellowship Coordinator

**PROFESSIONAL ASSOCIATION MEMBERSHIP** (CURRENT)

- National:
  American Counseling Association
  Association for Counselor Education and Supervision (*Lifetime Member*)
  Association for Creativity in Counseling
  Association for Play Therapy,
    *Play Therapy™ Clinical Editor (2007-2009)*
  National Association of Poetry (and Biblio) Therapy
  International Honor Society for Counselor Education, Chi Sigma Iota
  International Honor Society for Education, Phi Kappa Phi
  International Honor Society for Nursing, Sigma Theta Tau (*Lifetime Member*)
**Professional Association Membership (continued)**

**Regional:**
Western Association of Counselor Education and Supervision, President
Western Association of Counselor Education and Supervision,
    Chair, Technology and Website Taskforce
    Member, Research Initiatives Committee

**State:**
Oregon Association for Counselor Education and Supervisors
Oregon Counseling Association
Oregon Association for Play Therapy

**Scholarship and Dissemination (selected)**

**Refereed Journal Articles**


Books and Chapters


PROFESSIONAL PUBLICATIONS (SELECTED)


https://surveys.bus.oregonstate.edu/BsgSurvey2_0/main.aspx?SurveyID=1777


Pehrsson, D. E., (Sept, 1999). Children too have the right to sing the blues, *International Association for Play Therapy Newsletter, Volume 18, Number 3.*

**Refereed Papers/Presentations**


Markos et al. (2007). De and Reconstructing our counselor education paradigm: A new beginning. Association for Counselor Education and Supervision, Columbus, Ohio. Accepted.


**GRANTS, RESEARCH AWARDS AND FUNDED PROJECTS**


**PROFESSIONAL PRESENTATIONS:**


CURRENT COLLABORATIVE RESEARCH PROJECTS

Pehrsson, D. E., & McMillen, P. S. (2006-2007). The development of the data bank of articles and research related to the therapeutic use of literature (Bibliotherapy and Storytelling) for client growth. 412 Articles annotated and archived at present.


**STUDENT ADVOCACY PROJECTS (SELECTED)**


**RELATED SCHOLARSHIP ENDAVERS**

Editorial Board Member


Review Board Member

*Journal for Creativity in Mental Health*, Association for Creativity in Counseling (2007-Present).

Clinical Editor
Play Therapy™, Association for Play Therapy (2006-2009).

Editorial-Advisory Board


Editor


Member


Reviewer


Reviewer


Reviewer


Reviewer


Reviewer

**Reviewer**


**Reviewer**


* Doctoral Dissertations and Research Chair


5. James, E. (2007). Working Title: *Native Americans Navigating Higher Education: The New Millennia. (Chaired until sabbatical)*


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**DOCTORAL DISSERTATIONS COMMITTEE MEMBER SERVICE (SELECTED)**


14. New person from teacher ed add her Jan?

15. Schlypchko, Ganna

16. Zimchek, Victor, C.

17. McGlasson, Terry

18. Shamps, LeAnne

**UNIVERSITY TEACHING EXPERIENCE (1996-2006)**

*Doctoral Courses*

- Research Epistemologies and Perspectives in Education
- Advanced Multicultural, Diversity and Social Justice Counseling
- Advanced Consultation
- Advanced Career Counseling
- Learning Theories and Practices in Counselor Education
- Advanced Child Therapy
- Play Therapy Supervision
Doctoral Internship
Doctoral Research Seminar

Masters Courses
- Introduction to Professional Counseling
- Counseling Ethics
- Psycho diagnostics and DSM
- Cross Cultural Competence for Counselors
- School Counseling Practicum
- School Counseling Internship
- School Counseling Leadership
- Community Counseling Practicum
- Community Counseling Internship
- Life Span and Developmental Counseling
- Child and Adolescent Theories and Techniques
- Consultation for Counselors
- Career Counseling for Counselors
- Advanced Play Therapy Theories
- Child Centered Play Therapy
- Adlerian Play Therapy
- Sand Tray Therapy
- Play Therapy Practicum
- Play Therapy Internship
- Human Dynamics for Educators
- Addiction Counseling

Undergraduate Courses
- Survey of Professional Issues and Introduction to Counseling

*(Completely offered through instructional technology system- online Class)*
PROFESSIONAL VITA

SHANNON D. SMITH, PhD, PCC, NCC, DAPA, NSC
7556 Garden Galley Street, Las Vegas, NV 89139
(702) 361-5540

PROFESSIONAL EXPERIENCE

Associate Professor, Counselor Education 2007 – Present
University of Nevada, Las Vegas
Department of Counselor Education
College of Education, 247 CEB, 4505 Maryland PKWY
Box 453003, Las Vegas, NV 89154-3066
Phone: (702) 895-5095, Fax: (702) 895-5550
E-mail: Shannon.smith@unlv.edu
Web Page: http://counseled.unlv.edu/smith.htm

Assistant Professor, Counselor Education 2004 – 2007
University of Nevada, Las Vegas
Department of Counselor Education
College of Education, 247 CEB, 4505 Maryland PKWY
Box 453003, Las Vegas, NV 89154-3066
Phone: (702) 895-5095, Fax: (702) 895-5550
E-mail: Shannon.smith@unlv.edu
Web Page: http://counseled.unlv.edu/smith.htm

Assistant Professor, Counselor Education 2000 – 2004
The University of Akron
Department of Counseling, College of Education
117 Carroll Hall, Akron, OH 44325-5007

Scientific Staff & Medical Researcher 2003 – 2004
Cardiovascular Health & Rehabilitation Research Institute
Summa Health Care System
Akron, OH

EDUCATION

Ph.D. Counseling, Counselor Education and Supervision Specialty 1997 – 2000
Oregon State University, Corvallis OR, 2000

Ashland University, Seminary Division, Ashland, OH, 1994

PROFESSIONAL LICENSE

Professional Clinical Counselor (PCC-S) Designated Supervisor, State of Ohio Counselor and Social Worker Board (# E0003348)

NATIONAL CERTIFICATION

National Certified Counselor (NCC # 65173)
PROFESSIONAL ADMINISTRATIVE EXPERIENCE

**Director, Children’s Counseling & School Based Programs**
The Center for Individual & Family Services January-October 2000
Mansfield, OH

**Co-Director, Children’s Counseling & School Based Programs**
The Center for Individual & Family Services October 2000-January 2003
Mansfield, OH

PROFESSIONAL RESEARCH AGENDA

- Major line of research: Social Advocacy & Diversity / Multiculturalism in counseling with applied emphasis in schools (K-12) and counselor education
- Other research areas include the following:
  - School Counselor Education and Supervision
  - Social advocacy in underrepresented populations
  - Child & family counseling, including issues of sexuality, conflict resolution, grief/loss, and issues related to abuse/victimization
  - Substance use/abuse in the youth population
  - Diagnosis & treatment of childhood psychiatric disorders
  - Play therapy
  - Eye Movement Desensitization and Reprocessing (EMDR)

PROFESSIONAL PEER REVIEWED PUBLICATIONS


**PROFESSIONAL EDITOR REVIEWED PUBLICATIONS**


**PROFESSIONAL BOOK REVIEW**

**MANUSCRIPTS UNDER REVIEW**


**MANUSCRIPTS IN PROGRESS**


Smith, S. D. (In progress). Effective classroom management skills with the active ADHD student. Intended journal: *Professional School Counseling*.

**GRANTS SUBMITTED / AWARDED**

Denby, R., & Brinson, J. (Smith, S.D. faculty investigator) (2006). The University of Nevada Las Vegas (UNLV) healthy marriage community collaborative: A program to support healthy family relationships for low-income unwed expectant or new parents. Applied for $2,700,000.00. Not Funded.


RESEARCH REPORTS TO SPONSORS

Ohio Department of Mental Health, Quarterly report (April 10, 2004). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Proposal Continuation Request (June 2004). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Ohio Department of Mental Health, Quarterly report (July 10, 2004). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Ohio Department of Mental Health, Quarterly report (October 10, 2004). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Ohio Department of Mental Health, Quarterly report (January 10, 2005). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.
Ohio Department of Mental Health, Quarterly report (April 10, 2005). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.


Ohio Department of Mental Health, Quarterly report (July 10, 2005). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Ohio Department of Mental Health, Quarterly report (October 10, 2005). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Ohio Department of Mental Health, Quarterly report (January 10, 2006). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Ohio Department of Mental Health, Quarterly report (April 10, 2006). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.

Executive Summary (August, 2006). Program Evaluation: The Ohio Based Red Flags Depression Awareness Program. P.I’s, Newman, I., & Smith, S. D.


PROFESSIONAL REFEREED PRESENTATIONS
Brinson, J., & Smith, S. D. (To be presented, 2007, October). Social advocacy on behalf of clients, students, and colleagues. ACES National Conference, Columbus, Ohio.


adolescents: The design and implementation of a large scale program evaluation. Hawaii International Conference on Education, Honolulu, Hawaii.


**PROFESSIONAL INVITED PRESENTATIONS**


Smith, S. D. (2001, April). Diagnosis and treatment of childhood disorders. Invited presentation at Richland County Department of Children Services, Mansfield, OH.


Smith, S. D. (November 2000). Diagnosis and treatment of the severely mentally disabled (S.M.D.) population. Invited presentation at The Center for Individual and Family Services, Mansfield, OH.

Smith, S. D. (2000, March). Diagnosis and treatment of ADHD. Invited presentation at Samaritan Regional Health Care System, Samaritan Hospital, Ashland, OH.

Smith, S. D. (1999, January). Diversity training workshop: Unlocking the doors to internalized oppression. Invited presentation at Oregon State University, Corvallis, OR.

Smith, S. D., & Ridpath, M. (1998, October). Meeting the ADHD challenge in the school setting. Invited presentation at Oregon State University, Corvallis, OR.

Smith, S. D. (1998, February). Diversity training workshop: Unlocking the doors to internalized oppression. Invited presentation at Oregon State University, Corvallis OR.

CONFERENCE CHAIR/DISCUSSEANT


UNIVERSITY SERVICE ACTIVITIES

University

- UNLV – Faculty Senate Special Hearing Committee (2005-2006)

College/School

- U.A. – College of Education Faculty Council (2000 – 2004)
- UNLV – College of Education Multicultural and Diversity Committee (2004-2007)
- UNLV – College of Education Distance Education Committee (2006-2007)
- UNLV – College of Education Technology Committee (2006-2007)
- UNLV – College of Education Annual Evaluation Committee (2006-2007)
- UNLV – College of Education Assessment Committee (2006-2007)
- UNLV – College of Education Dean Search Committee (2006-2007)

Department/Unit

Unit –
- U.A. – Master’s Admission Committee (2000-2004)
- U.A. – Clinic Fee Committee (Fall, 2000 – Spring 2001)
- U.A. – Clinical Admission & Referral Sub-Committee (Spring, 2001 – 2002)
- U.A. – Student Orientation Committee (Fall, 2000 – 2004)
- UNLV – CACREP Accreditation Committee (2004-2006)
- UNLV – Master’s Admission Committee (2004-2006)
- UNLV – Master’s Comprehensive Exam Committee (2005-2006)

Department –
- U.A. – Social Committee (Fall, 2000 – 2003)
- UNLV – School Psychology Assistant Professor Search Committee (2005)
- UNLV – Liaison CACREP Accreditation Committee (2006-2007)
- UNLV – Academic Assessment Committee (2006-2007)
- UNLV –Associate/Professor Search Committee (2006-2007)

SERVICE TO PROFESSIONAL & LEARNED SOCIETIES
- Vice president of the Nevada Counseling Association (NCA) (2006-2007)
- Editorial board member: international journal *INTI* (2006-2007)
- Invited Chair: Midwestern Education Research Association’s Division E: (Counseling and Human Development) Ft. Lauderdale, FL (2003, February)

**SERVICE RECOGNITION**


American Red Cross, *Certificate of Appreciation*, 2005 Hurricane Katrina.


Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, *Certificate of Appreciation*, Katrina Assistance Team (2006).

**PROFESSIONAL CONSULTATION SERVICES**


**EDITORIAL RESPONSIBILITIES**


The international journal, *INTI* – 2006-present.

Sage Publications – external reviewer.

**DOCTORAL DISSERTATION RESPONSIBILITIES**

Leon Howard (2003). Practicum students' lived experiences utilizing Liddle and Schwartz's model of live supervision as administered by doctoral level supervisors: An investigation by an African-American social constructivist researcher. Served as Co-Chair.

Khaled Aldhahri (2003). Pluralistic understanding of intelligence and the Saudi context: Focus groups exploration of Saudi participants’ perceptions of the major tenets of multiple intelligences theory. Served as committee member.

CLASSES TAUGHT

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<tr>
<th>COURSE NUMBER</th>
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**SPECIALITY TRAINING**

Level 1, Eye Movement Desensitization and Reprocessing (EMDR) March 2001

**PROFESSIONAL AFFILIATIONS**

American Counseling Association
American School Counselor Association (# 36740)
Association for Spiritual, Ethical, and Religious Values in Counseling
Association for Counselor Education and Supervision
Association for Gay, Lesbian, and Bisexual Issues in Counseling
Association for Multicultural Counseling and Development
Counselors for Social Justice
American Psychotherapy Association, Life Diplomate (DAPA)
Association for Play Therapy, Inc.
National Association of Sports Counselors, Diplomate (NSC)
Chi Sigma Iota

RELATED EMPLOYMENT HISTORY

Assistant Professor, University of Nevada, Las Vegas
Department of Counselor Education 2004-present

Assistant Professor, The University of Akron
Department of Counseling 2000-2004

Director, Child & Adolescent Counseling Services
The Center for Individual and Family Services 2000-2001

Graduate Assistant
Oregon State University 1997-1999

Child & Family Therapist
Appleseed Counseling & Case Management 1994-1997

Clinical Case Manager
Appleseed Counseling & Case Management 1994-1994
APPENDIX F ASSESSMENT
Appendix F
Assessment Plan

Program: Community Mental Health Counseling

Assessment Coordinator for the program: Shannon Smith

Department(s) or Interdisciplinary Council Responsible for the Program: Counselor Education

Five-Year Implementation Dates: (2006-2007 to 2010-2011)

1. Student Learning Outcomes for the program. List the Student Learning Outcomes for the program.

Community Mental Health Counseling

Learning Outcomes

Learning outcomes for this program are grounded in CACREP accreditation standards in which students must demonstrate knowledge and understanding in eight core areas and skill in applying the knowledge and understanding in school based service delivery.

The eight core areas for which knowledge and understanding are required are:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all of the following aspects of professional functioning

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities
3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

2. Curriculum Alignment of Student Learning Outcomes. Where is the information introduced, enriched, and/or reinforced in the courses required in the program?
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R = Reinforced
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I = Introduced  E = Enhanced  R = Reinforced
3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan. What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

<table>
<thead>
<tr>
<th>Student Learning Outcomes for the Program</th>
<th>Methods/Instruments (Direct and Indirect) to be used</th>
<th>Expected Measures from the Methods/Instruments</th>
<th>When and where will the Methods/Instruments be administered and data collected?</th>
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<tbody>
<tr>
<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of aspects of professional functioning</td>
<td>CED 701: Taught in spring</td>
<td>According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
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<tr>
<td>2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, race, nationality, age, gender, sexual orientation, mental</td>
<td>CED 731: Taught in spring</td>
<td>According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
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and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels

**EPY 751: Taught in diff. dept.**

According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.

Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors

**CED 721: Taught in spring**

According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.

Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process

**CED 703: Videotaped play counseling session and critique**

According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.

Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.

**CED 710: Taught in spring**
CED 715: Personal Values Presentation

CED 727: Case Study

CED 741: The Professional Counseling Performance Evaluation form

CED 751, 2, 3: Genogram

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches

   CED 733: Essay Assignment. According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria. Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.

7. ASSESSMENT - studies that provide an understanding of

   CED 711: Taught in spring. According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria. Methods/Instruments will be administered in class or in the field; Data will be collected each semester and
individual and group approaches to assessment and evaluation

CED 735: Taught in spring
rubric, or select grading criteria.
yearly as required.

CED 745: Taught in spring

CED 755: Taught in spring
Basic Skills Evaluation Device and the Case Formulation Form

CED 766: Taught in spring

CED 775: Research & Case Presentation

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation

EPY 702: Taught in diff. dept
According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.
Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.

CACREP Specialty Area
CED 738: Presentation – Special Population

Additional Learning Outcomes and Methods Used to Evaluate
<table>
<thead>
<tr>
<th>Student Learning Outcomes for the Program</th>
<th>Methods/Instruments (Direct and Indirect) to be used</th>
<th>Expected Measures from the Methods/Instruments</th>
<th>When and where will the Methods/Instruments be administered and data collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>While in the program, display continual academic progress, and demonstrate appropriate interpersonal skills, professional demeanor, and social and ethical judgment necessary for a successful career as a professional counselor</td>
<td>Student Review Process – as outlined in the Student Handbook</td>
<td>Annual Faculty meeting to discuss student progress</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
</tr>
<tr>
<td>Be perceived by clinical site supervisors and employers as being adequately trained, ethical, and responsive practitioners satisfaction survey of site supervisor and employer every three years</td>
<td>1) Site Supervisor Evaluation</td>
<td>Practicum &amp; Internship Evaluation forms</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
</tr>
<tr>
<td>Successfully complete Comprehensive Exams or Thesis</td>
<td>2) Practicum Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Internship Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive Exams or Thesis</td>
<td>Completion of Thesis or Comprehensive Exams</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
</tr>
</tbody>
</table>
### 4. Dissemination of Information over the 5 year period of this Plan

When, where, and how will results be disseminated to stakeholders?

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Who will analyze the data?</th>
<th>When, where, and how will the results be disseminated to stakeholders?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes for the Program</td>
<td>Who will analyze the data?</td>
<td>When, where, and how will the results be disseminated to stakeholders?</td>
</tr>
</tbody>
</table>
| PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE | Course instructors, Assessment Coordinator, Community Mental Health area faculty, department faculty, COE Assessment Committee | When: Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP
Where: Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;
How: Posted on the department web site, included in reports (e.g., CACREP). |
| SOCIAL AND CULTURAL DIVERSITY      | Course instructors, Assessment Coordinator, Community Mental Health area faculty, department faculty, COE Assessment Committee | When: Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP
Where: Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;
How: Posted on the department web site, included in reports (e.g., CACREP). |
| HUMAN GROWTH                      | Course instructors, Assessment Coordinator, Community Mental Health area faculty, department faculty, COE Assessment Committee | When: Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP
Where: Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;
How: Posted on the department web site, included in reports (e.g., CACREP). |
<table>
<thead>
<tr>
<th>AND DEVELOPMENT</th>
<th>Assessment Coordinator, Community Mental Health area faculty, department faculty, COE Assessment Committee</th>
<th>of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where:</strong> Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How:</strong> Posted on the department web site, included in reports (e.g., CACREP).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAREER DEVELOPMENT</td>
<td>Course instructors, Assessment Coordinator, Community Mental Health area faculty, department faculty, COE Assessment Committee</td>
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<td></td>
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<tr>
<td>HELPING RELATIONSHIPS</td>
<td>Course instructors, Assessment Coordinator, Community Mental Health area faculty, department faculty, COE Assessment Committee</td>
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<td><strong>How:</strong> Posted on the department web site, included in reports (e.g., CACREP).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP WORK</td>
<td>Course instructors, Assessment Coordinator, Community Mental Health area faculty, department faculty, COE Assessment Committee</td>
<td><strong>When:</strong> Each semester upon completion of data collection; Every five years to Faculty Senate program review, and</td>
</tr>
<tr>
<td></td>
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<tr>
<td>ASSESSMENT</td>
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</tr>
<tr>
<td>Health area faculty, department faculty, COE Assessment Committee</td>
<td>every 7 years to CACREP</td>
<td>Where: Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents; How: Posted on the department web site, included in reports (e.g., CACREP).</td>
</tr>
<tr>
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</table>

<table>
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<tr>
<th>RESEARCH AND PROGRAM EVALUATION</th>
<th></th>
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<tr>
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</tr>
</tbody>
</table>

Further Description of the Course Assignments
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Assignment Description</th>
<th>Program Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 701</td>
<td>Taught in spring</td>
<td>N/A</td>
</tr>
<tr>
<td>EPY 702</td>
<td>Taught in different dept.</td>
<td>N/A</td>
</tr>
<tr>
<td>CED 703</td>
<td>Videotaped play counseling session and critique: Videotape a 20-30 minute play/activity counseling session with a child or adolescent in which you successfully demonstrate use of basic play therapy skills including structuring, reflecting content and feelings, returning responsibility to the child, and limit setting. Reflect on your current play/activity counseling abilities and develop a personal set of goals for furthering your skills.</td>
<td>5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process</td>
</tr>
<tr>
<td>CED 710</td>
<td>Taught in spring</td>
<td>N/A</td>
</tr>
<tr>
<td>CED 711</td>
<td>Taught in spring</td>
<td>N/A</td>
</tr>
<tr>
<td>CED 715</td>
<td>Personal Values Presentation: You will be graded on creativity, presentation, accuracy, congruence of thought, and effort. &quot;Poster&quot; is a relative term. You can utilize poster board, power point, video, etc…. Part 1. This poster should describe your life philosophy including your basic values and beliefs. The poster should outline a school of thought that seems most congruent with your life philosophy. You will have about 5 minutes to present to a small group of your peers. 25 pts. Part 2. Further, the poster should describe those theorists/theory that currently seem to be a &quot;best fit&quot; for you. Note that during the semester, your opinion about your &quot;self&quot; may change. That is okay! In addition, you should show what goals and techniques will be likely prevalent in your work. You will have 15 minutes to explain your poster to your classmates. A 7 – 9 page paper should accompany your presentation to be handed in that includes the information from your presentation including: your life philosophy, basic values and beliefs, theory/theorists that seem to be a best &quot;fit&quot; for you and why, goals and techniques you would utilize. 50 pts. For the poster presentation and 50 pts for the paper. Total: 100 points.</td>
<td>5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process</td>
</tr>
</tbody>
</table>
5. HELPING RELATIONSHIPS
- studies that provide an understanding of the counseling process

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches

CED 721  Taught in spring  N/A

CED 727  Mid-Term Exam: EXTRA CREDIT – Based on the Goal Map you develop for K.H. describe the interventions you would use in treatment with him. (10 points) This will serve as your Homework Assignment for next week.

CED 731  Taught in spring  N/A

CED 733  Essay Assignment.  N/A

CED 735  Taught in spring  N/A

CED 736  Taught in spring  N/A

CED 738  Semester Project. Prepare and present to the class a 30-45 minute presentation on a specific population related to the community mental health counseling field (e.g. people who are homeless, people who are alcohol dependent, people infected with HIV, people with disabilities, older adults) or a topic issue (e.g. cultural issues, eating disorders, private practice, managed care). Students are expected to make appropriate and creative use of technology in their presentations. Project outline in rough form (typed, however) will be due when the fourth class meets. Examples:

I will present a timeline showing various aspects of developing a successful mental health practice over a five-year period. The following will be included:

I will Research a given issue over the past 2 years in both the newspapers and professional literature. The following will be included:

Some other project of your own imagination that will have to be approved by the instructor. (e.g. choose a character

CACREP Specialty Area
from a movie and outline the services that individual might get here in the Las Vegas area.)

This fulfills Course objectives 1-9; and Program Objectives 1, 2, 3, 4, and 6.

CED 741  
COU 741 "Assessment, Treatment & Case Management in Addictions", Course Objective: Demonstrate an understanding of client placement criteria as required by the ASAM PP-2R levels of care and continuum of care of individuals with addictive disorders. Written Case Study: Each student will write a case study that may be submitted to the Nevada Board of Examiners for Alcohol, Drug and Gambling Counselors for consideration for the Oral Examination for Licensure and Certification. From this case study of a substance using client, the student will develop:

a. A DSM-IV TR diagnosis and justification;

b. A level of care based upon ASAM PP-2R criteria;

c. A treatment plan that includes identification of client issues or problems, three treatment goals and methods to reach these goals;

d. A discharge plan that includes level of care and justification based on upon ASAM PP-2R:

e. A responses to an ethical dilemma that is part of the case study.

The Written Case Study is worth 50 of the 175 points in the class.

CED 743  
Taught in spring

CED 745  
Taught in spring

CED 751,2,3  
Students will complete three (3) genograms for clients they are working with at their Internship Site and will present one Genogram for discussion in class.

Measurement Procedures: Students will be evaluated based on the degree to which they utilize the basic components of a Genogram (i.e., family functioning, marital patterns, divorce, extramarital affairs, birth order, adoption, mental illness, addictions, abuse).

CED 751  
Taught in a different dept.
CED 755
Taught in spring
N/A

CED 766
Taught in spring
N/A

CED 775
Objective: Student counselors will perform the tasks required of an employed community counselor from intake to treatment to discharge and/or placement. Students will research specific aspects of client behavior and be prepared to describe in class a comprehensive case study of each client. Students will be evaluated based on the intermediate developmental level for counselors in training using the Basic Skills Evaluation Device and the Case Formulation Form and the degree to which they present information in a professional, articulate, and well-conceptualized manner. This requirement is worth a minimum of 40 points.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation
Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Bea Babbitt at x51506 or via email at: bea.babbitt@unlv.edu.

***Please submit the report electronically to bea.babbitt@unlv.edu

1. Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>Community Mental Health M.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>College</td>
<td>Education</td>
</tr>
<tr>
<td>Program Assessment Coordinator</td>
<td>Shannon Smith</td>
</tr>
<tr>
<td>Semester Data Collected</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>Report Submitted by</td>
<td>Shannon Smith</td>
</tr>
<tr>
<td>Phone/email</td>
<td>Ext. 5-5095, <a href="mailto:Shannon.smith@unlv.edu">Shannon.smith@unlv.edu</a></td>
</tr>
<tr>
<td>Date Submitted</td>
<td>3-31-07</td>
</tr>
</tbody>
</table>
2. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Fall 2006 semester? You may want to copy and paste from this program’s assessment plan.

<table>
<thead>
<tr>
<th>Which outcomes for this program were measured?</th>
<th>How did you measure the outcomes?</th>
<th>What results did you expect? If the students performed well what would their performance look like, i.e. percentages, means, or comparisons to a national standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ outcomes out of a total of ____ outcomes evaluated this semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process

<table>
<thead>
<tr>
<th>CED 703: Videotaped play counseling session and critique</th>
<th>Out of 200 points possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average: <strong>183.6</strong></td>
</tr>
<tr>
<td></td>
<td>Standard Deviation: <strong>13.15</strong></td>
</tr>
<tr>
<td></td>
<td>Median: <strong>187.0</strong></td>
</tr>
<tr>
<td></td>
<td>Maximum: <strong>199.0</strong></td>
</tr>
<tr>
<td></td>
<td>Minimum: <strong>142.0</strong></td>
</tr>
</tbody>
</table>

16 students scored High (180-200) indicating that they met a high standard in fulfilling the assignment, and thus the CACREP standard 5.

1 student scored Medium (160-179) indicating that the student met a adequate standard in fulfilling the assignment, and thus the CACREP standard 5.

1 student scored Low (150-Lower) indicating that the student did not adequately meet the performance standard, and thus did not adequately fulfill the CACREP standard 5.
Summary, results indicate that the majority of students (89%) are meeting the CACREP standard 5 highly satisfactory as measured via this assignment.

Out of 125 points possible:
Average: 110
Median: 112.0
Maximum: 124.0
Minimum: 91.0

15 students scored High (113-125) indicating that they met a high standard in fulfilling the assignment, and thus the CACREP standard 5.

3 student scored Medium (100-112) indicating that the student met a adequate standard in fulfilling the assignment, and thus the CACREP standard 5.

1 student scored Low (88-Lower) indicating that the student did not adequately meet the performance standard, and thus did not adequately fulfill the CACREP standard 5.

Summary, results indicate that the majority of students (79%) are meeting the CACREP standard 5 highly satisfactory as measured via this assignment.

As indicated below, students significantly improved their skills in developing the Goal map from mid-semester to the end of the semester.
### CED 727: Case Study **

Students presented an Oral Examination to the class on a treatment plan based on a case study that they developed. The grade was based on awareness of treatment and diagnosis criteria. All students evidence growth.

Rubric used with three categories: high, medium, and low. There were 2 students in internship.

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade percentage</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (90-100)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Med (80-89)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Low (70 – 79)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Summary: results indicate that all (100%) of students are meeting the CACREP standard of clinical application achieved the goal with High confidence.

### CED 751,2,3: Genogram

Midterm Examination Goal Map  
- 21%  
- 14%  
- 65%

Final Examination Goal Map  
- 93%  
- 0%  
- 7%

### CED 733: Essay Assignment

Grades were A for 17/21 students and B for 6 students.

A=High
B=Moderate
C=Low

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group
### 7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation

| CED 775: Research & Case Presentation | Students presented case presentations on their clients. There was a marked improvement shown from their first presentation until their last. |

### 8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation

| EPY 702: Taught in diff dept |  |

### CACREP Specialty Area

| CED 738: Presentation – Special Population | 738--Grades were A for 7/8 students and B for 1 student. |

3. Results. What are the results of the planned assessments listed above? Describe below or attach to the form.

Results
Data indicates the Community Mental Health Counseling program is meeting its stated goals in line with the CACREP standards. Data indicates that each goal measured revealed consistently high rankings. In a few instances, student performance fell within the medium and low categories. These results suggest that a few students are meeting the established goals/objectives set forth by CACREP and adopted by the program.

4. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below or attach to the form.

<table>
<thead>
<tr>
<th>Conclusions and Discoveries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data indicate that program goals are being met as reflected in a high (on a grouping of high, medium, and low) ranking of majority of student success as measured above. Therefore, program goals/objectives are being met in a consistently high manner.</td>
</tr>
</tbody>
</table>

Discoveries indicate that there is some need to identify students not performing at an acceptable standard (i.e., medium or high) and provide assistance (e.g., tutoring) in order to assist them in meeting an acceptable level in regard to established CACREP standards.
5. Use of Results. What program changes are indicated? How will they be implemented? If none, describe why changes were not needed.

Program changes indicated may include targeting students that are underperforming and subsequently providing additional support (e.g., tutoring) as way to reach the stated CACREP objectives 100% of the time. Target students will also be a focus of discussion in the CED annual student review process held each semester in order to monitor progress and address individual academic needs.
6. Dissemination of Results, Conclusions, and Discoveries. How and with whom were the results shared?

**Results:** Will be presented to faculty upon completion and submission to the UNLV Office of Academic Assessment. In addition, results will be submitted to part-time faculty instructors at the annual CED orientation. In addition, results will be incorporated into the CED CACREP accreditation report. Every five years to Faculty Senate program review.

**Where:** Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents.

**How:** Posted on the department web site, included in reports (e.g., CACREP).

**Addendum:** This addendum is intended to give a few examples of course assignments so that reviewer can contextualize the data provided.
Objective | Class | Additional Information
--- | --- | ---
5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process | CED 727: Case Study | On the midterm examination, students developed a Goal Map based on a client case study. This same Goal Map was also a part of the Final Examination. Students were ranked High Range, Mid Range, and Low Range based on the degree to which they completed the Goal Map accurately based on the case study. A Goal map has three distinct components: 1) the Main Goal; 2) Sub-Goals; and 3) Immediate Tasks. Students were required to complete the following steps: 1) Choose a Main Goal for the client represented in the case study based on his presenting problem; 2) Write five steps to take in order to achieve the Main Goal. These are the Subgoals; 3) For each Subgoal, write at least three Immediate Tasks necessary to achieve each Subgoal. Percentages of students rated in the High Range, Mid Range, and Low Range are presented below for the midterm Examination Goal Map and for the Final Examination Goal Map. Percentages in each range indicate the accuracy that students achieved based on correctly defining the Main Goal, Sub-Goals, and Immediate Tasks for the client.

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process | EPY 715 Counseling Theories and Consultation | Personal Values Presentation: You will be graded on creativity, presentation, accuracy, congruence of thought, and effort. “Poster” is a relative term. You can utilize poster board, power point, video, etc….

Part 1. This poster should describe your life philosophy including your basic values and beliefs. The poster should outline a school of thought that seems most congruent with your life philosophy. You will have about 5 minutes to present to a small group of your peers. 25 pts.

Part 2. Further, the poster should describe those theorists/theory that currently seem to be a “best fit” for you.
Note that during the semester, your opinion about your “self” may change. That is okay! In addition, you should show what goals and techniques will be likely prevalent in your work. You will have 15 minutes to explain your poster to your classmates. A 7 – 9 page paper should accompany your presentation to be handed in that includes the information from your presentation including: your life philosophy, basic values and beliefs, theory/theorists that seem to be a best “fit” for you and why, goals and techniques you would utilize. 50 pts. For the poster presentation and 50 pts for the paper. Total: 100 points
Assessment Plan

Program: M.Ed. in School Counseling

Assessment Coordinator for the program: Shannon D. Smith

Department(s) or Interdisciplinary Council Responsible for the Program: Counselor Education

Five-Year Implementation Dates: (2006-2007 to 2010-2011)

Is this program accredited by an external organization? No X Yes, and the organization is Council for Accreditation of Counseling & Related Educational Programs.

1. Student Learning Outcomes for the program. List the Student Learning Outcomes for the program.

Learning outcomes for this program are grounded in CACREP accreditation standards in which students must demonstrate knowledge and understanding in eight core areas and skill in applying the knowledge and understanding in school based service delivery.

The eight core areas for which knowledge and understanding are required are:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all of the following aspects of professional functioning

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels
4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation
2. **Curriculum Alignment of Student Learning Outcomes.** Where is the information introduced, enriched, and/or reinforced in the courses required in the program?

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>CED/EPC 701 Introduction to Counseling</th>
<th>CED/EPC 713 Intro to School Counseling</th>
<th>CED/EPC 733 Group Counseling</th>
<th>CED/EPC 731 Social Justice, Diversity, Advocacy for Counselors</th>
<th>CED/EPC 715 Counseling &amp; Consultation Theories</th>
<th>CED/EPC 750 Advanced Seminar in School Counseling Practice</th>
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<td>8. Research &amp; Program Evaluation</td>
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<td>Clinical Application</td>
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</table>

I = Introduced  E = Enriched  R = Reinforced
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>EPY 702 Research Methods</th>
<th>EPY 751 Human Development</th>
<th>CED 727 Counseling Process &amp; Procedures</th>
<th>CED 711 Counseling Appraisal &amp; Inquiry</th>
<th>CED 721 Career Theories &amp; Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Identity</td>
<td>E, R</td>
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<td>2. Social &amp; Cultural Diversity</td>
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<tr>
<td>3. Human Growth &amp; Development</td>
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<td>E, R</td>
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<td>4. Career Development</td>
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<tr>
<td>5. Helping Relationships</td>
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<tr>
<td>6. Group Work</td>
<td>E, R</td>
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<tr>
<td>7. Assessment</td>
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<td>8. Research &amp; Program Evaluation</td>
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<td>R</td>
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</tbody>
</table>

I = Introduced  E = Enriched  R = Reinforced
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>CED 703 Counseling With Expressive Arts &amp; Activities</th>
<th>CED 735 Substance Abuse Prevention &amp; Treatment</th>
<th>CED 743 Legal &amp; Ethical Issues in Counseling</th>
<th>CED 741 Counseling Practicum</th>
<th>CED 751, 2, 3 Internship in Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Identity</td>
<td>E, R</td>
<td>E</td>
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<td>R</td>
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<tr>
<td>2. Social &amp; Cultural Diversity</td>
<td>E, R</td>
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<td>R</td>
<td>R</td>
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<tr>
<td>3. Human Growth &amp; Development</td>
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<td>4. Career Development</td>
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<td>5. Helping Relationships</td>
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<td>6. Group Work</td>
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<td>7. Assessment</td>
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<tr>
<td>8. Research &amp; Program Evaluation</td>
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<td>I/E/R</td>
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<tr>
<td>Clinical Application</td>
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<td>I/E/R</td>
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</tbody>
</table>
I = Introduced  E = Enriched  R = Reinforced
3. **Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan.** What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

<table>
<thead>
<tr>
<th>Student Learning Outcomes for the Program</th>
<th>Methods/Instruments (Direct and Indirect) to be used</th>
<th>Expected Measures from the Methods/Instruments</th>
<th>When and where will the Methods/Instruments be administered and data collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of aspects of professional functioning</td>
<td><strong>CED 701</strong>: Taught in spring</td>
<td>According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
</tr>
<tr>
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<td><strong>CED 743</strong>: Taught in spring</td>
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<tr>
<td>2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity,</td>
<td><strong>CED 731</strong>: Taught in spring</td>
<td>According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
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<td>Race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities</td>
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<tr>
<td>3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels</td>
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<tr>
<td><strong>EPY 751</strong>: Taught in diff. dept.</td>
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<tr>
<td>According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.</td>
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<tr>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
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<tr>
<td>4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors</td>
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<tr>
<td><strong>CED 721</strong>: Taught in Spring</td>
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<td>According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria.</td>
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<tr>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
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<tr>
<td>5. HELPING</td>
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<tr>
<td><strong>CED 703</strong>: Videotaped</td>
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<td>According to the</td>
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<tr>
<td>Methods/Instruments</td>
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<tr>
<td>RELATIONSHIPS - studies that provide an understanding of the counseling process</td>
<td>play counseling session and critique</td>
<td>criteria described in the syllabi, may include use of a rubric, or select grading criteria.</td>
<td>will be administered in class or in the field; Data will be collected each semester and yearly as required.</td>
</tr>
<tr>
<td>EPY 715: Personal Values Presentation</td>
<td>CED 727: Case Study</td>
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<tr>
<td>CED 741: The Professional Counseling Performance Evaluation form</td>
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<tr>
<td>CED 751, 2, 3: Genogram</td>
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</tbody>
</table>

| 6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches | CED 733: Essay | According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria. | Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required. |

| 7. ASSESSMENT - | CED 711: Taught in | According to the | Methods/Instruments |
| | | | |
studies that provide an understanding of individual and group approaches to assessment and evaluation

| spring | CED 727: Case Study | criteria described in the syllabi, may include use of a rubric, or select grading criteria. | will be administered in class or in the field; Data will be collected each semester and yearly as required. |

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation

| EPY 702: Taught in diff. dept. | According to the criteria described in the syllabi, may include use of a rubric, or select grading criteria. | Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required. |

Additional Learning Outcomes and Methods Used to Evaluate

<table>
<thead>
<tr>
<th>Student Learning Outcomes for the Program</th>
<th>Methods/Instruments (Direct and Indirect) to be used</th>
<th>Expected Measures from the Methods/Instruments</th>
<th>When and where will the Methods/Instruments be administered and data collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>While in the program, display continual academic progress, and demonstrate</td>
<td>Student Review Process – as outlined in the Student Handbook</td>
<td>Annual Faculty meeting to discuss student progress</td>
<td>Methods/Instruments will be administered in class or in the field; Data will be collected</td>
</tr>
</tbody>
</table>

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appropriate interpersonal skills, professional demeanor, and social and ethical judgment necessary for a successful career as a professional counselor.

- Be perceived by clinical site supervisors and employers as being adequately trained, ethical, and responsive practitioners satisfaction survey of site supervisor and employer every three years.
- Successfully complete Comprehensive Exams or Thesis
- Graduate and Employer Surveys

Methods/Instruments will be administered in class or in the field; Data will be collected each semester and yearly as required.

4. Dissemination of Information over the 5 year period of this Plan. When, where, and how will results be disseminated to stakeholders?
<table>
<thead>
<tr>
<th>Student Learning Outcomes for the Program</th>
<th>Who will analyze the data?</th>
<th>When, where, and how will the results be disseminated to stakeholders?</th>
</tr>
</thead>
</table>
| PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE | Course instructors, Assessment Coordinator, School Counseling area faculty, department faculty, COE Assessment Committee | When: Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP  
Where: Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;  
How: Posted on the department web site, included in reports (e.g., CACREP). |
| SOCIAL AND CULTURAL DIVERSITY | Course instructors, Assessment Coordinator, School Counseling area faculty, department faculty, COE Assessment Committee | When: Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP  
Where: Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;  
How: Posted on the department web site, included in reports (e.g., CACREP). |
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<thead>
<tr>
<th>Course Area</th>
<th>Stakeholders</th>
<th>When</th>
<th>Where</th>
<th>How</th>
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</thead>
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<tr>
<td><strong>HUMAN GROWTH AND DEVELOPMENT</strong></td>
<td>Course instructors, Assessment Coordinator, School Counseling area faculty, department faculty, COE Assessment Committee</td>
<td>Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP</td>
<td>Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;</td>
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<tr>
<td><strong>CAREER DEVELOPMENT</strong></td>
<td>Course instructors, Assessment Coordinator, School Counseling area faculty, department faculty, COE Assessment Committee</td>
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</tr>
<tr>
<td><strong>HELPING RELATIONSHIPS</strong></td>
<td>Course instructors, Assessment Coordinator, School Counseling area</td>
<td>Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP</td>
<td>Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;</td>
<td>Posted on the department web site, included in reports (e.g., CACREP).</td>
</tr>
</tbody>
</table>
| GROUP WORK | Course instructors, Assessment Coordinator, School Counseling area faculty, department faculty, COE Assessment Committee | **When:** Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP  
**Where:** Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;  
**How:** Posted on the department web site, included in reports (e.g., CACREP). |
| ASSESSMENT | Course instructors, Assessment Coordinator, School Counseling area faculty, department faculty, COE Assessment Committee | **When:** Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP  
**Where:** Disseminated to  |

Faculty, department faculty, COE Assessment Committee to Faculty Senate program review, and every 7 years to CACREP  
**Where:** Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;  
**How:** Posted on the department web site, included in reports (e.g., CACREP).
**RESEARCH AND PROGRAM EVALUATION**

<table>
<thead>
<tr>
<th>Department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How:</strong> Posted on the department web site, included in reports (e.g., CACREP).</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course instructors, Assessment Coordinator, School Counseling area faculty, department faculty, COE Assessment Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When:</strong> Each semester upon completion of data collection; Every five years to Faculty Senate program review, and every 7 years to CACREP</td>
</tr>
<tr>
<td><strong>Where:</strong> Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents;</td>
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</table>

**Further Description of the Course Assignments**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Assignment Description</th>
<th>Program Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Taught in</td>
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</tr>
<tr>
<td>CED 701</td>
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<td>Taught in spring</td>
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<tr>
<td>EPY 702</td>
<td></td>
<td>Taught in different dept.</td>
</tr>
<tr>
<td>CED 703</td>
<td>Videotaped play counseling session and critique: Videotape a 20-30 minute play/activity counseling session with a child or adolescent in which you successfully demonstrate use of basic play therapy skills including structuring, reflecting content and feelings, returning responsibility to the child, and limit setting. Reflect on your current play/activity counseling abilities and develop a personal set of goals for furthering your skills.</td>
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<tr>
<td>CED 711</td>
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<td>Taught in spring</td>
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</tbody>
</table>
| EPY 715     | Personal Values Presentation: You will be graded on creativity, presentation, accuracy, congruence of thought, and effort. “Poster” is a relative term. You can utilize poster board, power point, video, etc….
Part 1. This poster should describe your life philosophy including your basic values and beliefs. The poster should outline a school of thought that seems most congruent with your life philosophy. You will have about 5 minutes to present to a small group of your peers. 25 pts.
Part 2. Further, the poster should describe those theorists/theory that currently seem to be a “best fit” for you. Note that during the semester, your opinion about your “self” may change. That is okay! In addition, you should show what goals and techniques will be likely prevalent in your work. You will have 15 minutes to explain your poster to your classmates. A 7 – 9 page paper should accompany your presentation to be handed in that includes the information from your presentation including: your life philosophy, basic values and beliefs, theory/theorists that seem to be a best “fit” for you and why, goals and techniques you would utilize. 50 pts. For the poster presentation and 50 pts for the paper. Total: 100 points. |              | 5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process |
| CED 721     |              | Taught in spring | N/A   |
| CED 727     | Mid-Term Exam: EXTRA CREDIT – Based on the Goal Map you develop for K.H. describe the interventions you would use in treatment with him. (10 points) This will |              | 5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process |
serve as your Homework Assignment for next week.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Taught in</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 731</td>
<td></td>
<td>spring</td>
<td>N/A</td>
</tr>
<tr>
<td>CED 733</td>
<td>Essay Assignment</td>
<td></td>
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<tr>
<td>CED 735</td>
<td></td>
<td>spring</td>
<td>N/A</td>
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<tr>
<td>CED 741</td>
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<tr>
<td>CED 743</td>
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<td>spring</td>
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<tr>
<td>CED 751, 2, 3</td>
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</tbody>
</table>

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of aspects of professional functioning

Measurement Procedures: Students will be evaluated based on the degree to which they utilize the basic components of a Genogram (i.e., family functioning, marital patterns, divorce, extramarital affairs, birth order, adoption, mental illness, addictions, abuse).
Fall 2006 Semester Assessment Report Form
DUE March 31, 2007

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Bea Babbitt at x51506 or via email at: bea.babbitt@unlv.edu.

***Please submit the report electronically to bea.babbitt@unlv.edu

1. Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>M.Ed. in School Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>College</td>
<td>Education</td>
</tr>
<tr>
<td>Program Assessment Coordinator</td>
<td>Shannon Smith</td>
</tr>
<tr>
<td>Semester Data Collected</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>Report Submitted by</td>
<td>Shannon Smith</td>
</tr>
<tr>
<td>Phone/email</td>
<td>702-895-5095, <a href="mailto:Shannon.smith@unlv.edu">Shannon.smith@unlv.edu</a></td>
</tr>
<tr>
<td>Date Submitted</td>
<td>3-31-07</td>
</tr>
</tbody>
</table>

2. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Fall 2006 semester? You may want to copy and paste from this program’s assessment plan.
<table>
<thead>
<tr>
<th>Which outcomes for this program were measured?</th>
<th>How did you measure the outcomes?</th>
<th>What results did you expect? If the students performed well what would their performance look like, i.e. percentages, means, or comparisons to a national standard?</th>
</tr>
</thead>
</table>
| __3__ outcomes out of a total of __3__ outcomes evaluated this semester. | CED 703: Videotaped play counseling session and critique | Out of 200 points possible:  
Average: **183.6**  
Standard Deviation: **13.15**  
Median: **187.0**  
Maximum: **199.0**  
Minimum: **142.0**  

16 students scored High (180-200) indicating that they met a high standard in fulfilling the assignment, and thus the CACREP standard 5.  
1 student scored Medium (160-179) indicating that the student met a adequate standard in fulfilling the assignment, and thus the CACREP standard 5.  
1 student scored Low (150-Lower) indicating that the student did not adequately meet the performance standard, and thus did not adequately fulfill the CACREP standard 5. |
Summary, results indicate that the majority of students (89%) are meeting the CACREP standard 5 highly satisfactorily as measured via this assignment.

Out of 125 points possible:
- Average: 110
- Median: 112.0
- Maximum: 124.0
- Minimum: 91.0

15 students scored High (113-125) indicating that they met a high standard in fulfilling the assignment, and thus the CACREP standard 5.

3 students scored Medium (100-112) indicating that the student met an adequate standard in fulfilling the assignment, and thus the CACREP standard 5.

1 student scored Low (88-Lower) indicating that the student did not adequately meet the performance standard, and thus did not adequately fulfill the CACREP standard 5.

Summary, results indicate that the majority of students (79%) are meeting the CACREP standard 5 highly satisfactorily as measured via this assignment.

As indicated below, students significantly improved their skills in developing the Goal map from mid-semester to the end of the semester.
### CED 727: Case Study **

**STUDENTS AT HIGH RANGE** | **STUDENTS AT MID RANGE** | **STUDENTS AT LOW RANGE**
--- | --- | ---
Midterm Examination Goal Map | 21% | 14% | 65%
Final Examination Goal Map | 93% | 0% | 7%

Rubric used with three categories: high, medium, and low. There were 2 students in internship.

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade percentage</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>(90-100)</td>
<td>2</td>
</tr>
<tr>
<td>Med</td>
<td>(80-89)</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>(70 – 79)</td>
<td>0</td>
</tr>
</tbody>
</table>

Summary: results indicate that all (100%) of students are meeting the CACREP standard of clinical application achieved the goal with High confidence.

### CED 751,2,3: Genogram

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development,

### CED 733: Essay

733--Grades were A for 17/21 students and B for 6 students.

A=High
B=Moderate
C=Low
3. Results. What are the results of the planned assessments listed above? Describe below or attach to the form.

Results

Data indicates the School Counseling program is meeting its stated goals in line with the CACREP standards. Data indicates that each goal measured revealed consistently high rankings. In a few instances, student performance fell within the medium and low categories. These results suggest that a few students are meeting the established goals/objectives set forth by CACREP and adopted by the program.

4. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below or attach to the form.

Conclusions and Discoveries
Data indicate that program goals are being met as reflected in a high (on a grouping of high, medium, and low) ranking of majority of student success as measured above. Therefore, program goals/objectives are being met in a consistently high manner.

Discoveries indicate that there is some need to identify students not performing at an acceptable standard (i.e., medium or high) and provide assistance (e.g., tutoring) in order to assist them in meeting an acceptable level in regard to established CACREP standards.

5. Use of Results. What program changes are indicated? How will they be implemented? If none, describe why changes were not needed.

Program changes indicated may include targeting students that are underperforming and subsequently providing additional support (e.g., tutoring) as way to reach the stated CACREP objectives. Target students will also be a focus of discussion in the CED annual student review process held each semester in order to monitor progress and address individual academic needs.

6. Dissemination of Results, Conclusions, and Discoveries. How and with whom were the results shared?

**Results:** Will be presented to faculty upon completion and submission to the UNLV Office of Academic Assessment. In addition, results will be submitted to part-time faculty instructors at the annual CED orientation. In addition, results will be incorporated into the CED CACREP accreditation report. Every five years to Faculty Senate program review.

**Where:** Disseminated to department Chair, faculty, graduate coordinator, advisory committee(s), students, College assessment committee, and constituents.

**How:** Posted on the department web site, included in reports (e.g., CACREP).
**Addendum: This addendum is intended to give a few examples of course assignments so that reviewer can contextualize the data provided.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Class</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process</td>
<td><strong>CED 727: Case Study</strong></td>
<td>On the midterm examination, students developed a Goal Map based on a client case study. This same Goal Map was also a part of the Final Examination. Students were ranked High Range, Mid Range, and Low Range based on the degree to which they completed the Goal Map accurately based on the case study. A Goal map has three distinct components: 1) the Main Goal; 2) Sub-Goals; and 3) Immediate Tasks. Students were required to complete the following steps: 1) Choose a Main Goal for the client represented in the case study based on his presenting problem; 2) Write five steps to take in order to achieve the Main Goal. These are the Subgoals; 3) For each Subgoal, write at least three Immediate Tasks necessary to achieve each Subgoal. Percentages of students rated in the High Range, Mid Range, and Low Range are presented below for the midterm Examination Goal Map and for the Final Examination Goal Map. Percentages in each range indicate the accuracy that students achieved based on correctly defining the Main Goal, Sub-Goals, and Immediate Tasks for the client.</td>
</tr>
</tbody>
</table>

| 5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process | **EPY 715 Counseling Theories and Consultation** | Personal Values Presentation: You will be graded on creativity, presentation, accuracy, congruence of thought, and effort. “Poster” is a relative term. You can utilize poster board, power point, video, etc.… Part 1. This poster should describe your life philosophy including your basic values and beliefs. The poster should outline a school of thought that seems most congruent with |
your life philosophy. You will have about 5 minutes to present to a small group of your peers. 25 pts.

Part 2. Further, the poster should describe those theorists/theory that currently seem to be a “best fit” for you. Note that during the semester, your opinion about your “self” may change. That is okay! In addition, you should show what goals and techniques will be likely prevalent in your work. You will have 15 minutes to explain your poster to your classmates. A 7 – 9 page paper should accompany your presentation to be handed in that includes the information from your presentation including: your life philosophy, basic values and beliefs, theory/theorists that seem to be a best “fit” for you and why, goals and techniques you would utilize. 50 pts. For the poster presentation and 50 pts for the paper. Total: 100 points
EMPLOYER RESPONSES

Program Evaluation Survey for employers of graduates of UNLV's Masters Degree Program in School Counseling

A. GENERAL LEVEL. Following are current objectives derived from CACREP/ACA accreditation guidelines. Please carefully read and rate how well you feel our program prepared the students to meet each objective, using the following rating scheme: EXCELLENT (E), GOOD (G), POOR (P), VERY POOR (VP). Please circle your choice.

<table>
<thead>
<tr>
<th>EMPLOYER RESPONSES</th>
<th>E</th>
<th>G</th>
<th>P</th>
<th>VP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Identity: To understand the aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing/licensing.</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Social and Cultural Foundations: To provide an understanding of transcultural relationships, issues, and trends in a multicultural and diverse society.</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Human Development: To understand the nature and needs of school-age children, as well as, the transitions and changes that occur across the first two decades of life.</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. Career Development: To understand career theory-to-practice translations; assessment, planning &amp; organization, decision-making, placement, and evaluation; and computer applications related to career counseling &amp; development.</td>
<td></td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Helping Relationships: To understand the counseling and consultation processes; including the implementation of a theory-to-practice format, primarily for the sake of promoting prevention and in some cases intervention in dealing with developmental issues and problems.</td>
<td></td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6. Group Work: To provide an understanding of group purpose, group development, group dynamics via group counseling with the appropriate use of methods and skills involved in doing group work.</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7. Appraisal: To provide an understanding of individual &amp; group approaches to assessment, measurement, decision-making and</td>
<td></td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
8. **Research and Program Evaluation:** To provide an understanding of research methodologies, statistical analyses, needs assessment, program evaluation, including using quantitative and qualitative data gathering methods.

<table>
<thead>
<tr>
<th>EMPLOYER RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Use theories to guide practice or create methods for interventions.</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10. Use a variety of methods and technique prudently.</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11. Conduct student assessments and compile data, keep records systematically.</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12. Facilitate group processes and utilize correct methods with diverse groups.</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Conduct self in an ethical/professional manner even in complex, ambiguous contexts.</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14. Design and implement an individually tailors career intervention plan fit to the needs, interest, and abilities of specific students.</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Develop adequate referral information and use the information appropriately and follow up consistently where permitted.</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16. Recognize his/her limitations to locate resources as needed by students/parents that he/she could not personally provide.</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Relates well to unique individuals with unique needs and problems, that is, the counselor demonstrates what he/she has learned about working with diverse populations and could capitalize upon their special characteristics and concerns.</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. What Employer’s perceive to be major strengths of the Program at UNLV?
- More rounded education than other local programs
- Strong program in all aspects of counseling theory
- Plenty of Internship experience
- Practicum – hands on experiences
19. What Employer’s perceive to be major weaknesses of the Program?

- More training concerning the school counseling role
- Diversity – English language learners (strategies)
- Needs to be more specific to school related issues- Less focus on counseling theories
- Should give students more experience in academic advisement
- Students are unprepared for the reality of a public school counseling setting
- More preparation for scheduling, counseling skills, dealing with teachers, and other counselor responsibilities

20. Additional comments:

- Needs more training in solution-focused techniques. Needs more training on developmentally related social/psychological problems seen regularly in the school setting (bullying, peer issues, gangs, hygiene, academic struggles).
- Excellent assimilation and accommodation to elementary school. Good foundation as a beginning elementary counselor.
- For a 1st year counselor- student seems very experienced. Organized, dedicated and professional at all times.
- Needs more training on developmentally related social/psychological problems seen
regularly in the school setting (bullying, peer issues, gangs, academic struggles, hygiene).
**RESPONSES FROM STUDENTS**  
Program Evaluation Survey for graduates of UNLV’s Masters Degree  
Program in School Counseling

**A. GENERAL LEVEL.** Following are current objectives derived from CACREP/ACA accreditation guidelines. Please carefully read and rate how well you feel our program prepared the students to meet each objective, using the following rating scheme: EXCELLENT (E), GOOD (G), POOR (P), VERY POOR (VP). Please circle your choice.

*From whatever your sources of information to what degree do you feel our counseling program prepares professional masters level counselors in the following areas.*

<table>
<thead>
<tr>
<th>1. Professional Identity: To understand the aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing/licensing.</th>
<th>E</th>
<th>G</th>
<th>P</th>
<th>VP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTALS</strong></td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Social and Cultural Foundations: To provide an understanding of transcultural relationships, issues, and trends in a multicultural and diverse society. | | | |
|---|---|---|
| **TOTALS** | 7 | 5 |

| 3. Human Development: To understand the nature and needs of school-age children, as well as, the transitions and changes that occur across the first two decades of life. | | | |
|---|---|---|
| **TOTALS** | 6 | 6 |

| 4. Career Development: To understand career theory-to-practice translations; assessment, planning & organization, decision-making, placement, and evaluation; and computer applications related to career counseling & development. | | | |
|---|---|---|
| **TOTALS** | 8 | 4 |

| 5. Helping Relationships: To understand the counseling and consultation processes; including the implementation of a theory-to-practice format, primarily for the sake of promoting prevention and in some cases intervention in dealing with | | | |
|---|---|---|


developmental issues and problems.

| Totals | 12 |

6. **Group Work**: To provide an understanding of group purpose, group development, group dynamics via group counseling with the appropriate use of methods and skills involved in doing group work.

| Totals | 9 3 |

7. **Appraisal**: To provide an understanding of individual & group approaches to assessment, measurement, decision-making and evaluation in counseling and in consultation.

| Totals | 7 4 |

8. **Research and Program Evaluation**: To provide an understanding of research methodologies, statistical analyses, needs assessment, program evaluation, including using quantitative and qualitative data gathering methods.

| Totals | 5 6 |

**B. SPECIFIC or PERFORMANCE LEVEL**: Please use the following: STRONGLY AGREE (SA), AGREE (A), DISAGREE (D), AND STRONGLY DISAGREE (SD) and circle your choice. Your observations have led you to believe our program prepares our graduates to be able to:

<table>
<thead>
<tr>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I felt my advisor offered sufficient feedback and guidance regarding my progress in the pursuit of my degree.</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>10. I received thoughtful feedback and assistance with class work.</td>
<td></td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>11. I had adequate access to time with my advisors.</td>
<td></td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12. I experienced appropriate faculty expertise in a wide variety of topics.</td>
<td></td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13. The quality of teaching met or exceeded my expectations in required courses.</td>
<td></td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>14. The quality of teaching met or exceeded my expectations in electives.</td>
<td></td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>15. The quality of supervision met or exceeded my expectations in practicum and internship.</td>
<td></td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>16. There was good communication between faculty and students regarding students' needs, concerns, and suggestions.</td>
<td></td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>17. The faculty was available in matters of professional issues, providing research expertise, sharing of ideas, and dealing with personal matters.</td>
<td></td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>18. The faculty operated at a highly intellectually stimulating level in the classroom and in individual instructional settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The faculty encouraged students to relate their personal perspectives in professional and academic matters.</td>
<td>Totals</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>20. If I were in a position to advise someone to pursue this program I would do so.</td>
<td>Totals</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>21. If I had it to do over again, I would once again enter this program.</td>
<td>Totals</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>22. I received adequate preparation prior to the taking of the exit examination.</td>
<td>Totals</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>23. I felt fairly evaluated in most of the courses I took.</td>
<td>Totals</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
24. List the three MOST helpful experiences you have had in terms of the Program:

Content:

• Practicum experiences
• Internship
• Videotaping ourselves counseling one another
• Learning various theories
• Having actual counselor come speak to the class
• Content of Human Development class
• Flexibility of faculty

Instruction:

• EPY 731- Substance Abuse Prevention/Intervention in the Schools
• EPY 734- Counseling Appraisal and Inquiry
• EPY 771- Legal and Ethical Issues in School Counseling
• EPY 740- Career Theories and Practices
• COU 715- Personal and Group Process
• EPY 702- Research Methods
• EPY 705- Child Counseling
• EPY 747- School Counseling Practicum
• EPY 712- Counseling Process and Procedure
• EPY 748- Diagnostic & Prescriptive Counseling Strategies
• EPY 713- Intro. to Group Counseling in the Schools

25. List the three LEAST helpful experiences you have had in terms of the Program:

Content:
- Research methods
- Careers not used very much in elementary level
- Outdated theories
- Outdated testing materials
- Not enough handouts

**Instruction:**
- EPY 714- Multi-Culturalism: Perspectives for Educators
- EPY 713- Intro to Group Counseling in the Schools
- EPY 707- Intro. to School Counseling
- EPY 740- Career Theories and Practices
- EPY 734- Counseling Appraisal and Inquiry
- EPY 771- Legal and Ethical Issues in School Counseling

**26. Additional comments:**
- I felt this program did a superior job in preparing me for counseling. The professors were all excellent, personable, and very easy to talk to. Made for a great learning environment!
- Less theory and more content directly related to school counseling.
- Excellent teachers!
- Overall, great program!
- Loved the experience! I'm proud to be a UNLV graduate!
- Classes taught what was needed for school counseling. Practicum was a great experience; counseling job shadow, tapings, and mock counseling groups were extremely helpful. Every instructor was excellent!
- The only part I didn't care for was teaching at Gowan, I enjoyed counseling with the kids though. I speak highly of the program and faculty and refer it to anyone interested.
## Program Evaluation Survey of Graduates in Counseling

### DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>Native American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>European American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>African American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asian American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date completed program</th>
<th>Licensed as a school counselor</th>
<th>Employed as a school counselor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If not currently employed, are you presently seeking a position related to counseling?</th>
<th>Currently Employed as</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher 2 Counselor</td>
</tr>
<tr>
<td></td>
<td>Elementary Middle/Jr. High High School</td>
</tr>
<tr>
<td></td>
<td>5 4 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If not currently employed, are you presently seeking a position related to counseling?</th>
<th>Current place(s) of: Employment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary Middle/Jr. High High School</td>
</tr>
<tr>
<td></td>
<td>5 4 1</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>
APPENDIX G
GRADUATE ASSISTANTSHIP ALLOCATIONS
Appendix G
DATE:    September 10, 2005

TO:      Dr. Ralph Reynolds

FROM: Dr. LeAnn G. Putney

RE.: 2005-2006 Graduate Assistantship Allocations

Our Department is currently supporting 33 graduate assistants in various capacities:

- 17 from State Funding (totaling $192,000),
- 6 PTI-GA lines ($81,000), and
- 10 other-funded doctoral internships with various entities including
  - CCSD (4),
  - CCSN (1),
  - Education Projects for Research and Graduate Studies (1),
  - EDL department (1 currently and they anticipate one more from soft money)
  - HEP department (1)
  - Center of Academic Outreach (1)
  - C&I department on soft money from Dr. Crippen

In addition, two of our doctoral students have taken staff positions on campus in the Distance Education area.

Of the 17 on hard money lines from the Graduate College,

- 8 are doctoral students assigned to the department
  - 3 School Counseling
  - 4 Foundations
  - 1 L&T
- 6 are master’s students
  - 4 MS
  - 2 School Psychology
- 3 are doctoral students assigned as follows:
  - 1 L&T at the Teaching and Learning Center
Of the six doctoral students assigned as PTIGAs:

- 6 are from Foundations and are assigned to teach Undergraduate Courses (1 is assigned to teach an Undergraduate Counseling course)

Of the 10 other-funded positions,

- 6 are doctoral students
  - 4 Foundations
  - 2 L&T
- 4 are master’s level
  - 1 MS
  - 3 EdS

In addition, I was asked by Interim Dean Jane McCarthy to place a student with Kyle Ethelbah, in the Center for Academic Enrichment and Outreach. However, the requirements were that the student speak fluent Spanish. As it turns out I had to reach out to a different department to find someone who could help out, but the contact has been made and I believe we may have potential for placing students there in the future. We also have a contact outside the university who needs assistants to do assessments of children in her practice and we are negotiating potential positions for our students there. In addition, we may have another placement with the EDL department when their funding comes through.

I believe that this placement of students shows our department’s commitment to procure funding for our students, even though some of the placements are outside our department. In addition, I find it heartening that people from outside the department are calling me to ask for our students to work with them. I believe that this is one demonstration of the effectiveness of our department for procuring and facilitating top quality scholars across all areas and in all programs of our department. It is the dedication of our faculty and of our administrative team that encourages this progress to continue.

LeAnn G. Putney, Ph.D.
Graduate Coordinator
APPENDIX H CLASS ROSTERS
Appendix H
CLASS ROSTER WITH FINAL GRADES

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FALL 2005: CED741 002

Days: T; Timing: 4:00 PM - 8:00 PM; Room Assignment: CHE-102; Room Capacity: 42

Maximum Enrollment: 5; Enrolled: 5; Grading System: Letter Grade (LG)
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CLASS ROSTER WITH FINAL GRADES

L000451538 STAPLES, PAMELA

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CLASS ROSTER

L000566745 SMITH, SHANNON

Class Instructor: SMITH, SHANNON

Days: T; Timing: 4:00 PM - 6:45 PM; Room Assignment: CEB-210; Room Capacity: 30

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CLASS ROSTER

SMITH, SHANNON

FALL 2006: EPC 741 002
Class Instructor: SMITH, SHANNON
Days: M; Timing: 7:00 PM - 9:45 PM; Room Assignment: BTBA-RTBA; Room Capacity: 273
Maximum Enrollment: 5; Enrolled: 3; Grading System: Letter Grade (LG)

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FALL 2006: EPC 741 003

Class Instructor: SMITH, SHANNON

Days: T; Timing: 4:00 PM - 6:45 PM; Room Assignment: CEB-210; Room Capacity: 30

Maximum Enrollment: 15; Enrolled: 6; Grading System: Letter Grade (LG)

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CLASS ROSTER

L000565804 HOSKINS, WENDY

FALL 2006: EPC 751 001

Class Instructor: HOSKINS, WENDY

Days: R; Timing: 4:00 PM - 6:45 PM; Room Assignment: BTBA-RTBA; Room Capacity: 273

Maximum Enrollment: 10; Enrolled: 1; Grading System: Letter Grade (LG)
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CLASS ROSTER

L000565804 HOSKINS, WENDY

FALL 2006: EPC 752 001

Class Instructor: HOSKINS, WENDY

Days: R; Timing: 4:00 PM - 6:45 PM; Room Assignment: BTBA-RTBA; Room Capacity: 273

Maximum Enrollment: 10; Enrolled: 1; Grading System: Letter Grade (LG)
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CLASS ROSTER

L000451728 MARKOS, PATRICIA

SPRING 2007: EPC 741 001

Class Instructor: MARKOS, PATRICIA

Days:R; Timing: 4:00 PM - 6:45 PM; Room Assignment: CEB-208; Room Capacity: 30

Maximum Enrollment: 10; Enrolled: 7; Grading System: Letter Grade (LG)
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CLASS ROSTER

L000565804 HOSKINS, WENDY
Class Instructor: HOSKINS, WENDY

Days: R; Timing: 4:00 PM - 6:45 PM; Room Assignment: CEB-209; Room Capacity: 30

Maximum Enrollment: 10; Enrolled: 9; Grading System: Letter Grade (LG)

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CLASS ROSTER

L000565804 HOSKINS, WENDY

SPRING 2007: EPC 752 001

Class Instructor: HOSKINS, WENDY

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**CLASS ROSTER**

L000565804 HOSKINS, WENDY

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**SPRING 2007: EPC 753 001**

Class Instructor: HOSKINS, WENDY

Days: R; Timing: 4:00 PM - 6:45 PM; Room Assignment: BHS-210; Room Capacity: 18

Maximum Enrollment: 10; Enrolled: 7; Grading System: Letter Grade (LG)

### LAST NAME  |  FIRST NAME  |  INITIAL | STUDENT ID | PHONE | STANDING | MAJOR  | CREDITS | GRADE | EMAIL
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UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
May 8, 2007

“Our strength is our unity”

Chair: Dr. Patricia A. Markos       Faculty: Dr. Randall Astramovich
Admin: Patricia Bighem             Professor Larry Ashley
                                              Dr. Jesse Brinson
                                              Dr. Wendy Hoskins
                                              Dr. Shannon Smith

ANNOUNCEMENTS

I. Dr. Markos shared information on the April 17\textsuperscript{th} Diversity Committee meeting.
II. Workload reports process may be changing in the future to the same system that UNR uses.
III. Dr. Astramovich announced that the Graduate Studies committee will boycott the current assessment policy.
IV. Dr. Smith and Dr. Markos will both attend an assessment workshop that will be located at the UNLV student union.
V. Dr. Markos announced that the spring 2007 faculty evaluations were paid for by COE, however, the current evaluation process will be changing to possible online evaluations. B) The foundation priorities have been submitted. C) request all faculty to share their contact information such as cell phones or home phone to Dr. Markos
VI. Professor Ashley announced that the undergraduate nursing program wants to use our courses as part of their program. B) Health Promotion department wants to use some of our credits for their graduate student.

VII. Dr. Astramovich presented Dr. Markos with an appreciation award from the CED faculty and staff for her work as chair of the department from 2006 – 2007.

BILL

I. Dr. Markos will travel to Carson City again to testify concerning the (licensure) bill. It is possible that the LADC board will be connected with the Counselor LPC.

UNLV

I. Dr. Markos shared information from the funnel report from the COE dean, That the $25 Million debt may be forgiven, however, there is talk of increasing student tuition. It is hopeful that the colleges may share in some percentage of the increase.

CED & STUDENT

I. Faculty discussed the topic of another department joining CED. B) Identity Issues are a factor. Departmental identity is good; CED students need better understanding of CED identity. C) Communicate that student orientation is mandatory & for students to use UNLV email system.

ORIENTATION

I. Announce student orientation one month advance.
II. Suggest summer session one class instructors; Ashley & Brinson collect student questions. We can make a Question and Answer CD or put this on the web site.

CED GRADUATE ASSISTANT

I. Dr. Markos suggest faculty submit research proposals that can be assigned
Graduate assistants. This is a way she will use to assign GA’s to faculty.

B) Dr. Markos and Dr. Astramovich are in the process of reviewing G.A. applications.

**REFLECTIONS**

1. Dr. Markos reflected on events, faculty, growth, and success of CED.

**ADJOURN**

1. Meeting was adjourned.
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
April 10, 2007

“Our strength is our unity”

Chair: Dr. Patricia A. Markos
Faculty: Dr. Randall Astramovich

Admin: Patricia Bighem
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

ANNOUNCEMENTS

1. The CED faculty reviewed a memo from Neal Smatresk (the new UNLV provost)
2. The CED faculty discussed the new College of Education Dean, Dr. Christopher Brown. Ms. Rice will be the consultant to the dean.
3. Representative from CCSN met with Dr. Markos to discuss common course numbering and possible 2 + 1 program.
4. The CED faculty discussed the licensure bill. NCA present party for celebration of bill pass, September 26th or 29th.
5. Dr. Hoskins discussed the process of School Counseling finger printing.
6. Dr. Hoskins announced the College of Education will hire a School Counseling Liaison person. They will work with COE in including CED school counseling students.

INTERNSHIP FAIR
886
1. Dr. Hoskins will speak on supervision. CEU certificates will be available to students.

STRATEGIC PLAN

1. Dr. Markos stated that there are (3) areas to be address by June 1, 2008. 1. UNLV wide priorities. 2. Needs of individual college and schools. 3. special opportunities to advance unit and UNLV goals. Dr. Brinson spoke about the possibility of hiring an associate, Target of Opportunity.

2. Discussion on faculty hire; CED must develop real department needs list. Post-Pone PHD start date. Richard Berman will teach (2) courses for CED starting in the fall 2007. He will fill the visiting faculty line. We may be able to keep visiting line for (3) years, and request a second. Larry Ashley spoke on practicum issues; faculty must visit the sites. Limit class totals to 8-10 students.

3. Dr. Markos will meet with faculty to review job descriptions. Dr. Pehrsson will be the PHD program coordinator.

SPACE

1. CED space and room need for; 1. Visiting faculty. 2. Exotic dancer clients 3. Graduate assistance. 4. Gambling clients.

Next meeting will be canceled, (April 17th.)

Meeting adjourned.
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
April 03, 2007

“Our strength is our unity”

Chair: Dr. Patricia A. Markos  Faculty: Dr. Randall Astramovich
Admin: Patricia Bighem  Professor Larry Ashley
                      Dr. Jesse Brinson
                      Dr. Wendy Hoskins
                      Dr. Shannon Smith

ANNOUNCEMENTS

1. Introduction of CED’s first student worker, Crystal Charles.
2. Dr. Markos will re-write the Center Proposal for the new dean’s approval.
3. Advisors please remind students to submit their internship forms.
4. Concerning student license, and provisional license; Kathi in the dean’s office signs off on UNLV College of Education forms. CED students may benefit from this service also. CED should make a form that includes information such as: a. student course left to do b. Hours completed and hours still to do. An announcement at the Internship fair by Dr. Hoskins about forms & logs.
5. No update on the visiting faculty position for CED.
6. January 2008 is the possible move date to the ROTC space.
7. Remind faculty to get regalia for Presidents Inaugural.
9. May 1st Joyce Nelson-Leaf’s husband will offer a brief session on China to the faculty that will travel to China this summer.
COMP EXAM

1. One student’s Comprehensive Examination committee member will not be able to attend. Suggestions: tape the session for the member to review, or make the portfolio available for member to review later. Faculty reviewed comp exam coverage.

BILL

1. Faculty discussed the licensure bill and the support for the bill.

SCHOLARSHIP

1. Faculty discussed how to measure scholarship. Discussion on the weight of service, teaching, and scholarship percentage (1/3, 1/3, 1/3) may be changing. Suggestions were: a. research b. pedagogy c. quality d. the definition of research e. define broadly. Research should be related to counseling, holistic information in portfolio, and submitted to ACA journals and top tier Addiction journals. 

Suggestion; college committees may be changed. Question of service needs to be revamped, National or UNLV service. Re look at strategic plan, what do departments need?

ADMISSION & CED PROGRAM

1. Dr. Astramovich, admission coordinator, suggests the CED website be updated to show the courses available for non-admit students. Admission stats are approximately 25 accepted; CED 727 should offer section 2 to be taught by Dr. Markos. CED 325 needs a second session. M.Comastro (CED GA) suggests we offer spring and summer class of CED 735 (the sequence only offered in summer) The nursing graduate program has requested to use the CED certificate. PTI & GA offered for CED (they must not be on any type of probation)

2. Graduate coordinator; program change. Drop GRE requirements and replace with a counselor type of assessment. Ask applicants if they are bi-lingual on application.

ICE CREAM SOCIAL
1. CED will host an Ice Cream Social- meet and great, new student orientation on April 17th 4-4:45pm new student orientation

INTERNSHIP FAIR

1. CED will host an Internship Fair on April 5th for students, agency (site supervisors) CED department information update. Dr. Hoskins will speak on supervision.

Next meeting will be April 10th.

Meeting adjourned.
Faculty Meeting Minutes
March 27, 2007

“Our strength is our unity”

Chair: Dr. Patricia A. Markos     Faculty: Dr. Randall Astramovich
Admin: Patricia Bighem     Professor Larry Ashley
                  Dr. Jesse Brinson
                  Dr. Wendy Hoskins
                  Dr. Shannon Smith

ANNOUNCEMENTS

I. Dr. Dale Phearson will be joining our team as an Associate professor in fall '07!

II. If you are tenor you really need to look into being on a committee. Fill out nominations Spring '07 Faculty senate and committee elections President Ashley's Inauguration April 27th! 10-12 in TAM Hall. MANDATORY RSVP by April 13. (Email with all faculty names) *let Dr. Astramovich know

III. Rancho high school- problem gambling awareness. Incorporate in the 9th grade curriculum. 95% Spanish speaking population. Market counseling on April 20th with Yesenia to meet with the principal. Set up a high school group and counsel them. Affiliate chapter high school group. Brain chemistry work in the 10th grade classes. Diversity initiatives.

IV. By Friday-Professor Ashley has initiatives ready to present to the chancellor. (SOAP and Rancho, power point presentation) Diversity issues articles that have been published by our faculty. Dr. Hoskins Russia pictures (India connections) as well as Dr. Smith’s Katrina pictures (about 10). Diversity @ WestCare.
V. Our Client Services Center (CSC) has been classified as an official University research unit with a primary mission focused in service activities.

VI. Keep the new Dean aware of what we are doing. The new Dean has been narrowed down and in the negotiation phase.

VII. We have a new brochure in the works!

VIII Dale will be moving into our “break room” and it looks like we will not get our new space (ROTC) until January of ’08 now.

VIII End of year ice cream social and have the graduate/undergraduate students to have a contest to create a new logo for the counselor education department as well as a motto or saying. Example: “unity is our strength”

X Contact Wendy about practicum/internship tobacco coalition. Maximum number of students for the four-hour session.

Gather a list of things that faculty might like so we can spend the rest of our money.

Dr. Smith needs Jesse, Wendy, and Larry to resend the assessment from Fall ’06. Measuring your class projects to meet CACREP standards. By today 3/27/07 or tomorrow 3/28/07.


UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
January 30, 2007

Chair: Dr. Patricia A. Markos       Faculty: Dr. Randall Astromavich
Admin: Patricia Bighem               Professor Larry Ashley

Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

“Our strength is our unity”

I. ANNOUNCEMENTS; 1. Dr. Markos announced that she is in the process of completing faculty evaluations; and requested faculty to consider and formulate their goals for 2007, and revise their evaluation forms to include all information about themselves. 2) Dean McCarthy has awarded our department a visiting faculty line. 3) Dr. Brinson suggested “Target of Opportunity” Dr Markos will investigate.

II. BY LAWS; Larry Ashley made a motion, Dr. Hoskins seconded the motion to vote on the CED bylaws. After discussion, the question of “how the chair shall be evaluated” came up and know one knew the answer, so the motion to vote was tabled, and will be discussed again at the next faculty meeting. Dr. Markos will speak with Dean McCarthy concerning the question.

III. SEARCH; Dr. Brinson updated meeting on the CED faculty search. 1) All three candidates have been called by phone. Two have responded. 2) Visit dates are Feb. 11th for Dr. Pehrsson, Feb 20 for Dr. Myer, and Feb 25 for Dr. Houser. 3) Dr. Brinson will provide a time schedule for each. 4) Candidate questions; who would be best at working with students? 5) Dr.
Markos request we all clean house. 6) Dr. Smith will offer an update on the Deans Search.

IV. LETTER FROM UNLV PRESIDENT; Dr. Markos read a letter from Dr. Ashley concerning programs, and research awards. Discussion on our department developing a research culture by applying for federal and “C” grants/ making research a part of classes/ identifying target journals/ establishing our Phd program/ acquiring national reputation/ creating publication history/ creating a research subject pool of CED courses (suggestions CED 320, 300, 315, EPY 452). A bonus would be to use research material for assessments. Dr. Smith spoke about a model called “Work Smart not Hard” and shared his thoughts on it with faculty.

V. CENTER; Professor Ashley spoke about a proposal to create a Nevada Substance Abuse Workforce Resource Center requesting $450,000.00 in funds. 1) The clinic can be a place to do research. 2) Here at UNLV we can establish a satellite 3) Suggest we use post doc. Students for assisting in research.

VI. OPEN HOUSE; Tentative dates are March 8th from 1pm to 3pm in our lobby on the 2nd floor on Thursday. Dr. Hoskins and Patricia B. will coordinate event.

VII. NEXT MEETING; February 6, 2007 @ 10am.

VIII. Adjourn
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
January 23, 2007

Chair: Dr. Patricia A. Markos
Faculty: Dr. Randall Astromavich
Admin: Patricia Bighem
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

“Our strength is our unity”

IX. ANNOUNCEMENTS; P. Markos announced the CED prefix went through effective summer 2007. 2) Email concerning provost hopeful, Jerrardo, conversation about his counseling background. 3) Larry Ashley shared the course “Human Sexuality Course” will be used from the HEP department.

X. SEARCH; Dr. Brinson shared a sample literary for the CED faculty candidate’s interview. Faculty discussed event dates, topics, hotel arrangements, travel, dinner escorts, etc.

XI. BYLAWS; Dr. Markos passed out the revised CED bylaws to be reviewed by faculty. It was decided that if there are any suggestions, or changes, they would be emailed to Pat, and next weeks faculty meeting (January 30th) the bylaws will be voted on.

XII. ASSESSMENTS; Dr. Smith shared information about class assessment required by each instructor each semester. A suggestion was given; the students are given a question to answer at the beginning of the semester, and then asked to answer the same question at the end of the semester. The results would be submitted as that faculty assessment. It is suggested that grades are not used as part of the assessment. Shannon
requested the full time faculty set an example by submitting their assessments on time.

XIII. **CACREP;** Dr. Markos announced that CED is up for accreditation on June 30, 2008. She reviewed the process of preparation, and required updates and changes to be in line with CACREP standards such as; CED self study to be completed by September 15, 2007. 2) Graduate course outlines are to reflect CACREP standards. 3) Hire a work study to assist in administrative duties. 4) Faculty minutes, faculty vitas, and course outlines must be filed in hard copy as well as electronic.

XIV. **COMPREHENSIVE EXAM;** Dr. Astramovich reviewed the comprehensive exam example and preparation for student exam. He submitted a guide for the master comp exam. Faculty discussed current and future exam structure, and what should be included.

XV. **ADMISSION;** Dr. Astramovich and Dr. Markos headed the discussion on admission for summer 2007 and fall 2007 1) there are a large number of applicants. 2) FTE and graduating student # 3) how many admission slots available. 4) suggested one admission date next year. 5) Dr. Markos will speak to Dean concerning #

XVI. **SUMMER SEMESTER;** Dr. Astramovich suggested changing his course to distance education course.

XVII. **WORK LOAD;** Patricia B. passed out "results forms for faculty to sign" to complete workload report.

XVIII. **NEXT MEETING;** January 30th 2007 @ 10am.

XIX. Adjourn
Faculty Meeting Minutes
January 16, 2007

Chair: Dr. Patricia A. Markos  Faculty: Dr. Randall Astromovich
Admin: Patricia Bighem  Professor Larry Ashley

"Our strength is our unity"

XX. ANNOUNCEMENTS; P. Markos announced that the PTI orientation was very successful and positive. Good feedback. 2) Dean McCarthy will have wine and cheese at board of regent’s meeting for tenure.

XXI. SEARCH; Dean McCarthy wants recommendation today. Dean Search meeting on January 31, 2007, narrowed down to 3-4 candidates. Faculty suggestions: 1. Dr. Brinson shared that the research culture seems to be the better focus concerning portability. Dr. Markos suggested service is also important. Search recommendations were (5) people, named; Dale Pehrsson, Markus Bidwell, Len Sperry, Rick Houser, Rick Myer. CED faculty discussed all applicants, and decided the top three were; Dale Pehrsson, Rick Houser, and Rick Myer.

XXII. COMPUTER REPLACEMENT; We have been informed that our department will get two faculty computer replacements. One for Dr. Astramovich, and Dr. Markos.

XXIII. COURSES; Practicums were not given space from scheduling dept. Dr. Hoskins has extra rooms assigned, and can share with classes on Thursday.

XXIV. COMP EXAMS; Date to be announced.
XXV. **RE-ORIENTATION MEETING;** Dr. Markos is re writing minutes. (9)
Students are actively involved in school counseling strand. When phd is approved the school counseling strand will move to CED. Students will be given the opportunity to change advisory committee. One of CED will be co-chair, and one person from affiliate list (Paul Jones will be on the affiliate list) Send email to invite Pamela Staples. Suggest we use CACREPT doctoral standards. Le Ann and Randy will come up with another time.

XXVI. **PHD;** Courses at doctor level are needed. Course outlines are needed. (8)
New courses are needed. Suggest we align course with course research mental health advocacy mental health additions.

XXVII. **MERIT COMMITTEE;** CED faculty to decide who will be on the merit committee. There must be a chair, and two more, or three people. A vote was taken with Dr. Markos not in the meeting; the vote was yes to include Patricia Markos on committee.

XXVIII. **Adjourn**
Faculty Meeting Minutes
January 9, 2007

Chair: Dr. Patricia A. Markos  
Faculty: Dr. Randall Astromavich

Admin: Patricia Bighem  
Proffessor Larry Ashley  
Dr. Jesse Brinson  
Dr. Wendy Hoskins  
Dr. Shannon Smith

“Our strength is our unity”

XXIX. ANNOUNCEMENTS: P. Markos welcomed CED faculty back in the 2007 to the music of “We are family” by Sister Sledge. A) Congrats to Randy and Wendy are on the School Counseling interest network B) Randy and Wendy on their book contract. C) Jesse on his writing. D) Jesse applauded Pat Markos her growth as a chair and creativity. E) Heather of advising center will work with our department to set up an internship site for our students. F) Larry Ashley is applying to host NADAC 2009. G) Legislature is back, 308 bill drafts. H) Dr. Brinson submitted practicum site list.

XXX. DATES; Meeting dates to remember are; January COE meeting from 10-12pm/ PTI orientation meeting January 12, 2007 at 5pm room 205. January 19, 2007 PHD Transition meeting

XXXI. SPRING 2007 SEMESTER; Dr. Markos will ask current phd students if they wish to teach for CED. 2).

XXXII. CED COURSES; EPC 735 will be canceled. B) Faculty discussed attaching a special fee to course EPC 741 to help with the cost of video equipment, etc...C) there is a question to contact the risk management department concerning insurance coverage for GA’s.
XXXIII. **PHD PROGRAM;** Dr. Markos announced that we are still waiting for news from Michael Bowers concerning the phd program.

XXXIV. **ADMISSION;** February 15th is the admission deadline date for 2007. Faculty meeting on February 20th admission decisions will be made. Dr. Astramovich suggest admission interview on March 19, from 8am to 12:00noon. Goal for interview letters to be out by February 21, 2007.

XXXV. **COMPREHENSIVE EXAM;** Faculty discussed comprehensive exam portfolio and due dates; after spring break, March 26th. In April Monday 9th -10th half hour presentation for committee. Next faculty meeting discuss portfolio guidelines.

XXXVI. **FIELD INTERNSHIP FAIR;** Approx 100 people in attendance. Date April 5, 2007, Thursday. Breakfast 8:30am to 12:00noon. 4 hours. CEU 8. Suggested guest; Clark County School district, Supervisors, students, practicum sites. Parking passes would be an asset. 1 hr speaker, Wendy Hoskins. (this will become an annual event)

XXXVII. **SEARCH;** D. Pearson is the only applicant that qualifies currently. Faculty discussed applicants, and process of ranking.

XXXVIII. **CENTER;** West Care request in writing name; UNLV client services center.

XXXIX. **Adjourn**
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Red Flag Meeting Minutes
December 11, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromovich
        Professor Larry Ashley
        Dr. Jesse Brinson
        Dr. Wendy Hoskins
        Dr. Shannon Smith

1. Student, Laura Ames has made her presentation.
2. Randy Astramovich will decide the final grade.
3. Jesse Brinson commented that the presentation was appropriate.
4. Dr. Markos recalled on comments made by the student that were disturbing
to her.
5. Wendy said the presentation keeps the student from getting an “F” grade.
6. Faculty discussed what grade to give Laura. Final decision was “C”.

1. Student, Angelic Dickens, will be discussed.
I. **ANNOUNCEMENTS:**
Patricia Markos reviewed student forms with the faculty. Student forms will be reviewed for accuracy before they are sent to the graduate college. We will have a faculty “in service” form training. (Proposed degree forms and committee) B.) Thank you and comments on ACA meeting from Patricia Markos. Wendy gave comments on Friday and Saturday leadership meeting. Wendy suggested Waive registration fee if faculty wishes to attend legislative training. C) Pat Markos read the announcement from Michael Bowers.

II. **PH.D PROGRAM:** P.Markos will speak with Ralph Reynolds, and LeeAnn concerning combining students and converting the Ph.D. program. B.) Ed
Psyc Ph.D. program is not CACREP accredited. C.) P. Markos feels it is unethical to admit any more students to their phd program. D.) Suggest we be a part of the spring 2007 admission or suggest admission be canceled.

III. **CERTIFICATE PROGRAM:** none.

IV. **SCHOOL COUNSELING:** TEC (Teacher Education Committee) developed a new program. Comments on the courses & teachers. They are using our courses. P. Markos and W. Hoskins will speak to Dr. Speer to update him.

V. **COUNSELING MASTER:** For spring 2007 master students, there is a need for practicum sites, and supervision. Jesse Brinson and Wendy Hoskins will work together to find sites for spring 2007. Suggestion: Shade Tree, Salvation Army, West Care, Juvenile Justice, COE advising center may be considered for intern sites. Jesse Brinson suggested an internship fair, needing 2 people for presentation.

VI. **CENTER:** Larry Ashley sent out request for resources for the center. We need a Graduate assistant; faculty need course release, and start up money for things like files, advertisement, promotion, center evaluator (HIPPA compliant), ad Director. The center will provide; high quality services at a low cost. Best practice model. This center can join the education college as a center of excellence. Larry Ashley offered $150,000.00 from his Problem gambling grant to assist with the center. Faculty commented on statistics and research to show supporting documentation. A name and logo for the center must be decided on. Ideas were: "UNLV Counseling Center @ West Care" “UNLV Counselor Education Center @ West Care”, “Counselor Education Center @ West Care” “Counseling Center for Clinical Care”.

VII. **FACULTY:** None
VIII. **STUDENTS:** See Red Flag minutes for December 11, 2006.

IX. **TRAVEL:** Counselor Education travel request forms were sent to Tom Pierce by accident.

X. **DEAN:** Dean McCarthy is meeting with the president, it is part of the decision making process.

XI. **CED:** Computer replacement form was commented on and faculty were advised to submit information on the request forms as soon as possible.  
C.) CED merit committee by laws is still to be developed.

XII. Meeting adjourned.
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
December 5, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromavich
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

XL. ANNOUNCEMENTS: P. Markos meet with Dr. Corkhill: a.) Get your own Ph.D. b.) Suggestions for pre-proposal (research for job openings that the PhD in Counseling would satisfy) c.) Agreed to be affiliate. d.) School of Medicine, Psycho pharmaceutical class suggestion. e.) Send pre-proposal to the Dean.

XLI. CENTER: Center proposal discussion by faculty. Center can offer; literacy, tutoring. Need course release for faculty. Suggested Center needs are; A director, administrative person, what will students learn and do?, what part do other UNLV departments play. Suggest making a deadline for the center.

XLII. Adjourn
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
November 28, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromavich
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

I. ANNOUNCEMENTS: a. Representative from human resources will attend faculty meeting on December 5th to give instructions on CED search. B. student (Laura Ames) will give presentation at 10am.

II. PHD PROGRAM: Comments and discussion of letter from Paul Jones. B. Suggested phrases for CED letter; ask Dean to put a resolution to this, Dean is final power and conversation should include provost, pre-proposal in before new dean begins. C. Jesse suggested PHD program wait for 1 year, concerns that we may be alienated from other departments after the program is approved. D. CED experience with thesis is good for preparation for dissertation and co chair of Ed Psyc students. E. faculty reviewed pre-proposal of PhD program; ideas for program name; Counselor Education with mental health/ PhD in Counseling with counselor Ed & supervision emphasis/ PhD in counseling with clinical in additions and mental health emphasis. F. foundation - counselor education (based on CACREP 96 credit standards for doctorial program.) Specialty- clinical in additions & mental health - 12 credits. Electives arts & global - 12 credits, total 120 credits. Pat mentioned PhD
rehabilitation area is huge, ideas; forensic counseling, legal issues, foster care, child welfare. Question; would sites be different for PhD students than for master students. 600 hours for Dr. Student's internship-teaching supervision.

III. SCHOOL COUNSELING: None
IV. COMMUNITY MENTAL HEALTH: None
V. CERTIFICATE PROGRAM: None
VI. CENTER: None
VII. COURSES: Suggested courses EPC 781 problem gambling and EPC 785 eating disorders. Patricia Bighem to contact Raelynn in scheduling to correct student maximum cap at (5) students.
VIII. FACULTY: None
IX. STUDENTS: None
X. COMMENTS: None
XI. Meeting was adjourned, next faculty meeting is December 11th at 10am.
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
November 21, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromavich
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

I. Announcements: 1. Friday, December 8th COE meeting reminder. 2. C&I department have professional school something like our center project. 3. Tom Peirce received a $29 million grant. 4. Bylaws update; voting on next meeting 5. Counselor Education giving project has a new helper named Max! He is the son of Marilyn Sue Ford, and he will assist keeping track of the donations, and making thank you cards.

XII. 2007 Summer Semester Course review. Faculty reviewed courses, and selected course to teach for summer 2007.
XIII. Counselor Education Ph.D. program: 1. Dr. Markos read the email from Paul Concerning his perception of the Ph.D. program counselor education is developing. Faculty discussed it, made comments, and decided how to proceed. Everyone will assist in developing letter. The letter will be presented to the dean at a meeting in an attempt to end the debate over which department should own the Ph.D. program.
XIV. School counseling program; Dr. Markos and Dr. Hoskins shared topics that were reviewed at their meeting with CCSD. 1. Undergraduate field
placement in school. 2. Community in schools program in the schools. 3. Career Centers in High School. 4. Certificate program for CTE (a union based development program) was discussed. Larry Ashley announced High Schools, Valley, Rancho, Clark have requested he teach problem gambling courses.

XV. ACA committee comments were; Individuals can nominate themselves if they are in the committee.

XVI. Next meeting the Ph.D. and Center proposals will be discussed.

XVII. Meeting was adjourned.
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
November 14, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromavich
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

II. Announcements:
A. Holiday giving project.

B. December 8th is the College of Education meeting, the progressive lunch, student advising presentation, the NCA conference. (Send reminder email to students)

C. December 9th Leadership training – ACA.

D. CEB will be wired for technology, January 2007 a workshop will be given.

E. Educational Psychology will have a national wide chair search.

F. Nevada State College has a masters program that has been approved by the board of regents.
III. Dean search: The firm hired to conduct the dean search is called Greenwood & Associates. Contact information is; Betty Asher-Bettyasher@greenwoodsearch.com and Jan Greenwood Jangreenwood@greenwoodsearch.com. The ad is out, and there may be (3) applicants at present. Dean McCarthy has requested that faculty be; committed to be involved, attend the sessions and committed to keep a positive attitude. The time period should be March 2007.

IV. Comments were; A. Hope that the provost will be hired by March 2007. B. Campaign to raise awareness of COE and students. C. Planning council – non-academic (no voting rights) D. Dean McCarthy is looking for centers of excellence. Dept of Counselor Ed can offer the “Center” as a center of excellence. Nat’l Science foundation standards can be used as center of excellence guide lines. E. Jesse Brinson suggested we advertise the dean’s search to Counselor Educators.

V. Course updates: A. Prefix change request is on agenda for November 15th meeting. Several courses have been claimed by the MFT department, if we wish, we will have to negotiate with MFT for courses. B. Discussion on MFT advising process. C. Courses EPC 751/EPC 752/EPC 753 have registration complications. The process for spring 2007 will be for Patricia B. to email the registrar’s office to be done manually.

VI. Request: A. Shannon Smith requests someone to cover course 325 for him November 17th. B. Student Kelly Shinner requests a meeting with Patricia Markos on November 21st at 4:30pm. C. Patricia Markos request faculty to review the Ph.D. pre-proposal, this will be submitted this year.

VII. Meeting was adjourned.
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting Minutes
October 24, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromavich
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

VIII. Announcements: Dr. Markos discussion and review of Advanced Graduate Certificate in Mental Health. 2. Undergraduate FTE is high for Counselor Education. 3. Mention of how supportive and helpful Dr. Bill Speer has been.

IX. Ph.D. discussion and review of program and classes. 1. 72 credit hours 2. Ideas of electives (such as feminism, art,) 3. Concern, possibility of small FTE in some classes. 4. Suggested weakness lack of senior faculty and resources.

X. Dean Search: An outside search firm has been hired to conduct the Dean search. The same firm will be used to conduct the search for other open positions at the college.

XI. Remind faculty of the room reservations made for faculty meetings, and meeting with ACA president, Marie Wakefield.

XII. By-Laws to be put on the agenda for next meeting.

XIII. CCSD Advisory Committee meeting is November 16, 2006 at 1pm. 1. Suggested that this meeting would be a good time to present our new program, and to recruit for PTI’s for our courses.
XIV. EPC 701. Student, Kelly Shinner has not taken this course as of yet. Discussion on course sequence. Ok for students to take 701 out of sequence because of the departmental split. 2. Investigate issues of student admission regarding financial assistance. 3. Admission semester; summer, spring or fall?

XV. Prefix change (EPC, COU, to CED) process is confusing. Patricia Markos and Wendy will prepare paper work to make the change.

XVI. November 7th faculty meeting will be canceled. November 14th meeting time change from 10:00 am to 11:15am.

XVII. Larry Ashley and discussed Wendy Hoskins's syllabus template.

XVIII. Larry Ashley announced the Field Experience meeting will be on October 31st at 2pm in the CEB building room 315. Patricia will attend instead of Larry.

XIX. Larry announced an opportunity for faculty to author a text book.

XX. Meeting was adjourned.
XXI. Announcements: Dr. Markos; several spring 2007 courses do not have room assignments, and some do not have instructors assigned. Ideas; 1. Use the break room for practicum space. 2. Combines 445 & 645 to use one room. 3. R. Astramovich suggested we look for space off campus. 4. The advertisement for CED faculty has been sent to human resources, the process will be after human resources ok's it, and they post the announcement on UNLV web site. 5. Jesse Brinson is in charge of the search. (consult with h.r., Feldman) 6. Pat Markos reviewed the list of items on the “one time funding” list.7.

XXII. Admission review; There are two students files will be reviewed for spring 2007. Each faculty will review the file, make comments, and the interviews will be on October 31. 2. Graduate College approved CEB special admissions. 3. A process needs to be established for undergraduate admissions also. Randy Astramovich is named, graduate admissions committee, and Larry Ashley is named undergraduate admissions committee.
XXIII. Center proposal update: waiting for feedback from West Care (we do have space) 2. There will not be any state funds, only a grant for the center. 3. Departments in the College have offered to participate, however, the way they participate.

XXIV. Advanced graduate certificate in Mental Health update; Proposal is almost complete. November is due date for pre-proposal, December is due date for full proposal. The certificate will not have to go through the board of regents.

XXV. Ph.D proposal; subjects discussed were; 1. Course 2. Credit number 3. Concentrations 4. Strands 5. Doctoral standards 6.

XXVI. Wendy Hoskins invited everyone to the school counseling advisory meeting. Time and date will follow.

XXVII. Meeting adjourned.
UNLV
COUNSELOR EDUCATION DEPARTMENT
4505 Maryland Parkway
Box 453066
Las Vegas NV 89154

Faculty Meeting minutes
October 10, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromavich
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

XXVIII. Announcements: Dr. Markos announced that S. Smith has received his letter of recommendation that he be promoted and given tenure.

XXIX. Red Flag Meeting; (Student review) Pat suggested we do a better job of looking at admitted students files. Dr. Astromovich said the admission process shows each students responsibility, which is a factor in admitting them. Each student currently in the program was named, and comments of their progress, etc., was discussed within the staff (which included either the students instructor, or advisor) Each named students current status was named and discussed. The approximate numbers were: Changed programs - 4, Leave of absence - 2, Graduated – 3, Questionable, or MIA - 3, and finally those students in our program – 47. End of red flag meeting

XXX. Associate full position search; the process may follow this pattern, 2006 search/ 2007 hire/ 2008 search/ 2009 hire.
XXXI. Ph.D.; College strategic plan; Dr. Corkill did list our Ph.D. with the
specialty strand; global, and art. L.Putney sent the professional faculty a
draft for counselor education to become affiliates with them in their Ph.D.
program. However, P.Markos does not feel comfortable. Dean McCarthy
feels CED should act as co chairs, however, when CED Ph.D. is up and
running EdPhys Ph.D. would no longer be a program.

XXXII. Money; P.Markos announced that CED did not get 10,000.00 from the
board of regents, but we did get a one time funding request. We have sent
Dawn Newman a list of items needed to start up the department. B. travel
request are to be sent to the deans office for approval. Registrations of
conferences are to be paid from CED budget. P.Markos announced that
CED will pay for early bird registrations/ no pre-meeting or pre-events
will be paid from CED. Deans office pays for (2) days of per diem, and (2)
nights for hotel.

XXXII. P.Markos and S.Smith attended the assessment symposium and shared
their request to CED faculty; please identify and assign one core area;
assess one assignment per class (as a form of measurement) a. note how
the student did b. how many students ranked high, med, and low. C. list
goals of assessments. S.Smith suggested that this would be good data for
CACREP.

XXXIV. Dr. Brinson announced that he submitted an edited version of the mental
health certificate proposal.

XXXV. Center proposal; P.Markos announced that she has been in touch with all
departments in CEB to work with center. Thursday at 8:30am with Dr.
Corkill our proposed MS degree will be approved.

XXXVI. Admissions; on campus interviews with applicants will be October 31st.

XXXVII. Dr. Hoskins, and Dr. Smith will attend curriculum meeting for CED.

S.Smith proposed a mandatory advising group meeting on Dec 8th at
4:30pm – 5:30pm.

XXXIX Meeting adjourned.
Announcements: Leadership team meeting will be October 4th. Positions & programs. Leadership agreed to create PhD. 2. Requirements for CACREP in masters as well as a PhD. 3. Oct. 10th is picture day! 4. After student review meeting 10-17th back to topics of mental health certificate. 5. Request Psy conference room as our new meeting room.

Vision: 2 years School Counseling Model; have paraprofessionals come into schools for clerical work. B. let counselors be counselors. C. connect with the policy makes, invite him to our open house. D. maybe get together a proposal and get one high school, middle and elementary to show what counselors can do. E. Have to offer 15 hour workshop per year F. get a pre-approved CEU course 2 cr. G. Play therapy Centers, mental health, early intervention and treatment across the lifespan.

Ph.D.; make 4 GA positions available. B. Become a counselor educator, practitioner, administrator minor in program (public administration, stats) research core (3 or 4 classes). 9-12 credits. EPY 721 EPY research design,
EPY 722 EPY qualitative, Counselor EDU core 12 credit. Adv group, theory of education, social with supervision. Practicum – 3 credit. Internship – 3 credit dissertation – 12 credits. (addictions mental health creative arts, biostatistics)

XLIII. Dr. program; research core 9-12 credits EPY 721 EPY research design/EPY 722 EPY Qualitative. Counselor Edu Core 12 credits advanced group, advanced social culture, advanced theory, advanced supervision. Specialty addictive mental health creative arts, global intl counselor. Practicum - 3 cr. internship - 3 credits dissertation – 12 credits.

XLIV. Global international counseling add to strategic plan counselors without borders.

XLV. MD-PhD/ J.D. Ph.D. Counselor Ed/J.D grow selectively.

XLVI. Proposal due December 1st (no counselor left behind)

XLVII. Meeting adjourned.
Chair: Dr. Patricia A. Markos

Admin: Patricia Bighem

Faculty: Dr. Randall Astromavich
Profressor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

XLVIII. Dr. Markos thanked Dr. Smith for taking over Class 325 fall 2006. Yeah!
XLIX. Pat shared due dates from Dr. Corkill: a. budget, b. strategic plan, c. junk-stuff.
L. The Ad for the senior faculty position is at the dean’s level; however, Dr. McCarthy is out of town. Dr. Speers and Dr. Corkill have received it also.
LI. The dean has requested an edit of the Ph.D. and certificate programs. These should have a fall 2007 start date.
LII. Pat shared the dean’s suggestion on participating with the department of Ed Psyc until the CED PhD is up and running, and asked for comments. Points brought up were: A. shared courses result in a split FTE. B. Counselor education dept should teach CED courses, all CED courses are not covered. C. Research should stay in the dept of CED. D. Ethical issues are not addressed if both CED and EPC students are in one class.
LIII. Dr. Brinson mentioned that the Deans search is important to CED because of the support for our CED PhD program.
LIV. The dept by laws were reviewed by Randy; he will update and present it again.

LV. Assessments; Shannon presents assessment plan for MED program in school counseling. The courses and program were reviewed.

LVI. Jesse presented a pre-proposal on the Advanced Graduate Certificate program for Mental Health. Courses, goals, and credit #'s were covered. Suggestions were; add a practicum with (18) credits. CED 766, CED 745, CED 755, CED775, CED 738. Students will meet with their advisors to personalize their program of study.

LVII. December 6th is the approval date for the graduate catalog.

LVIII. Randy suggested that Shannon join the Graduate Studies committee.

LIX. News on the Clinic was presented by Larry Ashley; a name has not been appointed. Larry requested feedback on the proposal from the department. The idea of partnership was discussed. Pat pointed out areas of need; activities, seminars, outreach. A Budget, Director of the clinic, a receptionist, supplies, facilities and utilities (should already be taken care of) a time line of two weeks to discuss again.

LX. New classes and curriculum for undergraduate have approximately 2 months to complete.

LXI. The office (room 237) is scheduled to be painted on October 2nd, and may take the entire week. Faculty meeting will be held room 228 on October 3rd.

LXII. Open house for Counselor Education notes; suggested date; spring 2007. Greeting cards (or something) to be sent out this year. Fall 2007 can represent 1 year anniversary.

LXIII. Website updates suggestion; list agencies that can be used for faculty or student personal needs. Information on art therapy also.

LXIV. Meeting adjourned.
Review instructor evaluation form, and the evaluation process.

Representative, Nancy Master (phone extension 5-2138) spoke on the services available from the library to our department, such as; cd's books, purchase suggestions, student groups, study and research. Request journals, classes and APA course (Diane Vanderpole at ext 5-21260) ILL – document delivery, and library is wireless for lap top use.

Dean, Dr. Jane McCarthy request faculty contact UNLV president concerning research, and marketing.

Dean search; college votes, at large position, hiring new search firm.

COE website; suggest we request COE to include information on conferences such as ACA and NADAC.

CTE, Center of Teaching Excellence (school district) 32 plus credits at the master's level could be workshop type credits.

Patricia M. introduced the new work request slip; to be used for copy request, etc...to administrative assistant.
LXXII. Patricia M. reminded faculty to post office hours (and that there must be at least 5 hours listed)
LXXIII. NCE exam is on October 12, 2006. Bridget Bycina will be the proxy. The room is in the process of being reserved.
LXXIV. Mid term is October 20, 2006 so there will be a CED meeting on October 17, 2006 to review student’s grades.
LXXV. Admissions- Patricia M. will meet with Harriett Barlow to discuss admission due date. October 15th is the deadline for material submission.
LXXVI. Randy is applauded on his job with the Graduate Handbook!
LXXVII. Orientation- Randy will submit an agenda for the student orientation on Friday, September 15, 2006. He suggested as faculty is introduced they expound on their individual counselor theory. Snacks provided by Wendy.
LXXVIII. Full professor position advertisement ad needs to be completed. Patricia M. will submit a suggestion to faculty to review today. After the Deans reviews it, it is sent to M. Bowers. Patricia M. would like to get the ad to the dean this week, and ask her about possible perks, and start up bonuses available. It was suggested that there be an outside person (in an advisor capacity) maybe: Susan Miller, Kyle.
LXXIX. Patricia M.; curricular changes deadline Sept 21. How to put together a syllabus for thesis and independent study.
LXXX. Clinic proposal update: cost is an issue. Child family campus/ possible to share the receptionist. Waiting for response. Patricia M. suggest we start the proposal process (3) faculty are to complete the draft by September 22. List the mission.
LXXXI. Ph.D. proposal: comments: pro: more operating budget. Full faculty line, helpful for clinic approval. Con: should concentrate on master and undergraduate program. Set later start date.
LXXXII. Dr. Brinson to work on pre proposal of the Advanced Graduate Certificate.
LXXXIII. Larry Ashley update on his gambling treatment program. This will impact his work load; he will need a course release for the spring 2007.
LXXXIV. Announcement of Shannon up for tenure Wednesday, September 13, 2006.
LXXXV. Meeting adjourned.
Faculty Meeting minutes
August 21, 2006

Chair: Dr. Patricia A. Markos
Admin: Patricia Bighem
Faculty: Dr. Randall Astromavich
Professor Larry Ashley
Dr. Jesse Brinson
Dr. Wendy Hoskins
Dr. Shannon Smith

I. Discussion on Dean search for College of Education.

II. Patricia Markos request all faculties submit their course outlines as soon as possible.

III. Publications are requested by Dean, Jane Macarthy. Please send your hard copies of 2006 publications and articles to Patricia B.

IV. Graduate Assistant office space is located in the RAJ building room 128. This is in the bottom floor of the Law School. Patricia B. will order the phone line, and cubical supplies needed for the (5) GA’s.

V. Classes for spring 2007 include 28 undergrad courses.

VI. CED Fair; discussion on supplies needed to complete presentations. Invite Jane Kadovich, head of guidance in School district, as well as Candy Kid from West Care. Be sure to dress up. Give away gifts, and date to work on board presentations is Thursday, August 24th at 9am. Randy will purchase boards. Suggest we ask for support letters from associations.

VII. Committees: 1. Academic Standards Wendy
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<td>Advisory Council</td>
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<td>Jesse &amp; Shannon</td>
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VIII. Patricia M. Advised faculty of reassignment forms due by September 1, 2006 (except for Shannon)
IX. EPC 741 on Mondays is changed to Tuesday at 4pm. Patricia B. to advised scheduling department.
X. Academic Assessment due by October 31, 2006.
XI. Courses; discussion of the spring course schedule. Prefix for independent studies (CED) thesis 749 / independent study 758 / individual research 787. Faculty to select the graduate level course to teach. Careers & Internship (@ 4pm) Wendy. Randall – 315. Ethics – Tuesday. Practicum. 743 & 731 to move to Tuesday or Thursday request of Jesse. Other curriculum changes are COU 741 to 751 / CED 745 to 755 COU 738 – CED 738.
XII. Strategic Plan; reviewed.
XIII. Patricia M. asks faculty; how many presentations & scholarships & grants written, and money received.
XIV. Patricia M. suggested we apply for the New Investigator Award.
XV. Discussion on Larry's Gambling Treatment program and fees.
XVI. Discussion on the West Care Center and Counseling department & Advisory Board.
XVII. Larry Ashley made an announcement about L.P.C. / License Professional Counselors.
XVIII. Review by laws- faculty will submit updates or changes this week.
XIX. Chair search discussion.
XX. Painters. No word.
XXI. We may be able to use CED prefix by January 2007.
XXII. Suggested we invite people in for Monthly professional topics.
Appendix J
1. Mission and Goals of the Department of Counselor Education

The Department of Counselor Education fits with the College of Education mission statement and objectives through its vision of academic excellence by providing quality training to students primarily from the Southern Nevada region, but also from the state, region, nation, and international community.

1.2 The Department of Counselor Education offers a B.S. degree in Human Services Counseling with four associated minors for undergraduates, an Advanced Graduate Certificate in Addictions Studies, an Advanced Rehabilitation Counseling Certificate and two master’s degrees. The 60-credit Community Mental Health Counseling M.S. degree in Counselor Education will help students become professional counselors in the areas of community mental health counseling, including addictions and rehabilitation counseling, as well as related counseling areas. The 48-credit School Counseling M.Ed. degree in Counselor Education prepares educational professionals who work to meet the academic, career, personal, and social needs of culturally and linguistically diverse K-12 student populations. Translating theory and research into practice is stressed throughout the program in terms of developing therapeutic approaches, strategies and techniques through the hands-on experience of practica and internship. The department prepares counselors to fulfill the following roles: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for individuals and particular groups; 2) Address the academic, career, mental health, and personal/social needs of individuals and particular groups; 3) Help individuals and groups strive to find meaning, involvement, worth, and self-esteem in their lives; 4) Through research activities students develop the knowledge and skills to conduct qualitative and quantitative research studies; and 5) Develop student skills in consultation to interface with various community organizations.

2. Composition
The Department of Counselor Education, hereby known as the Department, shall consist of the faculty responsible for teaching, research, and service in the area of counseling and related human services and counselor education.

Hereinafter the Department shall refer to the body of persons holding voting privilege.

Faculty with academic rank or faculty-in-residence may attend Departmental meetings with voting privileges. Voting privileges for the academic year may be extended to visiting faculty in the Department with the approval of two-thirds of the Department. Other persons may attend Departmental meetings by invitation.

3. Administration

The Chair is responsible for the duties detailed in the COE Bylaws, rev. 11/22/2004, Section 4.2 and such other duties as determined by the Department. The Chair will be recommended to serve a three-year term.

If the Chair is out of town for three weekdays, she/he shall appoint an interim replacement. If the absence is for longer than three months, an interim Chair shall be selected by procedures detailed in 7.1-7.7 to serve until the return of the Chair or until expiration of the three-year term.

Evaluation of the Chair. The Chair shall be evaluated by an evaluation committee selected by the department faculty. The evaluation shall be conducted no less than once every fall semester. The results of the evaluation shall be given to the Chair and forwarded to the Dean of the College of Education.

Nomination and Election of the Department Chair

The Department Chair is recommended by 2/3 vote of the faculty. The recommendation is forwarded to the Dean.

With the exception of candidates from outside the Department, the following procedures will be followed for the recommendation of the Chair to the Dean:

Interested faculty will declare their candidacy for Chair no less than three weeks before the election.

Each candidate for Chair will present her/his position on issues and concerns facing the Department at a special Department meeting. Each candidate will have presented a written statement prior to the meeting. At the meeting faculty will have the opportunity to ask questions of the Chair candidates.

At the close of the special Department meeting, ballots will be distributed to faculty members containing the names of candidates for Chair. Ballots will be cast anonymously in a ballot box in the Department office. Proxy ballots will be permitted. The faculty will choose two senior faculty members to count and tabulate the ballots. The senior faculty members will then report the results to the Department and Dean.

With the exception of the candidates being considered from outside the Department, the Chair must be a tenured, full-time faculty member of the Department.

The nomination of the Department Chair will take place during the first (fall) semester of the third year of office of the incumbent Chair unless candidates from outside the Department are considered.
Procedures for Recommending Termination of Office of the Department Chair

The request to consider termination of office of department Chair is made in writing by at least 20% of the faculty.

At a special meeting a vote is conducted for chair (a tenured faculty member) of the special meeting. If no one receives 2/3 vote of the faculty, then the meeting is chaired by a tenured faculty member chosen at random from those willing to serve in that capacity.

The vote on termination is taken by secret ballot one week after the issue has been thoroughly discussed in one or more special meetings as needed. A 2/3 vote is required for a conclusive recommendation to be made to the Dean.

The Chair of the special meeting is responsible for transmitting the minutes of the meeting(s) and the results of the secret ballot to the Dean.

Coordinators, (i.e., Graduate Coordinator, Undergraduate Coordinator, Community Mental Health Counseling Coordinator, School Counseling Coordinator, CACREP/Assessment Coordinator), will be recommended by the Chair and elected by the Department. Other coordinators may be elected from a list of those willing to serve, as necessary, with the consent of the Department. The term of office for Coordinators shall be three years. Coordinators will be evaluated annually by the Department Chair who will systematically solicit input from the faculty. Copies of the evaluation will be given to the Coordinator and filed in the Department.

It is the responsibility of the faculty to initiate, develop, and implement curricular offerings for the Department in concert with departmental objectives. The Department shall approve each new (or revised) curricular or program offerings consistent with CH II, Sections 5 & 6, UNLV Bylaws.

Student input will be sought in matters on which such input is deemed necessary by the Department.

4. Departmental Committees and Responsibilities

The Department shall create such committees as deemed necessary including, but not limited to, the following:

The Admissions Committee shall consist of at least three members, one from each specialty area. This committee will propose admissions criteria and submit admission recommendations to the Department for approval.

The Promotion and Tenure Committee shall consist of all tenured Department faculty. All tenured members of the Department will have the opportunity to evaluate faculty under consideration for promotion and/or tenure.

The Department will function as a committee of the whole to ratify major decisions. A major decision is defined as one which affects policies, procedures, and other governance of the Department, as well as issues related to curriculum, personnel, student evaluations and retention, accreditation or other professional issues.

Additional committees may be formed as the need arises by the Chair with the consent of the Department.
5. Meetings

The Department will schedule regular meetings during the academic year. Meetings of the Department will be called by the Chair. A number equal to or exceeding fifty percent of the full-time voting faculty of the Department will constitute a quorum. It will be the responsibility of the Chair to delay action or balloting on issues when, in her/his judgment, attendance is not sufficient to insure adequate input and informed discussion. Motions shall pass or fail by a simple majority vote. In any circumstance where there is not a complete slate of candidates for any CED committee or office, then those individuals nominated shall be elected by acclamation.

Agenda items may be submitted by any member of the Department two working days before the scheduled meeting.

Proxies may be used within the Department. Such proxies must be made in writing or by email to a regular voting member of the Department.

Minutes will be taken at every Department meeting and copies of the minutes will be distributed within one week after the meeting.

6. Faculty Affairs

Promotion & Tenure

An individual faculty member will be responsible for initiating action on matters of promotion and tenure.

Procedures and criteria for Departmental promotion and tenure recommendations will be consistent with CH 3, Sections 3.1-3.3 of the University Code, the UNLV Bylaws, and the COE Bylaws, rev. 11-22-2004, CH 4, Sections 2.3-2.4 and the Department Promotion &Tenure Guidelines.

It is the responsibility of each faculty member to meet the deadlines for submitting their materials for promotion and tenure.

All tenured members of the Department will have the opportunity to evaluate faculty under consideration for promotion and/or tenure. Based on the following the Promotion & Tenure Committee's recommendations.

Departmental recommendations will be forwarded by the Chair to the COE Dean. The Department supports the principle that any written communication relating to the evaluation of any faculty member for purpose of reappointment, promotion and/or tenure, shall be subject to review by the faculty member.

Merit

The Department Merit Committee will consist of either (a) three elected Department faculty members or (b) two elected Department faculty members and the chair of the Department. Should the Department choose method (b), to include...
the department chair, then procedures outlined in UNLV Bylaws Chapter 3, Section 6.1 must be followed:

6.1 Academic Department Personnel Procedures

Authorized. The faculty of each academic department shall establish its own procedures and criteria for all personnel recommendations in accordance with college and departmental bylaws. Only tenured, tenure-track and clinical faculty (excluding chairs, associate deans and deans) may serve on departmental personnel committees, attend personnel committee meetings at which recommendations for promotion, tenure, merit or annual evaluations will be made, or vote in such meetings. By a two-thirds majority of the tenured, tenure-track, and clinical faculty this provision may be waived for a specific academic year. If the department chair does not attend, it shall be the responsibility of those in attendance to write a detailed report specifying majority and minority opinions. The administrative procedures of each department and college shall ensure that the input of administrators is a formalized part of the process. (B/R 10/01)

Following the election of the department committee members, one of the elected department committee members will be selected by the department to serve as department representative to the college committee. Clinical, tenure-track, and tenured faculty are eligible for election to the department merit committee. The department merit committee will undertake three roles in the merit review process:

1. The department committee will determine if each merit applicant has met the minimum standard for merit;
2. The department committee will rank order (in each of the three areas of teaching, service, and scholarship) those applicants who are found to meet the minimum standards. Such standards shall take into account the variations in assigned workload present in the college. [10.2.2] No faculty member may be present during the presentation or ranking of their application for an award of merit. [10.2.3];
3. The department committee will forward the three ranked lists to the college committee.

Feedback to faculty regarding merit ranking in the department will be included as part of the department chair’s annual evaluation process with each faculty member.
In recognition of the tripartite functions of UNLV (teaching, research, and service), Department faculty will be normally given no more than a nine credit-hour teaching load to permit the accomplishment of these functions.

Faculty rights and responsibilities will be consistent with those specified in the COE Bylaws, rev. 11-22-2004, Chapter 4, Section II.

7. Procedures for Amending Department Bylaws

A change in the Bylaws may be proposed by 20% of the faculty or by the Department Chair. If possible, the proposed change in the Bylaws is placed on the agenda of the next faculty meeting or the one following. The issue is discussed in full and the final draft of the proposed change is determined by faculty discussion. If this step is not completed during the faculty meeting, it is to be completed at the next scheduled faculty meeting.
Appendix K
### Graduate Employment in School Counseling

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# CED Graduate Student Advisors 2006-2007

## Department of Counselor Education

### Graduate Student Advisors

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APPENDIX L

PART-TIME INSTRUCTOR ORIENTATION
Appendix L
PTI ORIENTATION MEETING

- Welcome and Introductions
- Overview of Department of Counselor Education
- COE Advising Center – Joyce Ahn, Director
- Academic Assessment – Dr. Shannon Smith
- Procedural Information
  - Course Syllabi and Books
  - Mailboxes
  - Parking
  - University Policies & Services
    - Keys
    - Saturday Classes
    - Final Exams
    - Email Addresses
  - Benefits

HUMAN SERVICES COUNSELING

- General training in human services and counseling
- Gain knowledge of dynamics of individual, family, larger society
- Applied emphasis
- Work in a wide variety of settings
- Current Students

MISSION STATEMENT

- The B. S. degree in Human Services Counseling provides you with general training in human services and counseling. Drawing from the knowledge base of social sciences, the program helps you develop a variety of therapeutic, teaching, counseling, supportive, and preventive methods. The program has an applied emphasis that will enable you to listen therapeutically, problem-solve, help implement and support mental health programs, develop social skills programs, and help those who are disadvantaged, impaired, or needing to develop interpersonal skills.

PROGRAM OBJECTIVES

(Revised 7/14/03)
1. Demonstrate knowledge of an array of theoretical and applied counseling theory.

2. Demonstrate a range of counseling skill sufficient to conduct entry-level human services interventions.

3. Demonstrate the ability to communicate orally and/or in writing and interact effectively with other helping professionals.

4. Demonstrate an ability to understand, research and critique professional literature in counseling and to draw on that literature in counseling practice.

5. Deliver professional services within the guidelines of the ethical and professional practice.

6. Meet consumer needs of diverse clients with an appreciation of multicultural differences.

7. Form helping relationships in accordance with the principles of sound counseling practice.

8. Be prepared to secure a position in the helping profession or gain entrance to graduate school.

REQUIRED COURSE FOR MAJOR

- CED 117 Interpersonal Skills in Human Relationships
- CED 200 Multicultural Issues in Counseling
- CED 300 Introduction to Human Services and Counseling
- CED 315 Counseling Skills in Human Services
- CED 320 Drugs & Behavior
- CED 325 Mental Illness and the Human Services Profession
- MFT 350 Human Sexual Behavior or
- MFT 360 Contemporary Marriage & Family Relationships
- CED 375 Ethical and Professional Issues in Human Services
- CED 400 Field Experiences in Human Services I
- CED 401 Field Experiences in Human Services II
- CED 425 Perspectives in Multicultural Counseling
- CRJ 301 Research Methods in CRJ
- PUA 241 Survey of Public Administration
  OR
- RLS 450 Administration of Recreation and Leisure Services
MINOR: ADDICTIONS PREVENTION

- CED 300 Introduction to Human Services and Counseling
- CED 315 Counseling Skills in Human Services
- CED 320 Drugs & Behavior
- CED 322 Perspectives on Addictions
- CED 323 Prevention I: System Orientated Prevention Strategies and Programs
- CED 324 Prevention II: Client Oriented Prevention Strategies and Programs
- CED 475 Prevention Strategies and Development Theories in Addictions

MINOR: PROBLEM GAMBLING

- CED 300 Introduction to Human Services and Counseling
- CED 320 Drugs & Behavior
- CED 322 Perspectives on Addictions
- CED 439 Compulsive Gambling Counseling I
- CED 440 Compulsive Gambling Counseling II
- CED 475 Prevention Strategies and Development Theories in Addictions

MINOR IN HUMAN SERVICES COUNSELING

- COU/CED 300 Introduction to Human Services and Counseling
- COU/CED 315 Counseling Skills in Human Services
- and five courses chosen from:
  COU/CED 325, 350, 360, 375, 420, 425 and RLS 450.

GRADUATE PROGRAMS

- M.S. Community Mental Health Counseling
- M.Ed. in School Counseling
- Nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

MISSION OF MASTER’S DEGREE
To prepare counselors to fulfill the following roles: 1) Serve as advocates, educational leaders, team members, consultants, and counselors to maximize opportunities for individuals and particular groups; 2) Address the academic, career, mental health, and personal/social needs of individuals and particular groups; 3) help individuals and groups strive to find meaning, involvement, worth, and self-esteem in their lives; 4) Through research activities students will develop the knowledge and skills to conduct qualitative and quantitative research studies; and 5) Develop skills in consultation to interface with various community organizations.

COURSE SYLLABI & BOOKS

- Xeroxing of Syllabi and ordering books
- Your Syllabi and book and the “Big Picture”
- Consistency across multiply course offerings
- Your course and sequencing of the program
- Academic rigor

INTERNERSHIP/FIELD PLACEMENT FAIR

DEPARTMENT OF COUNSELOR EDUCATION

University of Nevada, Las Vegas

April 5, 2007

WELCOME
• Introductions
• Internship Requirements – CACREP Accreditation
• Supervision in Counseling – Wendy Hoskins
• Break
• Internship/Field Placement Sites – Introductions and Descriptions
• Informal Interactions

CACREP STANDARDS

CACREP

• The council for Accreditation of Counseling and Related Educational Programs was formed in 1981 as a corporate affiliate of ACA.
• The mission of CACREP is to promote the advancement of quality educational program offerings.

UNLV

• The Department of Counselor Education offers the following programs:
  – M.S. in Community Mental Health Counseling
  – M.Ed. in School Counseling
  – Advanced Graduate Certificate in Addiction Studies
  – Advanced Graduate Certificate in Mental Health Counseling
  – Advanced Graduate Rehabilitation Counseling Certificate
  – B.S. in Human Services Counseling and four Minors

Core Areas of Student

• Professional Orientation and Ethical Practice
• Social and Cultural Diversity
• Human Growth and Development
• Career Development
• Helping Relationships
• Group Work
• Assessment
• Research and Program Evaluation
Clinical Instruction

Program faculty members who provides practicum or internship supervision must have:

- A doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program.
- Relevant professional experience and competency.
- Relevant training and supervision

Site Supervisors

A site supervisor must have:

- A minimum of a master’s degree in counseling or a related field including professional counseling credentials.
- A minimum of 2 years of pertinent professional experience in the area in which the student is completing clinical instruction.
- Knowledge of the program’s expectations, requirements and evaluation procedures for students.

Clinical Instruction Environment

The clinical instruction environment must have:

- Settings with privacy and sufficient space for equipment (e.g. TV monitors, taping devices).
- Settings for small group work with privacy and space for equipment.
- Technologies such as audio, video, and telecommunications equipment.
- Settings with observational and/or other interactive supervision capabilities.
- Procedures that ensure the client’s confidentiality and legal rights.

Student Internship Requirements

The student’s internship requires completion of 600 hours (900 for CMH).
• 240 hours of direct contact with clients (390 for CMH);
• Average of 1 1/2 hours of group supervision a week on a regular schedule throughout internship;
• One hour of individual or triadic supervision a week by an on-site supervisor throughout internship;
• A variety of professional activities in addition to direct service (i.e., record keeping, supervision, referrals, in-service, and staff meetings);
• Audio and/or video recording and/or live supervision of student’s interactions with clients;
• Supervised experiences in the use of professional resources (i.e., assessment instruments, media, technologies, professional literature and research);
• Formal evaluation of performance during the internship by a program faculty member in consultation with the site supervisor;
• Opportunities to counsel clients with different ethnic and demographic diversity;
• Formal evaluations of supervisors and their internship experience; and
• Coverage of professional liability insurance
APPENDIX M
OTHER SUPPORTING INFORMATION
Appendix M
UNLV School Counseling Program

Ice Cream Social

Friday, May 6, 2005  4 p.m. - 6 p.m.
Carlson Education Building, Room 205

All current and newly admitted students in the M.Ed. and Ph.D. School Counseling Programs are invited to attend an ICE CREAM SOCIAL on Friday, May 6, 2005 from 4 p.m. - 6 p.m. in the Carlson Education Building, Room 205. During the social you can mingle with current and newly admitted students in the program and the school counseling program faculty. Our first year doctoral students will be presenting a panel discussion on current trends in school counseling. We'll also be handing out a few surprise awards to current students and faculty. Please RSVP to Katrina Harris at: kharris61@yahoo.com by Tuesday, May 3rd.

We look forward to seeing you there!
The Future of Counseling in Nevada: A United Vision

Friday, December 2nd, 2005
5-7pm
Hendrix Auditorium
University of Nevada, Las Vegas

Special Guests

Dr. Patricia Arredondo
President of the American Counseling Association

Marie Wakefield
President-elect of the American Counseling Association

A joint meeting of:

Chi Sigma Iota
Nevada Counseling Association
Nevada School Counselor Association
Nevada Association for Counselor Educators and Supervisors
Department of Marriage, Family, and Community Counseling, UNLV
School Counseling Program, Counselor Education Department, UNLV
A map of the UNLV campus may be found at:

http://maps.unlv.edu/

The Hendrix Auditorium is adjacent to the Carlson Education Building.