

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 692: PRACTICUM

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

Admission into the CMHC Program. Pre-requisite includes EPS 660 and EPS 670. Co-requisite includes EPS 661.

COURSE PURPOSE

This is a supervised, on-campus counseling practicum experience, emphasizing interaction with individuals seeking service from counselors. Students must obtain one hundred clock hours minimum experience including at least forty clock hours of direct service* with actual clients. Of the forty direct hours, 10-15 hours may be in group work. Required programs include: MA Counseling, MEd School Counseling and Student Affairs, PhD Counseling Psychology. This course must be passed to be eligible to register for the internship.

NAU PROGRAM STATEMENT OF INCLUSION

We align with the American Counseling Association's (ACA) commitment to diversity, equity, inclusion, and belongingness. As a program and a profession, we respect, honor, and support the uniqueness of individuals across varying multicultural identities, which include but are not limited to sexual and affectional orientation, gender identity and expression, age, race, color, ethnicity, sexual orientation, socioeconomic status, military affiliation, religion or spiritual beliefs, ability, language, national origin, ancestry, and political views. Our counseling program welcomes students and faculty with diverse backgrounds and life experiences to ensure the representation of varying perspectives, worldviews, and ideas. We strive to build inclusive learning spaces in which all students feel their voice is valued and recognized as an asset to the classroom. These beliefs reflect the core values of the counseling profession and echo the sentiment: *"Everyone counts, everyone has an opportunity, and everyone welcomed."* GRE® revised General Test – Applicants with a cumulative GPA of less than 3.0 are required to submit official Graduate Record Examination (GRE) General Test scores on the aptitude portion (verbal and quantitative) of the GRE taken within the past six years. Applicants with a cumulative GPA higher than 3.0 have the option to submit GRE scores, if desired. GRE scores must be received by the application deadline for admission.

<u>CACREP 2024 STUDENT LEARNING OUTCOMES</u>	CACRE P 2024 Stand ards
Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships NACE Competency: Career & Self-Development	3-E8
Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar. NACE Competency: Career & Self-Development, Communication, Critical Thinking, Equity, Professionalism, Teamwork, Technology	4.Q
Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.	4.R
Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: 1. a counselor education program core or affiliate faculty member, or 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or 3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement	4.S

Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: 1. a counselor education program faculty member or 2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.	4.T
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Career Readiness Skills

At the end of the course:

- Students will be familiar with the practicum clinic procedures (*NACE Competencies; Career & Self-Development, Communication, Critical Thinking, Professionalism, Teamwork, Technology*).
- Students will be confident in their professional obligations with at-risk (*including intent to self-harm and/or harm to others*) clients. (*NACE Competencies; Communication, Critical Thinking, Professionalism*).
- Students will have experience in diagnosing clients and formulating treatment plans, possess the skills to complete electronic documentation including treatment notes in a professional manner, and have an adequate foundation for utilizing and assessing basic counseling skills. (*NACE Competencies; Communication, Critical Thinking, Professionalism, Technology*).
- Students will have experience conducting two case presentations. Each case presentation will consist of a written outline (*NACE Competencies; Career & Self-Development, Communication, Critical Thinking, Equity & Inclusion, Leadership, Professionalism, Teamwork, and Technology*).
- Students will have experience viewing five videos of other students and giving them constructive feedback on their work (*NACE Competencies; Career & Self-Development, Communication, Critical Thinking, Professionalism, Teamwork, Technology*).
- Students will have demonstrated openness to supervision and instruction (*NACE Competencies; Career & Self-Development, Communication, Critical Thinking, Professionalism, Teamwork*).

Career Readiness Skills

In every class you take at NAU, you learn professional skills that can support your future career. There are several ways this course can help you meet and excel at your job goals and life desires. Below is a list of in-demand skills from National Association of Colleges and Employers ([NACE](#)) you will learn and practice in this class:

Communication: The candidate will utilize verbal and written abilities to clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of school organizations.

Career & Self-Development: The candidate will continuously reflect upon strengths and areas for improvement, will build professional network and relationships; explore career opportunities.

Critical Thinking: The candidate will identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Equity and Inclusion: The candidate will become familiar with equitable practices for diverse student populations and the essential requirements of respect for diversity in development and learning, advocacy for social justice including roles as social change agents and advocates.

Leadership: The candidate will recognize and capitalize on personal and team strengths to achieve organizational goals.

Professionalism: The candidate will gain knowledge of and demonstrate the professional dispositions required for clinical mental health counselors.

Teamwork: The candidate will build and maintain collaborative relationships to work effectively toward common goals while appreciating diverse viewpoints and shared responsibilities.

Technology: The candidate will understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

COURSE STUDENT LEARNING OUTCOMES

The main objective of this course is for students to combine previous learning and skills and put them into practice in a supportive and supervised environment. At the end of the course, students will be familiar with the practicum lab procedures, be confident in their professional obligations with at-risk (including intent to self-harm and/or harm to others) clients, have experience in diagnosing clients and formulating treatment plans, possess the skills to complete paperwork including treatment notes in a professional manner and have an adequate foundation for utilizing and assessing basic counseling skills.

SUPERVISION

Students are expected to meet with the practicum supervisor on an average of one hour per week. A schedule with available supervision times will be made available no later than the second class. In the event that either the instructor or the student believes that individual supervision is warranted on occasion, an individual supervision session will be scheduled.

- Please arrive for supervision on time with your recording and agenda ready.

ASSIGNMENTS

Each student will be required to conduct one case presentation for this course. Each case presentation will consist of a written outline (an example of an outline is at the end of this syllabus) as well as a 5-10 minute clip of your recording with the client(s). While it is tempting to exhibit your most *brilliant work*, students are encouraged to present cases where they may feel challenged, stuck and/or downright inept. This is an opportunity for you to learn and grow – please take advantage of it.

ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES

An assessment sheet will be completed for each student at the mid-term and final supervision session of the course though evaluation of the student's counseling performance will be discussed throughout the practicum.

https://nau.co1.qualtrics.com/jfe/form/SV_cwKt145ogdrLWOp

PEER FEEDBACK

Each student will be required to view five videos of other students and give them constructive feedback on their work.

Hours Log:

Each week you will upload your accumulated hours to date in the Canvas link in the class. This is to ensure you are progressing in both direct and indirect hours.

COURSE STRUCTURE/APPROACH

This course will be a combination of lecture, class discussion, and case presentations. (SEE CLASS RULES)

FIELD/CLINIC BLENDED EXPERIENCE

Students at Statewide Campuses must complete supervised practicum experiences that total a minimum of 100 clock hours. Each student's practicum includes:

- A minimum of 40 clocked hours of direct services with clients. Of those 40 direct hours
 - at least 20 hours must be with clients in the NAU Counseling Clinic (unless otherwise approved per faculty supervisor)
 - at least 10 hours must be facilitating or co-facilitating group counseling at an off-campus site. These hours may be completed during internship if group opportunities are unavailable at the student's site(s).
- A minimum of 60 clocked hours of indirect service. These include class meetings, triadic/individual supervision, training at the Practicum site, observing/shadowing other counselors, independent study to prepare case studies or to see clients, attending professional conferences, etc.
- On a weekly basis, students must update their direct and indirect hours in the Practicum Hours Log. Logs will be signed at the end of each week by the site supervisor. Students will upload a PDF version of the signed monthly log and submit it into Canvas by the end of the first week of the following month. After the student has completed practicum, the Hours Log Summary Page must be signed by site supervisor and submitted to Canvas. Students must have an Hours Log Summary Page reflecting at least 40 direct hours and 100 total hours signed by their site supervisor and submitted into Canvas to receive a passing grade in Practicum.
- Download a copy of the [Practicum Clinic Manual](#) to give to site supervisor and keep for personal reference.
- Submit Final Site Supervisor Surveys into Canvas

BEFORE PRACTICUM BEGINS

Students at Statewide Campuses must submit the following materials before any practicum clinic or site work can be counted toward accrued hours.

1. Documentation of student professional liability insurance
2. Documentation of student valid Arizona Fingerprint Clearance Card
3. Signed [Practicum Student Confidentiality Statement](#)
4. Contract with site
5. Check that site has an Affiliation Agreement with NAU or request affiliation for a site (check with your instructor)
6. Documentation of site supervisor's training in clinical supervision (resume line, approved supervisor status, training certificate)
7. Copy of site supervisor's license

REQUIRED MATERIALS

Practicum Laboratory Manual (<https://nau.edu/wp-content/uploads/sites/50/EPS-Practicum-Manual-Updated-9-28-20.pdf>) and student malpractice insurance (**due before seeing clients**).

COURSE SCHEDULE

Module	Assignment/Agenda
1	Introduction/orientation to lab procedures; Creating ground rules for the Class; Intake Interview; Assessing and managing suicidal/at-risk Behavior
2	Record Keeping: Ethical, Legal and Pragmatic Considerations; Treatment Plans: Objectives vs Goals *Role Play Intake Session
3	Biases/ Transference and countertransference Instructor case presentation
4	How to find an internship/Interviewing for Internship 1 (1st) Case Presentation: _____
5	Formulating a diagnosis 1 (1st) Case Presentation: _____
6	Termination; various methods and their implications 1 (1 st) Case Presentation: _____
7	1 (1st) Case Presentation: _____
8	1 (1st) Case Presentation: _____ 2 (1 st) Case Presentation: _____
9	1 (2 nd) Case Presentation: _____ ***1st VIDEO DUE
10	1 (2 nd) Case Presentation: _____ ***2nd VIDEO DUE
11	1 (2nd) Case Presentation: _____ ***3rd VIDEO DUE
12	1 (2 nd) Case Presentation: _____

	***4th VIDEO DUE
13	1 (2 nd) Case Presentation: _____ ***5th VIDEO DUE
14	1 (2 nd) Case Presentation: _____
15	Wrapping up and Final/Closing Rituals
16	All logs must be signed and submitted by the last day of term

STATEMENT ON CELL PHONES, PAGERS, ETC

The distraction of hearing cell phones and other electronic devices go off during class is highly disruptive to the learning process. Generally, it is expected that you will not receive calls during class time. If you absolutely must be available to others during class time, be sure that you are using a non-auditory signal for incoming calls. Take a seat close to the door and DO NOT answer your call until you have left the room. Ignoring this request may result in your being asked to drop the class. **Do not have your cell phone on while you are with a client.**

COURSE POLICY ON ATTENDANCE

It is imperative that each student attend every class. Absences will not be excused except in the most extreme circumstances. If you must be absent, please let the instructor know ahead of time so that the ramifications of your absence on your ability to pass this class can be examined. If deemed necessary, independent reading and additional assignments will be given to ensure the absent student receives and understands the information that was missed in class.

CLASS RULES

SELF-AWARENESS, SAFETY OF DISCLOSURE, APPROPRIATE INTERPERSONAL SKILLS AND ACA CODE OF ETHICS

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and your budding counselor attending skills**. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

While this class is Pass/Fail, I expect all students to be professional and reliable. If you are not prepared for your presentation, you may not pass. In an emergency situation if you are unable to fulfill your class commitment, contact the instructor ASAP.

Please be respectful during presentations and lectures and be prepared to give your undivided attention.

SYLLABUS POLICY STATEMENTS

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://policy.nau.edu/policy/policy.aspx?num=100601>.

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\(2\)\(5\)](#).

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.

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 AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. 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 of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile

environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORMS): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related 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), 928-523-8747 (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 MATERIALS

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 to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty

Last revised August 17, 2023

APPENDIX-A

CASE STAFFING/PRESENTATION

Confidential – For Professional Use Only

Name:

Client: *Use a number, initials or fictitious name*

Date of Report:

1. **Identifying Data:** Client's age, sex, ethnicity, current living situation, education, social/interpersonal life, referral source, mental status
2. **Presenting Problem:** Client's description of the problem. (Why is the client here?)
3. **Background Information/Brief History:** Information relevant to the presenting problem and including present circumstances. Also highlight client's **strengths/assets/supports**
4. **Case Conceptualization:** Describe your view of the client's problem, based on the background information, assessments, and your theoretical approach. What is the client's problem from your point of view? Why does the client have this problem? Why have they had difficulty resolving it?
5. **Diagnostic Impression:** The diagnosis must be based on the DSM-5
6. **Treatment Plan:** Goals for client, objectives, strategies and counseling methods you intend to implement
 - a) How have you **collected and used data** to assess your client and make decisions about treatment?
 - b) Interventions: Describe your treatment approach in detail. What counseling theories/interventions have you used? What techniques do you intend to use in upcoming sessions? If you modified techniques, describe how.
7. **Literature Review:** Summarize the recommended treatments that you found in at least three recent counseling journal articles.
8. **Diversity Issues:** How did you deal with diversity issues in this case? Summarize the ways you used Multicultural Social Justice Counseling Competencies (MSJCC; Ratts et al., 2015); Competencies for Counseling LGBTQIA Individuals (ALGBTIC, 2012); or Competencies for Counseling Transgender Clients (ACA 2009) in order to adapt your approach to this particular client.
9. **Ethical Considerations:** Concerns or problems (ethical, legal, crises, how the client's situation affects you personally) that are relevant to this case and how the issues were resolved.
10. **Technology:** How have you used technology in providing services to this client?
11. **Next steps**
12. **References** (at least two empirical references in APA format)

Session Feedback

Please comment on rapport, flow of session and active listening skills:

Anything that the counselor did especially well?

Please mention some alternative perspectives/approaches/thoughts.

APPENDIX - B

WHAT COUNTS AS DIRECT HOURS?

- Phone Screens are allowed up to 15 minutes each. Phone calls and emails setting up said screening or appointments are not allowed as direct hours.
- *Recorded* individual/group counseling and hours, 5 minutes after the quarter, should be rounded up to the nearest quarter (e.g., 50 min = 1 hr, 28 min = .5 hour, 41 min = .75 hour)
- *Recorded* individual/group counseling and hours, under 5 minutes after the quarter, should be rounded down to the nearest quarter (e.g., 31 min = .5 hours, 17 min = .25)
- If a session is not recorded, it doesn't count unless approved by the instructor.
- Sessions will not be counted over an hour unless approved by your instructor. Reasons for going over an hour include scheduling that time for relationship counseling or other pre-approved reasons or a high risk client where a risk assessment needs to be conducted (contact your instructor immediately after such a session).