

Welcome to Practicum!

Course Number and Section(s) COU 690-001 (MEP 204)

Course Name Clinical Mental Health Practicum

Semester and Year Spring 2020

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Course Description: An This course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students are required to perform a minimum of 100 hours of service during the period of the Practicum, 40 hours of which must be direct service to clients in counseling. In addition, students complete a pre-determined number of hours of individual and group counseling in laboratory and field settings under supervision by the counseling faculty and qualified field placement site supervisors.

Prerequisites: *Department Permission.*



Mission

The College of Health and Human Services provides innovative, evidence-based education and scholarship that empowers students to advocate for the wellbeing of regional, national, and global communities.

Vision

The College of Health and Human Services is a globally inclusive leader for student-centered learning that improves the quality of life of populations we serve.

Core Values

We stand to advocate for people, professions, and communities through our core values of:

Excellence: We strive for a caring environment, modeling of professionalism, exemplary service to others, and excellence in teaching and scholarship.

Integrity: We foster integrity through relationships and actions that are ethical, honest, fair, and trustworthy.

Belonging: We cultivate a community of respect and belonging by embracing equity, diversity, inclusiveness, advocacy, and learner-centeredness.

Innovation: We employ a service innovative approach to foster health, wellness, and student outcomes through excellence in education, engagement, leadership and experiential learning.

Collegiality: We embrace a culture of collegiality built on respect, transparency, teamwork, and collaboration.

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Student Learning Outcomes

The major goal of the counseling practicum course is to help students begin to operationalize theoretical constructs and further develop counseling skills acquired in the classroom, progressing toward the ultimate goal of developing a personal style and sense of continuity in the counseling process. Weekly group supervision/instruction sessions, individual/triadic supervisory meetings, and various assigned activities are designed to give practicum supervisors and faculty the opportunity to assess the student's counseling performance in relation to client goals and to the counselor's professional development. A fundamental premise of the course is that professional counselor education is best accomplished through a "self-knowledge" approach. This approach contends that the counselor-client relationship is a relational endeavor in which the growth and development of the client depends very much upon the concurrent growth and development of the counselor. Thus, the students' willingness to give feedback and openness to receive feedback during group supervision sessions is central to the achievement of these goals. A significant part of learning through this course comes from client service. Care and service to clients should be students' first priority. Being self-reflective and open to learning and sharing will foster skill development.

Practicum Requirements (CACREP 2016 Section 3: Professional Practice):

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Course Objectives applicable to all Practicum Students:

1. Demonstrate effective counseling by developing skills in which students:
 - develop & maintain therapeutic relationships
 - accurately listen/attend and demonstrate your understanding to your clients
 - experience and express genuine, accurate, deep empathy, and deeply felt unconditional positive regard
 - understand and use interpersonal counseling process to facilitate client change

- facilitate client self-awareness, self-responsibility and personal growth
 - understand clients in the key contexts of their lives (current situations, cultures)
 - explain and assist individual clients' understandings of how they may use counseling/a therapeutic relationship
 - apply understanding of legal and ethical considerations in counseling practice
 - maintain adequate clinical counseling records
 - develop the necessary self-awareness (e. g., personal issues, attitudes and behaviors based on such factors as race/ethnicity, gender and sexual orientation) to be effective as a beginning counselor
 - develop sensitivity to diversity issues (e. g., race/ethnicity, gender and sexual orientation) that impact your clients and counseling relationships
 - guide all counselor actions with intent to form therapeutic relationships that emphasize genuine, deep empathy and unconditional positive regard, while remembering that developing yourself to provide effective counseling relationships includes maintaining an openness to the full range of reasonable counselor actions
 - integrate qualities characteristic of effective counselors with one's personal style
2. Demonstrate effective use of supervision by developing the ability to:
- understand the supervisory process
 - give and receive constructive feedback
 - be open to hearing feedback from peers, supervisor, and instructor
 - thoughtfully implement feedback received from peers, supervisor, and instructor
 - openly share experiences, thoughts, and feelings as a beginning counselor
 - be prepared for both individual and group supervision
 - respectfully assert views in group and individual supervision
3. Demonstrate the following other skills by evidencing the ability to:
- understand, critique, and apply assigned readings about counseling
 - write and present thoughts and beliefs important to understanding and explaining counseling choices, including the underlying rationale
 - apply graduate level thinking, presenting, and writing skills
 - contemplate and regulate one's work as counselor
 - communicate a positive and motivating view of counseling to potential clients
 - deliver useful presentations on counseling services or related topics
 - use counseling experience, supervision, reflection, writing and other course activities to progress toward developing therapeutic confidence

Required Materials

- Skovholt, T. (2012). *Becoming a therapist: On the path to mastery*. Hoboken, NJ: Wiley.
- Additional readings/videos may be posted on the Canvas course site.
- Camera able to record a minimum of 1 hour for each video session (with the ability to be saved/converted to digital format)
- A password-protected external hard drive for storing session videos
- A password-protected flash drive designated for this class.
- **Note: The instructor reserves the right to assign additional readings.**

Instructional Methods: Students are expected and encouraged to actively participate in this learning experience. The goal is to utilize skill building, seminar-style class discussion, case presentations, and other

methods to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning.

Course Assignments

Academic Requirements:

Class Attendance & Participation: Students are responsible for the activity and direction of this course, including attendance in all class/supervision sessions and scheduling of counseling sessions. This course requires substantial personal initiative and organizational skills. Competent management of one's schedule and commitments is essential. **Anticipate committing at least 10-15 hours per week to this course.**

Students are required to meet weekly for supervision to review progress and to discuss specific clients and professional concerns. Due to the experiential nature of the course and professional development objectives, *attendance and punctuality will be important to the final grade*. Active participation in class discussions, exercises, and supervision, as well as a willingness to give and receive constructive feedback are necessary components of development through this class. Professional etiquette/behavior will be expected.

Readings: Specific articles and selected book chapters may be assigned throughout the semester to aid in expanding trainees' theoretical knowledge and conceptualization with regard to particular counseling interventions and special topics related to professional identity development.

Transcripts: Two (2) session transcripts – i.e., verbatim records of counseling sessions – are required of each student: a mid-term transcription (12-15 minutes) and a final transcription (15-20 minutes). This assignment will provide students with an opportunity to self-assess their interviewing skills and link their clinical work to counseling theory. Detailed instructions and an example will be provided.

ALL transcription assignments should disguise the nature of any individual whom you may have interviewed.

Orientation Papers (2): Students will be assigned two papers in which they will explore their approach to the counseling process. Prompts will be provided by the faculty supervisor. Students will submit their papers via Canvas to the instructor for review.

OPTIONAL Professional Development Activities: Professional development is a crucial activity that you will be expected to complete upon graduation to maintain your license. To provide specialized education on professional topics that interest you, consider pursuing continuing education (CE) activities in the community. Please discuss this requirement with your practicum supervisor and ensure that they are willing to document your attendance and sign off on this on your log prior to completing the training. Following the training, be sure to discuss what you have learned with your site supervisor. Although you do not require CE's at this point in your training, this can help you network and learn more about the profession.

Clinical Requirements:

Basic requirements:

- Students will perform a **minimum** of 100 hours of service during the period of the Practicum, 40 hours of which must be direct (i.e., face-to-face) service, with a minimum of 20 hours of individual counseling (out of 40 direct hours) per semester in an approved field placement. Group counseling and/or classroom guidance also contribute to your direct hours.

- Students are **required** to become student members of the American Counseling Association, the American Mental Health Counseling Association, or American School Counseling Association prior to or upon entering practicum. Students **MUST** show proof of personalized liability insurance offered through ACA, AMHCA, or ASCA.

Fieldwork: The specific nature of students' counseling activity depends upon the nature of their field placement. Due to their early stage of training, these counseling hours may include co-counseling with an experienced staff counselor at the field placement site. To participate in fieldwork via the Family Wellness Clinic, students must complete Positive Behavior Intervention & Supports (PBIS) Training, as well as any other site-mandated trainings. To do so, visit:

<https://nku.edu/academics/coe/programs/resources/admissioncriteria-ug/PBISTraining.html>

Supervision:

- **Individual Supervision:** Each student shall receive approximately 16 hours of individual/triadic supervision with a designated university practicum supervisor and on-site supervisor if applicable.
- **Group Supervision:** Students shall participate in a minimum of one and one-half hours of group supervision per week during the Practicum class session.

Note: *Group supervision time does **not** count toward 100 service hours.*

Missing either supervision session will prohibit students from logging hours for the week. It is the student's responsibility to reschedule individual sessions, if needed. More than two absences from either session may result in dismissal from the course.

Case Presentations:

- **For Individual Supervision:** Individual supervision with the Practicum supervisor will focus on taped counseling sessions conducted at the Field Placement site. In preparation for individual supervision, students will select a video-recorded segment to review. Recordings are to be brought to the weekly individual supervision sessions and will provide a framework for supervision.
- Students must ensure the good quality of the recordings. Poor quality recordings could hinder your ability to receive inadequate supervision and therefore, to progress. **Cell phones are not secure recording devices and must not be used to record sessions.**
- **For Group Supervision:** During the semester, students should expect and be prepared to formally present **at least two** of their counseling sessions to the Practicum class for group review, discussion, and feedback.

Log of Counseling Activities: Students will maintain and submit a log detailing the hours accumulated of direct and indirect services. The log will should be uploaded to Canvas site weekly. Students should keep a copy for their own records.

Guidelines to Assure Client Confidentiality:

- Students must provide obtain the informed consent from the client (or client's guardian), including authorization for videotaping and/or discussion of counseling sessions.
- Students must always use pseudonyms and make sure that no revealing information is exposed during presentations, in write-ups or recordings. Unless otherwise specified, recorded information is to be erased after presentation and/or transcription.
- Written materials from the presentation are to be returned to the presenter at the end of the presentation.

- Students are responsible for all written or recorded client-related data. Students need to collect all copies and destroy them as soon after a presentation as is feasible. Presenters need to make sure copies are not left in copying machines, computers, or recorders.
 - **Cell phones are not secure recording devices and must not be used to record sessions.**
- Groups, tapes, tests, notes and client cases are only to be discussed with the faculty supervisor and other students in the seminars. Playing recordings in the presence of other students, professors, friends, relatives, etc., without permission of the university supervisor violates the client's informed consent.
- Recordings are not to be transferred from one person to another by leaving tapes in mailboxes or other public places. Such procedures allow for the possibility of loss, theft or review by persons for whom the tape was not intended.
- When using a classroom for listening/viewing a recording, the volume should be kept to an audible minimum, and the recording should be discontinued when others enter the room.

Guidelines to Assure Confidentiality with Seminar Peer Group:

What is discussed within group supervision remains within the group and is NOT discussed outside the classroom. Students need to feel that they are able to freely discuss in group supervision both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships. It is expected that students will honor the privacy of their peers as well as that of their clients.

NOTE: The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with any ideas expressed, but work to keep the discussions polite and focused on course ideas.

Dispositional Expectations and Personal Performance:

The Counselor Education program approaches the construct of professional dispositions as “habits of mind” that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following professional performance dispositions: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

With that in mind, students are expected to demonstrate personal integrity and a commitment to professional development throughout their Practicum experience. They are expected to conduct themselves in an ethical and responsible manner and be willing to give and receive constructive feedback related to Practicum activities. These “non-academic” aspects of their performance will be evaluated at the end of the Practicum course in accordance with the “Professional Performance Review” standards outlined in the Student Handbook. **Moderate-to-significant difficulties with one or more**

dispositions may result in failure of the course, inability to continue to Internship (COU 691 or 692), and/or the development of a Professional Development Plan.

Professional Ethics and Professionalism: The Counselor Education program subscribes to the American Counseling Association (ACA) Code of Ethics and Standards of Practice as the ethical codes governing the professional behavior of students and faculty members. Students are expected to familiarize themselves with these principles and demonstrate them throughout their academic and experiential work. **If you find yourself facing an ethical dilemma, it is best to be proactive and seek immediate consultation from your professor.**

Beyond written standards set forth by related professional organizations, professionalism embraces a high standard for interpersonal interaction, including respect for people, processes, and property. The faculty expects prospective counselors to engage in behavior that reflects a high level of health and professional integrity. Students should be stable and psychologically well adjusted. They should possess effective personal responsibility, integrity, interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development. **Inability to consistently demonstrate this standard of professionalism may result in failure of the course, inability to continue to Internship (COU 691 or 692), and/or the development of a Professional Development Plan.**

All requirements must be met in order to receive a passing grade in this course. In addition, all work submitted (particularly transcripts) must reflect the student's own individual work. Any ethical violations or academic dishonesty (e.g., cheating or plagiarism) will result in either a failing grade on the assignment, a failing grade in the course, or other stipulations, which are up to the instructor and program based on the nature of the case. The work done in this course is subject to the Graduate Student Honor Code/ Appeal Policies.

Counseling Skills Expectations:

Practicum students are expected to demonstrate competency in several skill areas including: use of open and closed questions, paraphrasing, reflecting feeling, summarizing, empathy, confrontation, silence, reflection of meaning, and goal setting. In addition, students are expected to successfully present recorded sessions which demonstrate the counselor's ability to utilize the listed skills in a *coherent and intentional fashion*. Students must also exhibit the ability to structure a counseling session from beginning to end, including obtaining necessary information while keeping personal agendas, values, and issues out of counseling sessions. **Inability to consistently demonstrate counseling skills may result in failure of the course, inability to continue to Internship (COU 691 or 692), and/or the development of a Professional Development Plan.**

Course Grading

Evaluation is based upon completion of required assignments, as well as your instructor's and supervisors' evaluations of your counseling skills and professionalism. The following grading scale will be utilized for final grades assignments will be given grades reflecting these criteria.

Letter Grade	Description
A	Completion of requirements, including consistent taping for supervision, and <u>consistently demonstrated</u> high-quality therapeutic relationships, as well as other client care and contacts. This grade requires consistent <u>high level</u> of personal reflection (<i>as demonstrated in papers and supervision</i>) and ability to critique self and skills (<i>as demonstrated in transcriptions and supervision</i>), as well as <u>high levels</u> of counselor skills and professionalism (<i>as demonstrated in transcriptions, evaluations, and submitting logs by the due date 100% of the time</i>).
A- to B+	Completion of requirements and demonstration of <u>frequent</u> high-quality therapeutic relationships, as well as other client care and contacts; includes <u>moderate level</u> of personal reflection and ability to critique self and skills, as well as <u>moderate levels</u> of counselor skills and professionalism (<i>as demonstrated in transcriptions, evaluations, and/or submitting logs by the due date 90% of the time</i>).
B	Completion of requirements and high-quality therapeutic relationships, as well as other client care and contacts, <u>demonstrated in the final month of the semester</u> ; includes <u>moderate difficulties</u> in personal reflection and ability to critique self and skills (<i>as demonstrated in transcriptions, evaluations, and/or submitting logs by the due date 85% of the time</i>).
B-	Completion of requirements but <u>shows minimal effectiveness</u> in therapeutic relationships or other client care and contacts; includes <u>significant difficulty</u> in personal reflection and ability to critique self and skills (<i>as demonstrated in transcriptions, evaluations, and/or submitting logs by the due date 80% of the time</i>).
C+ to C	A grade in this range would indicate a significant skill deficit and/or unaddressed problem of professional competence and would likely engage the counseling program's retention policy. (<i>as demonstrated in transcriptions, evaluations, and/or submitting logs by the due date less than 80% of the time</i>).
F	Any grade lower than C would be a failing grade, an F, and would be assigned in the case of a significant violation of the ethical code, failure to utilize feedback from supervision, and/or misrepresenting one's behaviors within the course. This grade would likely engage the counseling program's retention policy.

Note: As per the Counseling Program Student Handbook, any student receiving a grade lower than a B-minus in this course will need to repeat the course the next time it is offered.

Grading-Specific Policies

Submission of Assignments

All assignments are due by the deadline indicated in the syllabus and should be uploaded to Canvas unless otherwise specified.

Late Policy

As this course is your first opportunity to demonstrate the skills of a counseling professional, late assignments will be viewed as they would be in the workplace. Punctuality is a sign of professionalism. In the workplace, assignments are expected before or at the deadline, and you employees communicate immediately with their supervisor in the event a deadline cannot be met. Late assignments will negatively impact your grade in this course, as credit may not be given. Punctuality for appointments is also expected and students should communicate if they are running late or not able to attend either class or supervision.

Attendance Policy

Attendance is necessary and expected. Investing in your learning minimally requires that you attend class as scheduled, attend class on time, and be prepared for class. This course is composed of 17 class periods. Missing either supervision session will prohibit students from counting hours toward completion. Missed sessions will need to be made up. More than two absences may result in dismissal from the course. Communicate immediately with the instructor to see if a make-up opportunity is available.

**If class must be cancelled due to weather-induced, potentially dangerous driving conditions, announcements will be posted in Canvas and will include an e-mail announcement sent to all students. Please check Canvas and/or your e-mail prior to attending class.*

**If you are a parent and a child-care issue arises, please contact me ahead of our class meeting time to arrange accommodations.*

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication

Students should expect responses to emails within 24-48 hours. If you have not received a response within this time frame, please email again as I may have not received the prior response.

Grading Feedback

Students should expect feedback on assignments within one week of due date except when faculty provides notification via announcement of a different timeline.

Grade Appeal.

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Grading Scale

Graduate Plus – Minus scale		
Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00
F	0-72.99	0

NOTE: There are no C-s or Ds in Graduate School.

Course Policies

1. Be prepared to take notes, as well as engage in classroom discussion. Laptops / tablets are welcome in class; however, non-class related Internet or computer usage is not. This behavior may result in laptop / tablet not being permitted in classroom for particular students or for the entire class. Non-class-related internet use will result in deductions in professionalism/participation grade for each class.

2. Attend class each week; arrive on time for class. Assignments are to be uploaded to Canvas. Due dates are indicated in the syllabus. Any changes to the syllabus will be announced during class and/or posted on Canvas. Please contact me immediately if you are experiencing an issue that is preventing you from completing your assignments in a timely manner.

3. All students are expected complete the readings before class and to be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?

4. Please silence all electronic devices such as cell phones. No texting during class time. Given the experiential nature of this course, laptops and tablets may present a barrier to the open environment in the classroom. Use of cell phone during class will result in deductions in professionalism/participation grade for each class.

5. Students are to act ethically and legally. As members of the counseling profession, we are all bound by the Code of Ethics of the American Counseling Association. We are also bound by the state in which services are provided. Failing to adhere to either the ACA ethical code or the laws and rules governing counseling practice in the state of your internship can result in a failing grade in the course and/ or dismissal from the program. If something changes with your legal status (conviction of a crime, pending charges, etc.) please let the instructor know. Informing faculty will not necessarily impact your ability to successfully complete internship or the counseling program.

6. If you find yourself facing an ethical dilemma (such as you have a client who presents as suicidal, homicidal, or at risk of harm), INFORM YOUR SITE SUPERVISOR AND COURSE INSTRUCTOR ASAP. You must be proactive and seek immediate consultation from Dr. Coaston. If Dr. Coaston is not available, contact another faculty member to consult. It is always best practice to alert Dr. Coaston ASAP of any other unusual circumstances that present during your internship.

7. You will also be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional, well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.

8. You are responsible for maintaining your license to practice. Some students are required to maintain counselor-trainee (CT) status if they are practicing in the state of Ohio. This is a dependent license that allows you to practice under the supervision of an LPCC-S and bill for services. Not every site uses this license. If your license to practice expires and you are practicing, this can be considered an ethical violation and can be extremely costly for your site. Failure to obtain, renew, otherwise jeopardize your license can result in failure in this course.

NKU Supports Students: Any student who has difficulty affording groceries is encouraged to contact FUEL NKU, the campus food pantry for students. FUEL NKU is located in University Center (UC) 142, and may be

reached at fuel@nku.edu. Any student who is experiencing challenges with accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support. Our Dean of Students is Arnie Slaughter, and he may be reached at slaughtera@nku.edu. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Hours	Description
24.0 Hours	Class time (1 Day X 1.5 Hours x 16 Weeks)
16.0 Hours	Required reading (1 hour x 16 weeks)
150.0 Hours	Fieldwork (10 hours x 15 weeks)
10.0 Hours	Orientation Paper (2 papers x 5 hours)
4.0 Hours	Case Presentation (2 presentation x 2 hours)
16.0 Hours	Weekly university supervision (1 hour x 16 weeks)
220.0 Hours	Total Hours for Course

NKU Policies

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Name / Pronoun

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual Misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <https://inside.nku.edu/scra.html#policies>

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

Accommodations due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable

to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Title IX

All faculty at Northern Kentucky University are considered “Responsible Employees” under the federal guidelines of Title IX. As such, faculty are mandated reporters for issues relating to sexual assault. If a faculty member learns of an attempted or completed sexual assault, we are legally mandated to inform one of the Title IX coordinators in the Office of Student Conduct, Rights, and Advocacy. This reporting responsibility in no way obligates you to take any additional action; however, resources for help are available on campus.

Tentative Course Schedule

<i>Course Outline:</i>	<i>Topics</i>	<i>Tasks due</i>
<i>Tuesday</i> <i>1/14/20</i> <i>Week 1</i>	Getting to know you Getting to know the course	
<i>Tuesday</i> <i>1/21/20</i> <i>Week 2</i>	Explanation of the counseling relationship/Informed Consent Emergency procedures	Baseline video due in weekly supervision Read: Struggles of the Novice Counselor
<i>Sunday</i> <i>1/26/20</i>		Turn in forms and liability insurance online before midnight
<i>Tuesday</i> <i>1/28/20</i> <i>Week 3</i>	So, what brings you in today?	Turn in theoretical orientation part 1 (online and be prepared to discuss in class) Read: Skovholt – Chapter 1
<i>Tuesday</i> <i>2/4/20</i> <i>Week 4</i>	Ethics	Read: ACA Ethics – bring a copy with you Skovholt – Chapter 2
<i>Tuesday</i> <i>2/11/20</i> <i>Week 5</i>	Goal-setting Case Presentations	Read: Skovholt – Chapter 3
<i>Tuesday</i> <i>2/18/20</i> <i>Week 6</i>	Personal/professional identity development Case Presentations	Read: Skovholt – Chapter 4
<i>Tuesday</i> <i>2/25/20</i> <i>Week 7</i>	Dealing with Difference Case Presentations	Read: Skovholt – Chapter 5
<i>Tuesday</i> <i>3/3/20</i> <i>Week 8</i>	Mid-Course check in Case Presentations	Read: Skovholt – Chapter 6 Turn in midterm transcript (on Canvas before midnight 3/3/20)
<i>Week 9</i>	Spring break – Spring Break – Spring Break – Spring Break – Spring Break – Spring Break	
<i>Tuesday</i> <i>3/17/20</i> <i>Week 10</i>	Self-care Case Presentations	Read: Skovholt – Chapter 7
<i>Tuesday</i> <i>3/24/20</i> <i>Week 11</i>	Attachment and loss Case Presentations	Read: Skovholt – Chapter 8

Tuesday 3/31/20 Week 12	Creating your toolbox Case Presentations	Read: Skovholt – Chapter 9
Tuesday 4/7/20 Week 13	Counselor development Case Presentations	Read: Skovholt – Chapter 10
Tuesday 4/14/20 Week 14	Professional development Case Presentations	Read: Skovholt – Chapter 11
Tuesday 4/21/20 Week 15	Supervision and consultation Case Presentations	Turn in final transcript (on Canvas before midnight 4/28/20) Read: Skovholt – Chapters 12-13
Sunday 4/24/20		Turn in supervisor evaluation before midnight 4/24/20
Tuesday 4/28/20 Week 16	Topics to be determined Case Presentations	Turn in theoretical orientation part 2 (online and be prepared to discuss in class)
Friday 5/1/20		Turn in summary log and final logs signed 5/1/20
Tuesday 5/5/20 Finals Week Week 17	Topics to be determined Case Presentations	None

**This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor. Every effort will be made to provide these changes to the class in writing. Notification through any of the established means of communication such as email, Canvas, or update of online syllabus will constitute sufficient notice.*

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Student Evaluation of Instructor and Course

NKU takes instructor and course evaluations very seriously. They are an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments. Evaluation periods begin two weeks prior to final exams for a full-semester course and one week prior to final exams for any course shorter than the full semester. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed. Students who complete an evaluation or select “opt out” for all of their courses on the online instrument will be granted two-week advanced access to their course grades. *(Please note that, as of the Spring 2018 semester, failing to complete or opt out of the evaluation for any course will block advanced access for all courses.)* Students who do not complete all of their course evaluations or do not select “opt out” on each online evaluation instrument will not be able to see any of their final grades, obtain unofficial and official transcripts, or run a degree audit until the university’s standard date for grade availability.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.

- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>).

Knowledge and Skill Outcomes

CACREP 2016 Standards

As the culminating activities in the counseling program, Practicum and Internship require students to demonstrate the cumulative knowledge obtained and practical skills developed throughout the curriculum of study. With that in mind, students enrolled in these courses are assessed on standards related to all of the CACREP Core Objectives and Specialty Areas. These include:

- 2.F.1: Professional Counseling Orientation and Ethical Practice
- 2.F.2: Social and Cultural Diversity
- 2.F.3: Human Growth and Development
- 2.F.4: Career Development
- 2.F.5: Counseling and Helping Relationship
- 2.F.6: Group Counseling and Group Work
- 2.F.7: Assessment and Testing
- 2.F.8: Research and Program Evaluation
- 5.C: Entry-Level Specialty Area – Clinical Mental Health Counseling

These areas are assessed by use of all course assignments, as well as supervisory evaluations.