CEP 716 – Counseling in Higher Education  
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COURSE PLAN  

Time and Place: Tuesday 4-6:45 pm, WRB 2007  

Texts:  

STATEMENT OF PURPOSE  
An underlying premise in College Student Development, or College Student Personnel Administration, or Student Affairs is that all services and processes in the field involve helping. In a professional sense, helping involves counseling. Therefore, the primary focus of our approach to College Student Development is counseling. As Gilliland, et al. (1998), the authors of a later edition of the text for this course state on page 7…”we also believe that the most important element in counseling is the personhood of the counselor – the most powerful impact on the client may be that of observing what the counselor is and does.” (this statement is absent from the 2003 edition-senior author prerogative)  

Therefore, the plan for this course, CEP 716, includes opportunities for the personhood of the counselor to be explored, examined and enhanced to the extent to which the counselor-in-training will be open to allowing this to happen. It is anticipated
that the skills developed throughout the CEP program in other courses such as CEP 650, 651, 620, 751, 761, 715, 770, and 794 can be practiced and improved upon, so that the
counselor-in-training can feel more comfortable and prepared to be of service to college
students who come to him/her for help when the CEP program is finished and he or she is
a counselor or other student development professional.

All CSD students, both those planning to go into Counseling and those who anticipate
Student Services as a career will take CEP 716, because the philosophy of both programs
is that Counseling is the foundation of all helping professions in higher education.

INSTRUCTOR’S COURSE GOALS

1. To enhance and expand student understanding and working knowledge of adult
   life stages and developmental tasks, using self awareness as a vehicle. (A.7)

2. To encourage student appreciation for the value of importance of counseling skills
   in all student development activities & positions. (A.7)

3. To support student’s development of a foundational and personal theory of
   counseling, while exploring a variety of established counseling theories as each
   case or situation warrants. (B.1)

4. To describe the needs that ethnically diverse college students have to seek and
   receive effective counseling assistance in a value-free, ethical environment. (B.2)

5. To demonstrate the importance of continued professional development after
   formal education is completed. (A.6)

6. To provide opportunities and challenges for students in practicing their counseling
   skills in actual and simulated counseling sessions. (B.3)

7. To provide for student self and peer evaluation through videotapes of counseling
   sessions, continuous log entries and triad presentations. (C.4.d)

8. To enhance student team-development and interpersonal communication skills
   through the preparation of the scholarly theoretical project. (C.4.d)

9. To extend student knowledge and understanding of counseling research by
   examining and critiquing professional publications. (A.6)

10. To provide opportunities for personal reflection through the course journey log
    experience. (A.6)

11. To expand upon student understanding of theoretical orientations in college
    counseling beyond those with which they are familiar. (B.1)
12. To develop an appreciation and understanding in students of the variety of different needs that clients of various ethnicities, age, gender, and cultural backgrounds. (A.7) (B.2)

13. To assist students to develop a knowledge of the potential and cautions for counseling applications through computer-assisted counseling. (A.5)

**COURSE OBJECTIVES**

As a result of successful completion of course requirements, the counselor-in-training should be able to:

1. Describe orally or in writing, the complexities and uniqueness involved in counseling the college student. (B.1)

2. Define orally or in writing, Chickering’s Seven Vectors of Adult Development, their influence on the college experience, and the importance of their use as a guiding vehicle in the counseling relationship. (B.1)

3. Demonstrate, through class discussions and counseling sessions, the ability to counsel students with a variety of concerns or issues related to the college experience, to Chickering’s Vectors and/or to Schlossberg’s Theory of Transition and Mattering. (A.7) (B.3)

4. Identify, integrate and incorporate through periodic videotape evaluations, variety of counseling theories applicable to issues and concerns related to the college experience. (C.1) (C.3) (C.4.a) (C.4.b)

5. Define orally or in writing, the characteristics common to college students in life transitions (mid-career, changing majors, loss of relationships, re-entry, change in life style, academic failure, difficulty in choosing a career. And others) (C.1)

6. Describe, through the evaluation process, the impact of effective counseling and other student development programs on student retention. (C.4)

7. Plan a comprehensive CSD service program using Chickering’s Vectors of Adult Development and Schlossberg’s Mattering as foundational. (B.1)

8. Describe orally or in writing, the various career development theories applicable to both late adolescent and to transitional, culturally diverse or non-traditional college age students. (B.2) (C.1)

9. Demonstrate a clear understanding of the different stages of adult development, especially as they apply to ethnically diverse students, the
developmental tasks of each stage. Further, it is expected that the counselor-in-training will be able to develop a counseling plan that might be applicable to each student, recognizing, appreciating and addressing the specific needs of his/her uniqueness. (B.1) (B.2)

10. Identify the similarities and differences between personal counseling and career counseling. (A.6) (C.1)

11. Build a relationship between counseling and student learning styles. (C.4.a)

12. Develop a “long-term” (at least 6 sessions) counseling relationship with at least 1 or 2 counseling clients, and a minimum of one group. (A.6) (C.2)

COURSE REQUIREMENTS (100 POINTS)

Prerequisites:
1. CEP 614 – College Student Development Services
   CEP 650 – Counseling Process and CEP 651- Counseling Program
   CEP 715 – Seminar in College Student Development
   CEP 758- Media Presentation and Technology (Higher Ed. Focus)
   CEP 794 – Issues and Trends in Higher Education Student Development

2. Active participation and regular class attendance  
   10 points

3. Laboratory experience (practice sessions with peers)  
   (2-6 counseling sessions with 1-3 clients) 2 on videotape  
   25 points

4. Scholarly Presentation to class(triad project)  
   Identification of a preferred counseling theory to use  
   as a baseline for college student development work.  
   Can be electronic, videotape, Power Point and  
   lecture/discussion… or role play (constitutes Final exam)  
   25 points

5. Continuous written log, describing personal and professional  
   journey through CEP 716, counseling sessions, and reflections  
   on each chapter assignment in James/Gilliland and  
   Davis/Humphrey texts.  
   15 points

6. Two typewritten (single-spaced, one page) journal  
   Critiques related to counseling in higher education (attendance  
   at the ACA Convention + an oral report meets this requirement).  
   10 points

7. Midterm Exam  
   15 points
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<tbody>
<tr>
<td>1/22</td>
<td>J/G ch 1 &amp; 2</td>
<td>Overview of Course, Definitions of Counseling Holistic Adult Development Model review – 18 Skills Review; Core Knowledge Bases; Core Conditions of Helping; Potential Role-Playing Issues; Triad Assignments &amp; Instructions</td>
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<td>D/H ch 1</td>
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<td>1/29</td>
<td>J/G ch. 3</td>
<td>Guidelines for Clinic Counseling</td>
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<td>D/H ch.2</td>
<td>Jenean Clement; Three Perspectives of Helping; Similarities/Differences; J/G Eight Stage Model; The Case of Ruth; First 2 Triad tape reviews</td>
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<td>2/5</td>
<td>J/G ch.4</td>
<td>Counseling Procedures and Gladding’s Nine Essentials (first 3); Discussion of Chickering’s Vectors and their application to Ruth; Jungian Theory and Ruth, Rational for Choice (Maples); MBTI and Keirsey; Triad Tape reviews (2)</td>
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<td>J/G ch 5</td>
<td>Priority Learning Concerns of College Students</td>
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<td>D/H ch 4</td>
<td>How do CSDers deal with them? Cognitive Theories; Aaron Beck / Albert Ellis / Eric Berne; Ellis &amp; Gloria – Core Conditions &amp; CSD; Values of CSDers &amp; College Students: Triad Tape Reviews(2)</td>
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<td>J/G ch 6</td>
<td>Multiculturalism in CSD</td>
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<td>D/H ch 4</td>
<td>Gladding’s Second Three Essentials; Stages of Minority Identi, Culture Shock; Four Stages of Skill Training; Models of Counseling in Community Colleges &amp; Universities; Triad Tape Review (2)</td>
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<td>1st Critique Due</td>
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3/4  J/G ch 22  Peer Helping and CSD – Definition; Examples; Theories Applicable Commandments; Training Program; Roadblocks – Perls & Gloria; Gestalt Theory- Trends Videotape – Review Midterm Study Guide

D/H ch 7 & 8

3/11  J/G ch 7  Motivating College Students – Definitions- Activity- Problem Solving Guide – Catch up on Triad Videotapes- Ellen’s Tape Review 330 Client Instruction

3/18  MIDTERM EXAM – ON LINE – NO CLASS

4/1  J/G ch 8  Spirituality in Counseling College Students - Dupey/Purdy Model; Final 2 individual 330 client’s tapes observing Gracious confrontation : An Anger Management tool

D/H ch 9

4/8  J/G ch 11, 12  Career Counseling “is” Personal Counseling Advising “vs.” Counseling Community College/University comparisons – Guest speaker from Career Center. Second individual tape observations. Discuss Trial / Factor Career Theory. Tape observations

D/H ch 11

4/15  J/G ch 14  Risk Management & Goal Effectiveness in College Counseling. Existential Theory 2 nd Critique Due Review ABC’s – Affective, Behavioral & Cognitive Theories- Comparisons Individual Tape Gardner’s Multiple Intelligences

D/H ch 12

4/22  J/G ch 9 & 10  Solutions Focused Brief Counseling- Mentoring in CSD – (Dupey) Finish up individual tape reviews

D/H ch 13

4/29  D/H ch 14 & 15  Finish Two Triad Presentations

5/6  D/H ch 16  Second Two Triad Presentations

5/13  Logs Due  FINAL EXAM- ONLINE
Laboratory Counseling Experiences

Will consist of 2 different types:

A. Contrived (or real) experiences with peers in class, for demonstrating 1) specific counseling techniques and 2) problems related to Chickering’s Adult Vectors (1st half of semester)

B. Actual counseling experience with volunteers from CEP 330 – Educational Psychology. (2nd half of semester)

Expectations:

1. For counseling experiences with peers you are exploring (reviewing from CEP 650 and CEP 770c) skills, theories and techniques. These experiences are not designed for evaluation, only observation and “experimentation.” (1st half of semester)

2. For counseling sessions with students you are developing experience with your chosen theory (or potential theory). You may be evaluated for application of a series of the “18 skills” (if and where appropriate) as well as Gladding’s Nine Essentials and for the integration of techniques or activities that may be integral to your preferred theory. (2nd half of semester)

Please Note:

If you will be videotaping your sessions, and most of the time you will be, please arrange the time and room with the Downing Clinic Coordinator, by signing up on schedule well in advance of counseling session time.