

College of Education

We develop educational leaders who create tomorrow's opportunities.

The College of Education at Northern Arizona University embraces its mission to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities.

Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.

COURSE SYLLABUS

EPS 622: CHILD & ADOLESCENT COUNSELING

Department of Educational Psychology

(3 CR.)

Instructor:

Contact:

Office:

Office hours:

Class Meetings:

Location:

Mode of Instruction:

COURSE PRE-REQUISITE(S), CO-REQUISITE(S), CO-CONVENED, AND/OR CROSS-LISTED COURSES

EPS 601 and one of the following: EPS 580, EPS 610, or EPS 611 and admission to the required program: M.A. Counseling, M.A. School Psychology, or M.Ed. School Counseling or M.Ed. Student Affairs or Ph.D. Counseling Psychology or Ph.D. School Psychology or permission of instructor.

COURSE PURPOSE

Theory and techniques for treating psychological disorders in children and adolescents that impact their functioning in home, school, and in the community. This course includes approaches to treatment, efficacy research, and treatment evaluation.

COURSE STRUCTURE & LEARNING OUTCOMES

This course is designed to be interactive, and students will be invited to participate in numerous ways. Didactic lectures will be supplemented with discussion, activities, and application of knowledge obtained through course content and materials. Learning outcomes and expectations for this course are selected to reflect the standards for counseling and consultation identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) listed in the table below. It is expected that each student will be able to demonstrate attainment of each of the standards listed below. This will be accomplished via course content and discussion, small and large group activities, didactic readings, projects, and assignments.

<u>CACREP 2024 STUDENT LEARNING OUTCOMES</u>	<u>CACREP standards</u>	<u>NASP Standards</u>	<u>NACE Competencies</u>
History and philosophy of the counseling profession and its specialized practice areas; ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas; self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3-A1, 3-A10, 3-A11	2.5, 2.6, 2.7	Critical Thinking, Professionalism
Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3-G11	2.1, 2.4	Critical Thinking, Equity and Inclusion, Professionalism
Intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment for treatment planning and caseload management; skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	5-C4, 5-H11	2.1, 2.2, 2.5, 2.7, 2.8	Communication, Critical Thinking, Equity and Inclusion, Professionalism,
School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	5-H10	2.1, 2.2, 2.6, 2.8	Career & Self-Development, Communication, Critical thinking, Leadership, Professionalism, Teamwork
School counselor roles as leaders, advocates, and systems change agents in PK-12 schools; techniques of social-emotional and trauma-informed counseling in school settings; evidence-based and culturally sustaining interventions to promote academic development	5-H6, 5-H14, 5-H15	2.1, 2.4, 2.5, 2.8	Communication, Critical Thinking, Leadership, Professionalism, Teamwork
Interviewing, attending, and listening skills in the counseling process; Theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3-E9, 3-E1	2.4, 2.7	Critical Thinking, Professionalism
Dynamics associated with group process and development; characteristics and functions of effective group leaders; ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	3-F2, 3-F4, 3-F9	2.2, 2.5	Career & Self-Development, Communication, Critical Thinking, Leadership, Teamwork

Development of measurable outcomes for clients; developmentally relevant and culturally sustaining counseling treatment or intervention plans	3-E14, 3-E13		Critical Thinking, Leadership, Professionalism
Skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	5-H12		Communication, Critical Thinking, Professionalism
Classifications, effects, and indications of commonly prescribed psychopharmacological medications	3-E18		Communication, Critical Thinking, Professionalism

METHODS OF INSTRUCTION

This course is designed to be interactive, and students will be invited to participate in numerous ways. Didactic lectures will be supplemented with discussion and activities, and students will engage in semester-long application of the skills and knowledge obtained through this course.

ASSIGNMENTS/ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES

CRITICAL CONSUMER OF INFORMATION STATEMENT

During your academic career, you will encounter many sources of information. Always be mindful of where the source comes from and whether it is something based on *scientific research* (such as Peer Reviewed Journals, technical documents, dissertations, etc.) or if it is something that should be considered more carefully (such as statements taken out of the context of a journal, a newspaper, an online wiki, a video, or a blog). This course is no exception; you will be asked to analyze many different sources of information. Think critically about where the information is coming from and take it in based on your best judgment as a graduate student.

CHILD/ADOLESCENT CASE ANALYSIS

This assignment will engage students in a thorough analysis of a film featuring a child or teen protagonist. The focus will be on closely observing and evaluating the unique characteristics of the character's developmental trajectory, family structure, and the significant challenges faced across emotional, behavioral, psychological, and interpersonal dimensions. Additionally, students will identify and examine the character's strengths, supports, resources, and protective factors. This comprehensive exploration will lay the groundwork for formulating a case conceptualization and counseling treatment plan. Through critically examining the character's experiences, worldview, and unfolding narrative, students will acquire valuable insights into the complexities of child and adolescent development, enhancing their comprehension and application of counseling strategies. *More information, instructions, guidelines, and assessment criteria are available on Canvas.*

CHILD AND ADOLESCENT COUNSELING PROFICIENCY PROJECT

The Child and Adolescent Counseling Proficiency Project offers a comprehensive learning experience that will allow students to integrate theoretical knowledge and insights with practical hands-on application to create a theoretically grounded counseling activity tailored to the unique needs of children and adolescents. Through this multi-phase assignment, students will enhance their skills in discerning age-appropriate activities and

employing theoretical frameworks to design effective counseling interventions. Moreover, they will showcase proficiency through critical assessment of scholarly resources and integration of pertinent research findings, thereby enriching the evidentiary and theoretical foundations of their crafted activities. The culmination of this project will manifest in students' development of a polished clinical implementation manual for their intervention and a dynamic showcase of their capabilities through an in-class demonstration of their intervention. *All interventions must be pre-approved by the instructor. More information, instructions, guidelines, and assessment criteria are available on Canvas.*

MIDPOINT & CONCLUDING ASSESSMENT & REFLECTIONS

At the midpoint and conclusion of the semester, students will participate in a two-part exercise on Canvas. Part one will focus on assessing students' comprehension and recognition of core content presented in course meetings and in the assigned readings. These assessments may include short answer questions, fill-in-the-blank, multiple choice, or true/false questions. Part two will include contemplative writing prompts intended to facilitate students' reflection on experiential growth and understanding as it pertains to the course.

EVALUATION & GRADING SCALE

<u>ASSIGNMENT</u>	<u>POINTS</u>
CHILD/ADOLESCENT CASE ANALYSIS	115
CHILD AND ADOLESCENT COUNSELING PROFICIENCY PROJECT	215
MIDPOINT ASSESSMENT & REFLECTION	50
CONCLUDING ASSESSMENT & REFLECTION	50
PARTICIPATION (SEE POLICIES)	70

GRADING SCALE:

TOTAL POINTS POSSIBLE: 500

- 450-500 =A
- 400-449 =B
- 350-399 =C
- 300-349 =D
- 0-299 =F

LATE ASSIGNMENT POLICY

- Up to 24 hours late: 25% penalty
- Past 24 hours late: no credit

Students are provided with a detailed assignment schedule, and the late assignment policy offers flexibility. **As such, there will be no "extensions" on any deadlines.** Students should prioritize discussing legitimate extenuating circumstances that may interfere with deadlines with the instructor ahead of time or ASAP. Examples of extenuating circumstances may include the death of a family member, an accident, a legal issue, or a medical emergency.

REQUIRED TEXT

Henderson, D. A., & Thompson, C.L. (2016). (9th Edition). *Counseling children*. US: Brooks/Cole ISBN 13: 9781305973916

Prout, H. & Fedewa, A. (2015). *Counseling and Psychotherapy with Children and Adolescents; Theory and Practice for School and Clinical Settings*. John Wiley and Sons, Inc. ISBN: 978-1-118-77268-3.

McClure, F. & Teyber, E. (2003). *Casebook in Child and Adolescent Treatment; Cultural and Familial Contexts*. US: Brooks/Cole ISBN: 13: 978-0-534-52940-6.

RECOMMENDED/NOT REQUIRED

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition*.

Jones, W. P. (1997). *Deciphering the Diagnostic Codes: A Guide for School Counselors*. Corwin Press, Inc.

Jongsma, A.E., Jr., Peterson, L.M. & McInnis, W.P. (2000). *The Child Psychotherapy Treatment Planner*. John Wiley & Sons, Inc.

Jongsma, A.E., Jr., Peterson, L.M. & McInnis, W.P. (2000). *The Adolescent Psychotherapy Treatment Planner*. John Wiley & Sons, Inc.

**All other required readings will be provided on Canvas*

REQUIRED TECHNOLOGY

Students must have access to a computer/laptop/tablet with an internet connection in order to complete assignments and learning opportunities assigned on Canvas. If access to a device poses a challenge, please reach out to the course instructor directly for support. If accessible, students are permitted to bring a device, such as a tablet or laptop, to course meetings.

COURSE SCHEDULE

MODULE	COURSE MEETING CONTENT	WEEKLY READING	ASSIGNMENTS
1		Henderson & Thompson Chapter 1	
2	<ul style="list-style-type: none">○ Syllabus review and course expectations○ Introduction to a child's world	Henderson & Thompson Chapter 2	

3	<ul style="list-style-type: none"> ○ Topics of child/adolescent development ○ Legal and ethical considerations of child/adolescent counseling 	Henderson & Thompson Chapter 3	<i>* C/A Case Analysis Movie sign-up finalized</i>
4	<ul style="list-style-type: none"> ○ Multicultural considerations ○ Counseling processes pt. 1 	Friedberg & McClure (2015)	<i>* C/A Counseling Proficiency Project Theory sign-up finalized</i>
5	<ul style="list-style-type: none"> ○ Counseling processes pt. 2 ○ Child/adolescent mental health: Identification and assessment 	Henderson & Thompson Chapter 19	DUE: C/A Counseling Proficiency Project proposal
6	<ul style="list-style-type: none"> ○ Child abuse/maltreatment ○ Identifying high-risk populations and risky behaviors ○ Risk assessment, safety planning, and counseling at-risk youth 	Henderson & Thompson Chapters 6 & 17	<i>* Challenges of Childhood and Adolescence Presentation Partner sign-up finalized</i>
7	<ul style="list-style-type: none"> ○ Social dynamics/issues impacting children and teens ○ Intro to play and activity therapy ○ Person-centered and child-centered play therapy 	Henderson & Thompson Chapter 10 & Lombardi (2013)	DUE: Challenges of C/A Presentation topic proposal DUE: C/A Case Analysis: Part 1
8	<ul style="list-style-type: none"> ○ Solution-focused brief therapy ○ Expressive and creative arts interventions 	Henderson & Thompson Chapter 18 & Gallant (2013)	
9 SPRING BREAK			DUE: Implementation manual: SFBT
10	<ul style="list-style-type: none"> ○ Narrative therapy ○ Child/adolescent group counseling <i>In class demonstration: SFBT</i>	Henderson & Thompson Chapter 15	DUE: C/A Case Analysis: Part 2
11	<ul style="list-style-type: none"> ○ Family dynamics: developmental context, stressors, and culture ○ Parent-child relational issues ○ Filial counseling with children/adolescents 	Henderson & Thompson Chapter 11	DUE: Implementation manual: Narrative
12	<ul style="list-style-type: none"> ○ Individual psychology/Adlerian ○ Psychoanalysis/psychodynamic <i>In class demonstration: Narrative</i>	Henderson & Thompson Chapter 8	DUE: Implementation manual: Ind. psych/Adlerian

13	<ul style="list-style-type: none"> Behavioral counseling Reality/choice theory <p><i>In class demonstration: Ind. psych/Adlerian</i></p>	Henderson & Thompson Chapters 12 & 9	<p>DUE: Implementation manual: Psychodynamic</p>
14	<ul style="list-style-type: none"> Rational Emotive Behavior therapy Counseling children with disabilities <p><i>In class demonstration: Psychodynamic</i></p>	Henderson & Thompson Chapter 20	<p>DUE: Implementation manual: Reality/Choice</p>
15	<ul style="list-style-type: none"> Challenges of Childhood and Adolescence Presentation groups 1 & 2 <p><i>In class demonstration: Reality/Choice</i></p>		<p>DUE: Challenges of C/A Presentation pairs 1 & 2</p> <p>DUE: Implementation manual: REBT</p>
16	<ul style="list-style-type: none"> Challenges of Childhood and Adolescence Presentation groups 3 & 4 <p><i>In class demonstration: REBT</i></p>		<p>DUE: Challenges of C/A Presentation pairs 3 & 4</p> <p>DUE: Challenges of C/A Presentation partner evaluation form</p>

While the syllabus intends to capture necessary aspects of this course, the instructor reserves the right to amend and/or add necessary information as we progress through the semester. Course meeting content and assignment deadlines are subject to change with appropriate notice.

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CLASS POLICIES

TECHNOLOGY POLICY

Please silence any notifications on your device(s) before the beginning of class. Students are permitted to use a laptop/tablet during portions of class that may require notes to be taken or for clearly defined in-class activities. If it is apparent that the use of a device may be causing a distraction to a student, their classmates, or the instructor, the instructor will require the device to be put away for the rest of class, *and the student will incur a 10% deduction of their daily participation points*. Cell phones are not permitted to be used in class unless otherwise instructed. If a student must use their cell phone (i.e., for family emergencies, etc.), they should inform the course instructor before the start of class.

ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

Enrollment in this course is limited to graduate students who are preparing for professional careers; thus, attendance is required. A detailed course schedule is provided in this syllabus for students to plan accordingly. Attendance is not the sole indicator of participation and is just one component of professional responsibility. At all times, students are expected to demonstrate maturity, personal characteristics consistent with the

characteristics of professional counselors, engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*

As professionals in training, it is the expectation and responsibility of students to be prepared to engage in intellectual discourse, make productive contributions to class discussions/activities, and to attend respectfully to others when not directly contributing. It is a non-negotiable that course meetings function professionally in a bully-free and non-judgmental environment. It is important that each student feels comfortable to contribute and provide perspective appropriately. This course is committed to openness, respect, and the practice of tolerance of all world views. **Participation will be measured by 5 points per course meeting.** Students who do not meet expectations regarding the professional responsibilities set forth will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *ONE* area in which they are below expectations to necessitate remediation.

<i>Meets Professional Expectations</i>	<i>Below Professional Expectations</i>	<i>Significantly Below Expectations</i>
<ul style="list-style-type: none"> ▪ 0 – 2 absences ▪ Rarely tardy or late from break ▪ Contributes more days than not ▪ Contributions reflect routine, careful preparation for class ▪ Attentive and respectful toward others when not contributing directly ▪ No concerns regarding personal characteristics ▪ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i> ▪ No concerns regarding academic integrity <p><i>Indicators show potential for continued success in graduate school and beyond.</i></p>	<ul style="list-style-type: none"> ▪ 3 absences ▪ Frequent, minor tardiness ▪ Rarely contributes to class ▪ Contributions reflect occasional preparation for class ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars) ▪ Occasional or minor personal characteristic concerns ▪ If ethical violation present, concern is minor, and student takes immediate action to remedy ▪ Minor, uninformed violations of academic integrity <p><i>Final grade adjustment of 1 letter, conference with instructor, and/or PGP filed with EPS Department.</i></p>	<ul style="list-style-type: none"> ▪ 4 + absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions are rare or not productive ▪ Contributions reflect lack of preparation for class ▪ Behaviors detract from safe, scholarly learning environment ▪ Serious concerns regarding personal characteristics ▪ Major ethical violation or inability to understand ethical concerns ▪ Major, intentional violations of Academic Integrity Policy <p><i>Final grade adjustment of 1-2 letters, conference with instructor, and/or PGP filed with EPS Department. A Serious violation(s) may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per PGP.</i></p>

FULL PARTICIPATION

If there is a reason why a student cannot participate fully in this course or meet all the requirements, it is recommended that they consider taking the course at another time or contact the instructor within the first two weeks of the class to discuss options. Students who wish to request reasonable accommodations should obtain documentation at the NAU office of disability support services (928-523-8773) and then meet with the instructor. If students need mental health support, they may contact NAU Campus Health Services (928-523-2131).

COURSE ACADEMIC DISHONESTY POLICY

<https://policy.nau.edu/policy/policy.aspx?num=100601>. **The penalty for cheating and ANY form of plagiarism will result in a score of zero points on the assignment in question. If cheating or plagiarism is a recurring issue, the student will be placed on a PGP and/or may face serious disciplinary consequences.** If plagiarism occurs within a group assignment, each student will incur consequences. Students who have knowledge of someone else cheating or plagiarizing are also responsible for bringing this to the instructor's attention (it will be kept confidential). For clarification of what constitutes plagiarism, please see: <http://plagiarism.org/>. Please see the NAU policy statement on academic integrity at the end of this syllabus and www4.nau.edu/caldeansoffice/chairhandbook/academic_dishonesty.html for more details about the policy and its consequences.

SYLLABUS STATEMENTS & UNIVERSITY POLICIES

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to class time, preparation, homework, and studying. For example, for a 3-credit course, a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or

inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://in.nau.edu/academic-affairs/academic-integrity/>

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

ARTIFICIAL INTELLIGENCE

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies and any additional course-specific guidelines in the syllabus or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W." For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION & ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited, as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations.

For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences.

Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIAL

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.