

College of Education

We develop educational leaders who create tomorrow's opportunities.
Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Educational Psychology EPS 692: Counseling Practicum Syllabus Spring 2022

INSTRUCTOR:
PLACE:
OFFICE:
OFFICE HOURS:
E-MAIL:

General Course Information

Course Format:
Days/Times:
Credit Hours: 3

Course Prerequisites

Admission to Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Combined Counseling/School Psychology (PhD), EPS 660 and EPS 670 Corequisite: EPS 661

Course Description

This is a supervised, on-campus counseling practicum experience emphasizing interaction with individuals seeking counseling services. Required programs include: MA Clinical Mental Health Counseling, MEd School Counseling and Student Affairs, PhD Combined Counseling/School Psychology. This course contains an assessment that must be passed to be eligible to register for the internship. Pass/fail only.

Note: Although it is the intention of this syllabus to capture necessary aspects of this course, the course instructor reserves the right to amend and/or add necessary information over the course of the semester.

CACREP 2016 Standards

	GENERAL COURSE OBJECTIVES	CACREP	MEASURE
1	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	(2F-1g)	Supervision meetings
2	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	(2F-1i)	Reflective Case Study KPI
3	technology's impact on the counseling profession	(2F-1j)	Supervision meetings
4	strategies for personal and professional self-evaluation and implications for practice	(2F-1k)	Supervision meetings
5	the role of counseling supervision in the profession	(2F-1m)	Supervision meetings
6	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	(2F-2a)	Supervision meetings
7	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	(2F-2b)	Supervision meetings
8	multicultural counseling competencies	(2F-2c)	Faculty Evaluations (Mid-Point and Final) KPI
9	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	(2F-2d)	Reflective Case Study KPI
10	the effects of power and privilege for counselors and clients	(2F-2e)	Supervision meetings
11	help-seeking behaviors of diverse clients	(2F-2f)	Supervision meetings
12	the impact of spiritual beliefs on clients' and counselors' worldviews	(2F-2g)	Supervision meetings
13	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	(2F-2h)	Supervision meetings
14	Theories of individual and family development across the lifespan	(2F-3a)	Reflective Case Study KPI
15	a general framework for understanding differing abilities and strategies for differentiated interventions	(2F-3h)	Supervision meetings
16	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	(2F-4e)	Reflective Case Study KPI
16	theories and models of counseling	(2F-5a)	Supervision meetings
17	a systems approach to conceptualizing clients	(2F-5b)	Supervision meetings

18	theories, models, and strategies for understanding and practicing consultation	(2F-5c)	Supervision meetings
19	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	(2F-5d)	Supervision meetings
19	the impact of technology on the counseling process	(2F-5e)	Supervision meetings
20	counselor characteristics and behaviors that influence the counseling process	(2F-5f)	Supervision meetings
21	essential interviewing, counseling, and case conceptualization skills	(2F-5g)	Faculty Evaluations (Mid-Point and Final) KPI
21	developmentally relevant counseling treatment or intervention plans	(2F-5h)	Supervision meetings
22	development of measurable outcomes for clients	(2F-5i)	Supervision meetings
23	evidence-based counseling strategies and techniques for prevention and intervention	(2F-5j)	Supervision meetings
24	strategies to promote client understanding of and access to a variety of community-based resources	(2F-5k)	Supervision meetings
25	suicide prevention models and strategies	(2F-5l)	Supervision meetings
26	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	(2F-5m)	Supervision meetings
27	processes for aiding students in developing a personal model of counseling	(2F-5n)	Supervision meetings
28	characteristics and functions of effective group leaders	(2F-6d)	Faculty Evaluations (Mid-Point and Final) KPI
28	methods of effectively preparing for and conducting initial assessment meetings	(2F-7b)	Faculty Evaluations (Mid-Point and Final) KPI
29	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	(2F-7c)	Supervision meetings
30	procedures for identifying trauma and abuse and for reporting abuse	(2F-7d)	Supervision meetings
31	use of assessments for diagnostic and intervention planning purposes	(2F-7e)	Supervision meetings
32	use of assessments relevant to academic/educational, career, personal, and social development	(2F-7i)	Supervision meetings
33	use of symptom checklists, and personality and psychological testing	(2F-7k)	Reflective Case Study KPI
34	use of assessment results to diagnose developmental, behavioral, and mental disorders	(2F-7l)	Supervision meetings
35	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	(2F-8a)	Supervision meetings

36	identification of evidence-based counseling practices	(2F-8b)	Faculty Evaluations (Mid-Point and Final) KPI
37	development of outcome measures for counseling programs	(2F-8d)	Supervision meetings
38	evaluation of counseling interventions and programs	(2F-8e)	Supervision meetings
39	analysis and use of data in counseling	(2F-8i)	Faculty Evaluations (Mid-Point and Final) KPI
40	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	(5C-1c) CMHC	Supervision meetings
41	roles and settings of clinical mental health counselors	(5C-2a) CMHC	Supervision meetings
42	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	(5C-2b) CMHC	Supervision meetings
43	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	(5C-2c) CMHC	Supervision meetings
44	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	(5C-2m) CMHC	Supervision meetings
45	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	(5C-3a) CMHC	Faculty Evaluations (Mid-Point and Final)
46	strategies for interfacing with integrated behavioral health care professionals	(5C-3d) CMHC	Supervision meetings
47	strategies to advocate for persons with mental health issues	(5C-3e) CMHC	Supervision meetings
48	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	(5C-2g) SC	Supervision meetings
49	common medications that affect learning, behavior, and mood in children and adolescents	(5C-2h) SC	Supervision meetings
50	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	(5C-2i) SC	Supervision meetings
51	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	(5C-3h) SC	Supervision meetings
52	approaches to increase promotion and graduation rates	(5C-3i) SC	Supervision meetings

Student Learning Expectations / Outcome for this Course

Objectives

Students will demonstrate (a) knowledge of various theoretical approaches to counseling; (b) competence in the basic counseling skills with a focus on individual and group counseling as learned in prior coursework; (c) an ability to identify presenting concerns of clients, diagnose problems, and develop treatment plans; and (d) an ability to present case studies and evaluate their own effectiveness.

Before Practicum Begins

Students must submit to BBLearn the following materials before any Practicum Lab **or** Practicum Site hours can be counted toward Practicum:

1. Documentation of student professional liability insurance
2. Signed [Practicum Student Confidentiality Statement](#)

Students must submit the following materials before any Practicum Site hours can be counted toward Practicum:

1. Contract with site
2. Affiliation Agreement between NAU and site (check with your instructor)
3. Documentation of site supervisor's training in clinical supervision (resume line, approved supervisor status, training certificate)
4. Copy of site supervisor's license

Basic Requirements

Students must complete supervised practicum experiences that total a **minimum of 100 clock hours** over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. Review site supervisor roles and responsibilities during individual site supervisor. *See Appendix for the list of supervisor roles and responsibilities.*
2. **At least 40 clock hours of direct service** with clients that contributes to the development of counseling skills.
3. **One hour per week of individual or triadic supervision.** Practicum students should arrange with their site supervisor for one hour per week of individual or triadic supervision every week the student is seeing clients at the site. In the event that either the instructor or the student believes that individual supervision is warranted, an individual or triadic supervision session will be scheduled with NAU instructor. These meetings must be documented using the Clinical Supervision Form available on BB Learn.
 - Please arrive for supervision on time with your client files and digital recording ready (i.e., markers to address supervision needs).
4. An average of **1½ hours per week of group supervision.** This requirement is met in scheduled class time with the NAU Practicum supervisor each week.

5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Course Structure / Format / Approach

- Students must complete a total of at least 40 hours of direct counseling services with clients. Of those 40 direct hours, at least 10 hours must be facilitating or co-facilitating group counseling. Of those 40 direct hours, at least 20 hours must be with clients in the NAU Practicum lab.
- Students must record all NAU Practicum Lab sessions and maintain up-to-date records of their clients' cases. Client files are created and maintained in TherapyNotes. It is the responsibility of students to complete all client files in a timely manner – Intake Notes, Treatment Plans, Process Notes, Supervision Notes, Progress Notes completed within 48 hours of the appointment. In accordance with Arizona law and professional ethical standards, files will be kept for a period of seven years and then destroyed.
- **Students must also complete a minimum of 60 hours of indirect work for the course.** This includes 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.
- Students must update on a weekly basis their direct and indirect hours in the Practicum Hours Log. At the end of each month, students will get a signature from their site supervisor for the hours accrued at their site. Students will scan that signed monthly page and submit it into BBLearn 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 BBLearn. Students must have an Hours Log Summary Page reflecting 40 direct hours and 100 total hours signed by their site supervisor and submitted into BBLearn to receive a passing grade in Practicum.
- **Students who miss more than two of the weekly class meetings or equivalent thereof, or two triadic/individual supervision meetings will not be eligible for a passing grade, unless there are documented extenuating circumstances.**

Textbook and Required Materials

[EPS Practicum Manual](#)

[American Counseling Association. \(2014\). *Code of ethics*. Alexandria, VA: Author.](#)

Recommended Reading List

Books that cover almost all aspects of practicum and internship are the *Practicum and Internship Textbook for Counseling and Psychotherapy* by Boylan, Malley, & Scott; *The Counselor Intern's Handbook* by Favier, Eisengart & Colonna; and the *Internship, Practicum, and Field Placement Handbook* by B. Baird.

If you think you need more information on how to conduct an intake interview, consult the book *Where to Start and What to Ask* by Susan Lukas or *Essentials of Interviewing* by Wiger & Huntley.

Books that suggest potential treatments for various problems and disorders include the *Therapist's Guide to Clinical Interventions* by Sharon Johnson; *Essentials of Treatment Planning* by Maruish; *Diagnosis and Treatment Planning in Counseling* by Linda Seligman, and *Case Conceptualization and Treatment Planning* by Berman. The Practice Planners series of books includes the *Complete Psychotherapy Treatment Planner* by Jongsma & Peterson; the *College Student Treatment Planner* by Jongsma & Peterson; and the *Child and Adolescent Psychotherapy Treatment Planner* by Jongsma, Peterson, & McInnis; and many others on specific groups.

Regarding general counseling skills, remember that you can refer to the textbooks you have used in prior courses, especially *Theory and Practice of Counseling and Psychotherapy* by Corey and *The Skilled Helper* by Egan.

If you plan to work in the field of counseling or psychotherapy in the future you should purchase the DSM-5, the *Diagnostic and Statistical Manual of Mental Disorders* (Fifth Edition, 2013).

Counselors must have excellent documentation skills. Read *Documentation in Counseling Records* by Mitchell; *Documenting Psychotherapy* by Moline, Williams & Austin, and/or *The Psychotherapy Documentation Primer* by Wiger.

For information on medications which clients might be taking, see the *Manual of Clinical Psychopharmacology* by Schatzberg & Cole. For your reference shelf, consider purchasing the *Merck Manual* (descriptions of diseases), *Tabor's Medical Dictionary*, and the *Dictionary of Behavioral Science*.

For guidance regarding handling emergencies and crisis intervention, read the *Handbook of Psychiatric Emergencies* by Dubin & Weiss; *People in Crisis* by Everstein & Everstein; *Crisis Intervention Strategies* by Gilliland & James; and *Emergency Psychiatry* by Bassuk & Birk.

Excellent books on group leadership include *The Theory and Practice of Group Psychotherapy* by Yalom; *The Counselor and the Group* by Trotzer; and *Group Counseling for Personal Mastery* by Dyer & Vriend. The NAU library has the books *Practical Group Theory; How to Do Groups; Effective Use of Group Therapy in Managed Care; Carl Rogers on Encounter Groups; and Structured Exercises for Groups*, among many others.

Grading System

See the [EPS Practicum Manual](#) for details about grading. This is a pass/fail course.

Assignments:

- 1) Student will be required to present **two** case presentations over the course of the semester. Each case presentation will consist of a written outline, as well as a 5 to 10-minute clip highlighting you work with your client(s). While it is tempting to exhibit your most *brilliant* work, students are encouraged to present cases where they may feel challenged and/or stuck. This is an opportunity for you to learn and grow – please take advantage of it.
- 2) Peer Observation and Feedback: Each student is required to view **five** videos of their peers and offer constructive feedback on their counseling skills.
- 3) Documentation and Recordings: You must submit your client documentation no more than 48 hours after the scheduled appointment. You must also watch the session before your supervision meeting (i.e., group and triadic) and come prepared to discuss the case.
- 4) One Reflective Case Study due to BBLearn by ...

NOTE: You must complete all of the assignments to get a passing grade in the course.

Course Outline / Schedule

TUESDAY August 24th Introduction/orientation to lab procedures, documentation.
(Week 1)

TUESDAYS

August 31 Intake Interview; Assessing and managing suicidal/at-risk behavior.
(Week 2) [Introduction to clinical supervision.](#)

September 7 First night with clients. Record Keeping: Ethical, Legal and Pragmatic Considerations;
(Week 3) Treatment Plans

September 14 Formulating a diagnosis; Treatment selection; Progress Notes
(Week 4)

September 21 Broaching Race and other cultural considerations
(Week 5) Case Presentation 1:

September 28 Biases/Transference and countertransference
(Week 6) Case Presentation 1:

October 5
(Week 7) Case Presentation 1:

October 12 (Week 8)	Various Topics Case Presentation 1:
October 19 (Week 9)	Group Supervision
October 26 (Week 10)	Case Presentation 2:
November 2 (Week 11)	Case Presentation 2:
November 9 (Week 12)	Case Presentation 2:
November 16 (Week 13)	Case Presentation 2:
November 23 (Week 14)	Wrapping up; Termination; various methods and their implications
November 30 (Week 15)	Group Supervision, Hours Log Summary, Final Evaluations Reflective Case Study due to BBLearn
December 7 (Week 16)	Closure

Course Policies

CONFIDENTIALITY

You are practicing professional skills in a university clinic. This means that there is a wide range of university students and members of the public who use the lab. Please respect their privacy and be considerate of their needs. Be careful to avoid even the appearance of indiscretions in your conversations or demeanor. The university policies of confidentiality are applicable in the Practicum Lab. However, several items need special emphasis:

Viewing Clinical Sessions: No unauthorized faculty member or student is allowed to observe clinical sessions without the written consent of the parties. Such consents are to be maintained by the Practicum instructors involved.

Inspections of Records: No unauthorized faculty member or student is allowed to inspect records maintained on clients without the written consent of the parties. Such consents are to be maintained by the Practicum instructors involved.

Conversations with/about Clients: No faculty member or practicum student is to discuss any client outside of the formal teaching-learning environment. It is especially important to watch for open doors, and to avoid supervision or teaching-learning discussions which might be overheard by others. Telephone conversations with or about students should be confidential and private. Be careful you cannot be overheard.

Session Recordings and Client Records: The Practicum Lab makes wide use of Session Recordings and Client Records. Sessions Recordings involving clients must be protected in the same way as other confidential records and materials. Such records must be used only for teaching and learning, and they should be erased immediately after use in the teaching-learning process. Students should ensure the devices they use to access session recordings and client records cannot be accessed by other individuals. Students should ensure they are alone and uninterrupted when conducting client sessions or accessing session recordings or client records. Students may come to North Valley campus and use the Practicum Lab to conduct their counseling sessions if they are unable to create/find confidential space at home. All students are required to complete the [Practicum Student Confidentiality Statement](#) before seeing clients.

PROCEDURES FOR SCHEDULING COUNSELING SESSIONS

Clients will be scheduled for 45–50-minute sessions. Longer sessions may be scheduled occasionally for therapeutic reasons. Be sure to finish each session on time. The remaining 10 minutes are for you to write your notes on the session, take a quick break if necessary, and prepare for your next client. Clients must be greeted promptly at the beginning of the session time. Counselors will be monitored, and chronic lateness to sessions will be considered unprofessional behavior.

When a client does not come on time for an appointment, wait at least 15 minutes. Document the no-show in a “Missed Appointment Note” in TherapyNotes and notify your Practicum instructor. You are encouraged to call clients who no-show to invite them to set another appointment. After two no-shows, we typically terminate the case and assign you another client. We can re-open it later if the client decides to come in, and space is available.

RECORDING CLIENT SESSIONS

ALL counseling sessions in the practicum lab must be recorded without exception. Applicants for counseling who refuse to be recorded must be referred to other mental health facilities. Sessions which are not recorded do not count toward direct hours.

At the end of the semester all recording sessions must be erased. Sessions which are not recorded due to equipment malfunction must be documented as usual but will not count toward direct counseling hours. Make sure the equipment is working at the start of each session.

Northern Arizona University: Policy Statements

Northern Arizona University adheres to policies on the following topics:

- Safe Environment
- Students with Disabilities
- Academic Contact hour
- Academic Integrity
- Research Integrity
- Sensitive Course Material
- Classroom Disruption
- COVID-19

The full text of these policies is located at the following link:

<https://nau.edu/wp-content/uploads/sites/26/Syllabus-Policy-Statements.pdf>

CMHC Practicum Checklist Fall 2021

- ☐ [Practicum Contract](#)
- ☐ Affiliation Agreement
- ☐ [Confidentiality Statement](#)
- ☐ Site Supervisor Documentation of Supervision Training
- ☐ Copy of Site Supervisor License
- ☐ Copy of Student Professional Liability Insurance
- ☐ [Telehealth Training Video](#)
- ☐ August Hours Log
- ☐ September Hours Log
- ☐ October Hours Log
- ☐ November Hours Log
- ☐ December Hours Log
- ☐ Hours Log Summary
- ☐ Confirmation of Group Hours
- ☐ Documentation of 5 Peer Observation Hours
- ☐ Reflective Case Study

☐

Client Documentation in TherapyNotes Complete

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[Student Evaluation of Site](#)

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[Student Feedback for Site Supervisor](#)

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[Site Supervisor Evaluation of Student](#) (DO NOT COMPLETE THIS FORM. Send the link to your site supervisor)

Appendix

PRACTICUM ROLES AND RESPONSIBILITIES: (pgs. 10-12 in [NAU Practicum Manual](#))

QUALIFICATIONS FOR A SITE SUPERVISOR FOR NAU'S CMHC PRACTICUM STUDENTS AND INTERNS

Site supervisors must have a master's degree in Counseling or a related field and be licensed in their profession. Related fields such as Social Work, Counseling Psychology, Marriage and Family are suitable for site supervision. Site supervisors must have two years of experience in the field, and relevant supervision training. Site supervisors must complete the NAU Site Supervisor tutorial video and quiz.

RESPONSIBILITIES OF THE PRACTICUM STUDENT at the SITE

1. A minimum of **10 hours for the semester** of group counseling experience will be obtained at the site. Students may obtain more direct hours at the site (individual, group, family), however the typical range is from **10-20 hours for the semester**.
2. Students will complete hours logs which are signed by the field site supervisor and turned in to the NAU Practicum instructor **monthly**.
3. Students will seek to understand and practice the procedures, policies and regulations of the site.
4. Students will ask for assistance and supervision when needed to assure clients receive adequate services.
5. Students will seek assistance of appropriate staff members to address problems and register complaints.
6. Students will attend conferences, staff meetings and training sessions that are assigned by the field site supervisor.
7. Students will conform to the dress code of the agency.
8. Students will inform the field site supervisor when he/she will be late or absent.

9. Students will complete the student self-evaluation forms and review them with the field site supervisor before discussing them with the NAU faculty supervisor.
10. Students will complete and submit the field site supervisor and site evaluation forms to the NAU faculty supervisor.
11. Students will provide the field site supervisor with a copy of these guidelines and the EPS 692 course syllabus.
12. Students are required to obtain student professional liability insurance to cover the period that he/she is completing Practicum and Internship.

THE ROLE OF THE SITE

1. To provide the student with an opportunity to learn individual and group counseling skills.
2. To provide opportunities to integrate knowledge with practice in the following areas: (a) human growth and development, (b) social and cultural foundations, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, (g) research and program evaluation, (h) professional orientation, and (i) foundations, contextual dimensions and practice of community mental health counseling.
3. To provide the best practice models of counseling services.
4. To provide the students with the opportunity to interact with professional role models.
5. To provide the students with the opportunities to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision. (not required, but preferred)
6. To provide students with a copy of the field site supervisor's current vita/resume and documentation of their credentials.

THE ROLE OF THE FIELD SITE SUPERVISOR

1. To orient the student to the site
2. To provide for the Practicum student, up to **20 hours for the semester** of direct contact with clients, which include individual and group counseling opportunities so students can continue to enhance their skills.
3. **At least 10 of these hours** are co-facilitating or facilitating group counseling.
4. To provide the student with written materials describing the policies and procedures of the site.
5. To sensitize the student to broad issues, trends, and dilemmas in the Practicum, so that she or he may gain some perspective as to the macrosystem in which the site operates.
6. To help the student in planning, organizing, and implementing her or his duties.
7. To set up learning situations such as interviews, staff meetings and consultations in which the student is a participant.
8. To provide one hour per week of individual supervision. (for every week the student is seeing clients) Additional formal and informal supervision may also be included in which policies, roles, activities, and client concerns can be discussed.
9. To inform the student of steps he or she should take to improve weaknesses and further develop strengths in job performance.
10. To review with the student, her or his evaluations prior to submitting them to the Faculty Supervisor.

THE ROLES AND RESPONSIBILITIES OF THE FACULTY SUPERVISOR

1. To provide an opportunity for students to discuss their provision of counseling experiences with the Faculty Supervisor.
2. To ensure students and site personnel that the University and the counseling program remain involved and interested in their progress and studies.
3. To address any academic or clinical practice problems that may develop between the student and the site.
4. To evaluate the student's progress and professional potential and provide the student with feedback relative to professional development.
5. To function as a liaison between the university and site.
6. To conduct a formal evaluation of the student's performance in consultation with the site supervisor.