



# DOANE UNIVERSITY

## SYLLABUS

COU 601: Counseling Skills and Techniques

### Course Content

**Course Number:** COU 601

**Office Phone:** 402-467-9025

### Course Description

**Course Title:** Counseling skills and Techniques

**Office Email:** Courtney.east@doane.edu

**Course Dates:** Jan 6, 2019 – March 6, 2019

**Office Hours:** By Appointment

**Credit Hours:** 3 Credits

**Meeting Times:** Wednesdays, Weekly 6:00pm-10:30pm

**Instructor:** Courtney East, PhD, NCC

This course provides an orientation to counseling as a helping profession and addresses the importance of establishing and maintaining a therapeutic relationship. Focus is placed on developing the essential listening and interviewing skills necessary for effective counseling. The course emphasizes counselor self-awareness and counselor development, and includes the use of recorded counseling interviews and role-plays. Students are exposed to culturally responsive helper skills.

### Course Objectives:

- Student will identify ethically appropriate counseling skills in relation to foundational philosophical counseling beliefs in various counseling settings.
- Students will understand the importance of state and national professional organizations and the role of government in professional bodies
- Students will recognize their personal role in developing therapeutic relationships and utilize techniques and skills to develop these specific relationships.
- Student will adapt skills and strategies learned for application in a multicultural society and with a diverse client population.
- Students will apply written and verbal feedback effectively to shape counseling development and the implementation of counseling skills.

### REQUIRED TEXTS:

Cochran, J. L., & Cochran, N. H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships* (2nd ed.). New York: Routledge, Taylor & Francis Group. ISBN: 978-0-415-71243-9

Kottler, J. A. (2017). *On being a therapist* (5th ed.). New York, NY: Oxford University Press. ISBN: 978-0-190-64154-2

### 2016 CACREP Standards Addressed in this Course

<b>Program Objectives</b>	<b>2016 Standard</b>	<b>Instructional Methods</b>	<b>Assessment</b>	<b>Week(s)</b>
P.O. 1	2.F.1.a history and philosophy of the counseling profession and its specialty areas	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 6 Assessment: 6
P.O. 2	2.F.5.m crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid [SEP]	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 7 Assessment: 7
P.O. 1	2.F.1.f professional counseling organizations, including membership benefits, activities, services to members, and current issues	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment;	Instruction: 8 Assessment: 8
P.O. 1	2.F.1.g professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 8 Assessment: 8
P.O. 1	2.F.1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 5, 8 Assessment: 5, 8
P.O. 9	2.F.1.k strategies for personal and professional self-evaluation and implications for practice	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Practice Reflection Journal	Instruction: 1, 4, 6, 8 Assessment: 1, 4, 6, 8,
P.O. 9	2.F.1.l	Direct lecture; assigned	Weekly	Instruction: 6, 8

	self-care strategies appropriate to the counselor role	readings; group discussion; Experiential activities	Reading Assignment	Assessment: 6, 8
P.O. 2	2.F.2.a multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 1, 3, Assessment: 1, 3
P.O. 5	2.F.2.f help-seeking behaviors of diverse clients	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Practice Reflection Journal; Session Evaluation	Instruction: 7 Assessment: 7
P.O. 5	2.F.5.f counselor characteristics and behaviors that influence the counseling process	Direct lecture; assigned readings; group discussion; Experiential activities	Session Evaluation; Weekly Practice Reflection Journal	Instruction: 1, 2, 4, 5 Assessment: 1,2,4,5
P.O. 5	2.F.5.g essential interviewing, counseling, and case conceptualization skills	Direct lecture; assigned readings; group discussion; Experiential activities	Session Evaluation; Weekly Practice Reflection Journal	Instruction: 2, 3, 4, 5, Assessment: 2, 3, 4,5
P.O. 1	5.C.1.a history and development of clinical mental health counseling	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 6 Assessment: 6
P.O. 1	5.C.2.k professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 8 Assessment: 8
P.O. 1	5.C.2.l legal and ethical considerations specific to clinical mental health counseling	Direct lecture; assigned readings; group discussion; Experiential activities	Weekly Reading Assignment	Instruction: 5 Assessment: 5
P.O. 7	5.C.3.a	Direct lecture; assigned	Session	Instruction: 5

	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	readings; group discussion; Experiential activities	Evaluation; Weekly Practice Reflection Journal	Assessment: 5
P.O. 5	5.C.3.b techniques and interventions for prevention and treatment of a broad range of mental health issues	Direct lecture; assigned readings; group discussion; Experiential activities	Session Evaluation; Weekly Practice Reflection Journal	Instruction: 2, 3, 4, 5, 9 Assessment: 2, 3, 4, 5, 9

### Measurement of Outcomes

**Assignments (Direct):** Online Quizzes; Mock Session Recordings, Mock Session Journals;

**Instructor Evaluations (Indirect):** Weekly class participation; Professional Performance Evaluation (PPE), Critical Learning Analysis (CLA)

### Instructional Methods

*This class will include:* Direct lecture, experiential activities (including role-plays and mock sessions), group discussion, assigned readings, student-led teaching, and reflective learning (including self-evaluations and journaling).

### Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Reading questions are included as part of your final grade for this course. Be reflective and apply the content to the best of your ability. The more you try to incorporate the new knowledge and skills now the better prepared you will be for future application of this content.

3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion and role-plays of skills. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now!

## Course Requirements

### 1. Weekly Online Quizzes

*LiveText | 9 x 5 points each; 45 points total*

Students are required to complete/submit an online quiz via LiveText each week. Quizzes will open at 8am the day after class and **remain open for one week until 5:00pm the night of the following class meeting**. Quiz questions will relate to the topics discussed during class that evening (please see calendar below for list of topics and dates). Quiz questions may be any combination of: multiple choice; check all that apply; fill in the blank; short answer; and essay.

**No late credit or time extensions will be provided for quizzes.**

### 2. Mock Session Journals

*LiveText | 8 x 5 points each, 40 points total*

You are asked to meet with your assigned student partner once a week, from Weeks 2-8 (7 total practice sessions), to practice applying the skills learned in this class. During this time, you will practice being the counselor while applying skills learned in class, and giving each other feedback on your application of skills and content. You are required to keep a weekly journal of these practice mock sessions reflecting on your professional development and also your application of skills. These journals should be uploaded to LiveText prior to each weekly class meeting. The instructor will give you feedback on your personal reflection and development.

#### Journal Topics:

Students will be provided with writing prompts to guide each week's reflection. Students are also asked to reflect on their overall growth, personal and professional development, struggles, and achievements in relation to their skill practice. **Students are also required to obtain feedback from their mock session partner each week in regards to the mock client's perceived experiences and include this feedback and reaction in each journal.** Effective peer feedback will be monitored.

#### Mock Session Disclaimers:

**It is up to student discretion what topic you discuss in your weekly meeting with your peer.**

As the client, it is your job to make sure that you have some topic to discuss with your partner. You may choose to develop a persona for this activity but your persona must be consistent across all practice sessions. A topic you choose should have a minimum of emotional content (i.e., frustration, excitement, embarrassment, anger, happiness, etc.) for your partner to practice applying counseling skills. Students may discuss personal issues/experiences if they choose but the issues/experiences should be surface level not a major issue/experience that is something you would seek professional counseling for (i.e., marriage/relationship breakdown/divorce, psychosis issues, personal traumatic experiences, etc.).

3. **Mock Practice Sessions**

*Submit to Google Classroom | (Pass/Fail)*

Students are required to meet with their assigned partner and record SEVEN (7) mock sessions and **submit THREE (3) for review through Google Drive**. Recordings will only be viewed by the student owner and the instructor. Please see the Tentative Schedule below for submission dates. Evaluation and direct feedback of the three recordings will be provided by the instructor via a Mock Session Rubric that corresponds with each mock session. Each weekly mock session should be between 25-30 minutes.

Evaluation:

Students must obtain an average of ‘Target/Proficient’, or 80%, on the Mock Session Rubric for each of the THREE submitted mock sessions to move on to the next required taped session. **ALL assessment sections of each submitted recorded session must be passed with a ‘Target/Proficient’ or higher for the student to successfully earn a grade for the class.** Should the student earn below a ‘Target’ score on the additional tape they will meet with the instructor and be given verbal feedback on their recorded session and asked to submit an additional recording. Verbal feedback may include role-playing with the instructor. *Should the student not gain a minimum of ‘Target’ in ALL areas on the third submitted tape then a remediation plan will be implemented and the student may fail the course.*

Feedback:

- *Submission 1:* Student will submit tape to Google Drive and Mock Session Journal to LiveText. Instructor will provide written feedback via Mock Session Rubric to the student. Verbal feedback and/or additional meetings will be required as needed. Student should incorporate feedback into subsequent mock sessions and classroom role-plays.
- *Submission 2:* Student will submit tape to Google Drive and Mock Session Journal to LiveText. **Students are required to schedule a 30-minute meeting with the instructor during Week 6 of the term.** Students should complete a self-evaluation of the session and bring feedback and questions to the meeting.
- *Submission 3:* Student will submit tape to Google Drive and Mock Session Journal to LiveText. Instructor will provide written feedback via Mock Session Rubric to the student.

Verbal feedback and/or additional meetings will be required as needed. Student should incorporate feedback into subsequent mock sessions and classroom role-plays.

**4. CLA**

*LiveText / Completion Grade Only-6 points total*

Students are required to submit their working draft of the Critical Learning Analysis (CLA) for this course to LiveText. This may be duplicated for use in the student’s Portfolio. This CLA will be submitted for a completion grade only and will not be scored or provided feedback. Should the student want feedback on this CLA, it is the student’s responsibility to email, call, or schedule a meeting with the instructor of the course or their Academic Advisor. Students are encouraged to elicit feedback on all CLAs prior to submitting them for Portfolio.

**5. In-Class Participation**

*Ongoing / 9 points total*

Students are expected to participate in class each week. Attendance of class does not automatically accrue participation points. Should be engaged in a respectful and meaningful way each week. This means that student will come to class fully prepared for the topic as evidence by having read the assigned materials and preparing any topics or questions for discussion. Students are expected to respectfully and professionally engage in providing and receiving meaningful feedback to each other during the in-class role-play portion.

<b>Evaluation Criteria</b>
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**Final Grade**

*The final grade will be based on the following criteria as well as successful completion of ALL taped practice sessions:*

Weekly Online Quizzes	45%
Mock Session Journals	40%
Mock Practice Sessions	Pass/Fail
CLA	6%
In-Class Participation	9%
<b>Total Points/Percentage</b>	<b>100%</b>

**Grading Scale (%):**

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		

<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	62.9-60
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## Expectations

1. **Attendance and Participation:** It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and reading questions. Additionally, prepared means that you have any assignments due that day completed prior to attending class. **Should you miss TWO CLASSES OR MORE you will not receive a passing grade for this class.**
2. **Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students are expected to be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc. This also includes using language (expletives will not be allowed during formal classroom time) and dressing in a manner appropriate for a graduate program.
3. **Late Assignments:** NO late credit or time extensions will be provided for ANY assignment in this course. This includes online quizzes, Mock Session Journals, Submission of three Mock Session recordings, and scheduling a meeting during Week 6 with the instructor.

Should an unforeseen issue arise (i.e., illness, family death, etc.) extensions will be determined on a case-by-case basis. Students should contact the instructor in a timely manner. Extensions are not guaranteed.

4. **Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.
5. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others works (i.e., research papers, journal articles, etc.) must be cited using APA format. Students **MUST** cite work and give appropriate ownership to all work that is not their own. Depending on the severity and circumstances of the plagiarism, the student may fail the assignment, fail the course, be provided with a remediation plan, and/or reported to the Dean of CPS.



6. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. Please see first page for instructor email.

**Tentative Schedule**

<b>Date</b>	<b>Topic</b>	<b>Instructional Methods</b>	<b>Reading Assignment</b>	<b>Assignment Due</b>
<b>Week 1</b> 1/8/20	<ul style="list-style-type: none"> <li>• What is a Counselor?</li> <li>• The Therapeutic Relationship</li> </ul> <p>(2.F.1.k, 2.F.2.a, 2.F.5.f)</p>	Direct lecture; assigned readings; group discussion	<i>On Being a Therapist:</i> Chapter 1 & 2 pgs. 1-29  <i>Heart of Counseling:</i> Chapter 1 pgs. 6-22	<ul style="list-style-type: none"> <li>• Quiz 1 <b>(Due Friday, 1/10/20)</b></li> </ul>
<b>Week 2</b> 1/15/20  ( <i>Mock Session 1</i> )	<ul style="list-style-type: none"> <li>• Professional Listening</li> <li>• Therapeutic Reflecting</li> </ul> <p>(2.F.5.f, 2.F.5.g, 5.C.3.b)</p>	Direct lecture; assigned readings; group discussion; experiential activities	<i>Heart of Counseling:</i> Chapter 2 pgs. 23-47	<ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Pre-Session Journal</li> </ul>
<b>Week 3</b> 1/22/20  ( <i>Mock Session 2</i> )	<ul style="list-style-type: none"> <li>• Empathy</li> </ul> <p>(2.F.2.a, 2.F.5.g, 5.C.3.b)</p>	Direct lecture; assigned readings; group discussion; experiential activities	<i>Heart of Counseling:</i> Chapters 3,4 pgs. 48-88	<ul style="list-style-type: none"> <li>• Mock Session Journal 1</li> <li>• Quiz 3</li> </ul>
<b>Week 4</b> 1/29/20  ( <i>Mock Session 3</i> )	<ul style="list-style-type: none"> <li>• Unconditional Positive Regard</li> </ul> <p>(2.F.1.k, 2.F.5.f, 2.F.5.g, 5.C.3.b)</p>	Direct lecture; assigned readings; group discussion; experiential activities	<i>Heart of Counseling:</i> Chapters 5,6 pgs. 89-138	<ul style="list-style-type: none"> <li>• Mock Session Journal 2</li> <li>• Quiz 4</li> <li>• <b>Submit Recording of Mock Session 2</b></li> </ul>
<b>Week 5</b> 2/5/20  ( <i>Mock Session 4</i> )	<ul style="list-style-type: none"> <li>• Gathering Information, Assessment, and Confidentiality</li> <li>• Creating Client Goals</li> <li>• Getting and Keeping a Session on Track</li> </ul>	Direct lecture; assigned readings; group discussion; experiential activities	<i>Heart of Counseling:</i> Chapters 7,8,9 pgs. 139-198	<ul style="list-style-type: none"> <li>• Mock Session Journal 3</li> <li>• Quiz 5</li> </ul>

	(5.C.3.a, 5.C.3.b, 2.F.5.g, 2.F.2.f, 2.F.1.i, 5.C.2.l)  <b>Class begins at 6:40pm</b>			
<b>Week 6</b> 2/12/20  <b>(Mock Session 5)</b>	<ul style="list-style-type: none"> <li>• Unique Professional Aspects of Being a Counselor</li> <li>• Self-Disclosure</li> <li>• Consultation</li> <li>• Boundaries</li> </ul> (2.F.1.a, 2.F.1.k, 2.F.1.l, 5.C.1.a)	Direct lecture; assigned readings; group discussion; experiential activities	<i>On Being a Therapist:</i> Chapters 3 & 5 pgs. 31-50; 65-77	<ul style="list-style-type: none"> <li>• Mock Session Journal 4</li> <li>• Quiz 6</li> <li>• <b>Submit Recording of Session 4</b></li> <li>• <b>Meet with Dr. East</b></li> </ul>
<b>Week 7</b> 2/19/20  <b>(Mock Session 6)</b>	<ul style="list-style-type: none"> <li>• Clients in Crisis</li> <li>• Termination</li> </ul> (2.F. 5.m, 2.F.2.f)  <ul style="list-style-type: none"> <li>• Issues with Frustration</li> <li>• Burnout</li> </ul> (2.F.1.i, 2.F.1.k, 2.F.1.l)	Direct lecture; assigned readings; group discussion; experiential activities	<i>Heart of Counseling:</i> Chapters 10 & 11 pgs. 199-263  <i>On Being a Therapist:</i> Chapter 9 pgs. 135-162	<ul style="list-style-type: none"> <li>• Mock Session Journal 5</li> <li>• Quiz 7</li> <li>• <b>Submit Recording of Session 5</b></li> </ul>
<b>Week 8</b> 2/26/20  <b>(Mock Session 7)</b>	<ul style="list-style-type: none"> <li>• Development of Mental Health Counseling</li> <li>• Professional Organizations</li> <li>• Nebraska State Licensure</li> </ul> (2.F.1.f; 2.F.1.g; 5.C.2.k)	Direct lecture; assigned readings; group discussion; experiential activities	See: <i>necounseling.org</i> & <i>counseling.org</i>  Pistole, M.C. & Roberts, A. (2002). Mental health counseling: Toward resolving identity confusions. <i>Journal of Mental Health Counseling</i> (24,1), 1- 19.	<ul style="list-style-type: none"> <li>• Mock Session Journal 6</li> <li>• Quiz 8</li> </ul>
<b>Week 9</b> 3/4/20	<ul style="list-style-type: none"> <li>• Catch-up Night (if needed)</li> <li>• Final Skills Practice</li> </ul>	Group Discussion; Experiential Activities	No assigned readings.	<ul style="list-style-type: none"> <li>• Mock Session Journal 7</li> <li>• Quiz 9</li> </ul>

	<ul style="list-style-type: none"> <li>• Course Evaluations</li> </ul>			<ul style="list-style-type: none"> <li>• Submit CLA</li> </ul>
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<b>Course Declarations</b>
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**LiveText/Google Classroom Usage:** LiveText and Google Classroom will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. Google Classroom is used only to house student mock session tapes. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

**Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

**Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

**Title IX Mandatory Reporting**

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at [doane.edu/cape-project](http://doane.edu/cape-project)

**Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

### **Accommodations**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

### **Military Friendliness Academic Policy**

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

### **Catalogs and Calendars**

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

### **Doane Library**

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email([library@doane.edu](mailto:library@doane.edu)).

### **Changes in Syllabus**

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

**Master of Arts in Counseling Program  
Statement of Understanding  
COU 601 Syllabus**

I \_\_\_\_\_ have fully read and understand the syllabus for COU 601: Counseling Skills and Techniques taught by Dr. East during the \_\_\_\_\_ term. By signing this form, I acknowledge that the following statements are true:

- I understand that I have access to the current version of the syllabus both electronically and paper via request to Dr. East at all times during the term.
- I acknowledge that Dr. East has verbally gone over the syllabus in class and has offered time in class to address any questions or concerns.
- I understand each of the course assignments, requirements, due dates, and consequences.
- I understand that I may email, call, or schedule a meeting with Dr. East during MAC office hours to discuss the syllabus. I know that I may find contact information on the syllabus.
- I understand that it is my responsibility to reach out to Dr. East or my Academic Advisor if I do not understand any of the requirements or expectations in this course.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

