



Department of Educational Psychology

COLLEGE OF EDUCATION

COE Vision Statement

We develop educational leaders who create tomorrow's opportunities.

COE Mission Statement

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 660: Counseling Processes

Master Syllabus

EPS 660 – Counseling Processes

Semester

3 credit hours

INSTRUCTOR:

CLASS FORMAT: Face-to-face

DATE/TIME:**COURSE LOCATION:****OFFICE LOCATION & OFFICE HOURS:****PHONE & E-MAIL:**

COURSE PREREQUISITES: Prerequisites for this course are EPS 601 and admission to an EPS graduate program for which this course is required.

COURSE PURPOSE: This course is an introduction to the practice of counseling individuals and emphasizes the learning of specific skills in a specific sequence. Issues related to the counseling of individuals from various cultural and ethnic groups will be addressed. This course includes 14 sessions of supervised counseling practice. Each student is strongly encouraged to obtain professional liability insurance. This is available to student members of the ACA and the APA. Student membership applications are available through the websites of the professional associations.

MODE OF INSTRUCTION: Exclusively face-to-face. Class will be split into 2 segments:

- Part 1: Lecture, discussion, role-play, discussion of homework and progress, etc.
- Part 2: Counseling sessions in dyads or triads and post-session debriefing.

COURSE STRUCTURE/APPROACH: The course is conducted as an integrated combination of lectures and experiential experiences. Students will be instructed on the skills to be developed and a demonstration of these skills will be presented. Students will then work in pairs demonstrating these skills. Skill sessions will be videotaped and reviewed and evaluated by the instructor.

READINGS & MATERIALS:

1. Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society, 9th Edition by Ivey, Ivey and Zalaquett, ISBN 978-1-305-86578-5
2. Access to Blackboard Learn for accessing documents for class.
3. Access to NAU-supported digital recording system, VALT
4. Access to PsychiatryOnline, an NAU-purchased database, via these steps:
 - a. <http://library.nau.edu/> > Browse all resources alphabetically > "P" > Psychiatryonline

5. Access to AVON videos via library.nau.edu
6. Access to Therapynotes for electronic documentation, access to VALT session recording system

COURSE STUDENT LEARNING OUTCOMES: EPS 660 is the first skill course in the counselor education program. EPS 601, Counseling Theories, is the primary prerequisite for this course. Specifically, students will aim to successfully implement a broad range of counseling microskills within the Ivey Model structure, complete session documentation (including case conceptualization and treatment plans), engage in research connected to specific client needs, performing alliance check-ins and rating scales, utilize supervisory feedback, and successfully complete the knowledge component (Ivey quizzes).

ASSIGNMENTS/ ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES (all due dates are in schedule)

(Assignment details will be found in Weekly Agenda/Homework form found in BBL)

1. ACTIVE PARTICIPATION:

- This course involves a high degree of experiential activity, including practicing techniques in pairs. As such, the course calls for tremendous interdependence. Consistent attendance and participation are thus very significant. Please contact instructor if you are not able to attend class or if you must be late. Missing two or the equivalent of class meetings may result in a one-letter grade drop for the course. Participation includes *active work* as a discussant and role-player in class, as well as roles as counselors, clients, observers and peer consultants.

2. EFFECTIVE COUNSELOR CHARACTERISTICS & BEHAVIORS QUIZZES

- **CACREP KPI – 2-5f: “Counselor characteristics and behaviors that influence the counseling process”.**
- 11 multiple choice quizzes: Students must earn at least a 80% passing score on each of the “Counselor Characteristics and Behaviors” quizzes. The quizzes are drawn from the following Ivey chapters:
 - Ch 1, Intentional Interviewing, Counseling, and Psychotherapy
 - Ch 3, Attending Behavior and Empathy Skills
 - Ch 4, Observation Skills
 - Ch 5, Questions: Opening Communication.
 - Ch 6, Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition
 - Ch 7, Observing and Reflecting Feelings: The Heart of Empathic Understanding
 - Ch 8, How to Conduct a Five-Stage Counseling Session Using Only Listening Skills
 - Ch 9, Focusing the Counseling Session: Contextualizing and Broadening the Story.
 - Ch 10, Empathic Confrontation
 - Ch 11, Reflection of Meaning and Interpretation/Reframing
 - Ch 12, Action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instruction, and Psychoeducation.
- *NOTE: Students not earning 80% on any given quiz will be required to take a remedial quiz.*

3. HOMEWORK:

- Homework will involve reading and viewing videos before class, watching and being prepared to discuss session demo videos found in BBL, session self-evaluations, completing the Confidentiality Statement, preparing for electronic record-keeping, and others as assigned by the instructor.

4. COUNSELING SKILL SESSIONS – see Summative Counseling Skills Rubric (Appendix A1), and Session-by-Session Skills rubric Appendix A2)

- **CACREP standards addressed via Counseling Skill sessions:**
 - 2-1k: by observing and evaluating your session recordings
 - 2-5a: by continuously developing and refining your theoretical/model approach, and applying techniques from the major models of counseling
 - 2-5b: Participating in conceptualization of each “client” from a systems perspective via the intake and the documentation process

- 2-5f: By implementing counselor characteristics and behaviors that positively influence the counseling process as measured by Session Rubrics, and the Summative Skills Rubric
- 2-5g: By implementing essential interviewing, counseling, and case conceptualization skills as measured by Session Rubrics, and the Summative Skills Rubric
- 2-5h: Students will create and implement developmentally relevant counseling treatment or intervention plans as measured by Session Rubrics, and the Summative Skills Rubric
- 2-5i: Students will successfully develop measurable outcomes for clients as measured by Session Rubrics, and the Summative Skills Rubric.
- 2-7b: Students will participate in methods of effectively preparing for and conducting initial assessment meetings as measured by Session Rubrics, and the Summative Skills Rubric.
- 2-8e: Instructors will evaluate students' demonstration of counseling interventions as measured by Session Rubrics, and the Summative Skills Rubric
- 2-8i: Students will successfully analyze and use data in counseling as measured by Session Rubrics, and the Summative Skills Rubric, including Outcome and Session Rating forms in each session, and collaborating with clients about ORS/SRS data in each session as well.
- **CACREP CMHC standards addressed via Counseling Skill sessions:**
 - 5CM-3a: CMHC students will successfully complete intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and (basic) psychological assessment for treatment planning and caseload management interventions as measured by Session Rubrics, and the Summative Skills Rubric
- **CACREP School Counseling standards addressed via**
 - 5SC-3f: techniques of personal/social counseling in school settings are completed within the counseling sessions.
- **Scoring Process for Individual Sessions (See Appendix A2)**
 - Each of the ten skill sessions will be scored on a 20-point scale, for a maximum total of 200 points. Students must earn at least 150 points in aggregate to be considered passing. Students will be allowed to complete remedial sessions if/when called for.
- **Counseling Skill Session details (see Appendix A2):**
 - Sessions are recorded in the Practicum Lab settings within each campus (Flagstaff, Phoenix and Tucson). Processes for recording sessions will be discussed at the beginning of each course.
 - Students will participate in quasi-counseling sessions in class with their peers on a weekly basis (except for the last class meeting). Students are expected to demonstrate basic counseling microskills within the context of the Ivey 5-stage model, and to meet all relevant CACREP skill standards as shown above. Basic Session by Session Rubrics (found within BBL and handed out in class) will be used as in-session guidelines, and for evaluation purposes (see schedule for details). The first four sessions are unscored practice sessions. Sessions 5-9 (Yellow series) and 10-14 (Purple series) will be evaluated, and are worth a maximum of 20 points each. By the end of the course, students are expected to "meet or exceed expectations" in each of the 6 major skill domains. Caveats around "diagnosis" in 660 will be discussed in class.
 - See Appendix B for a sample of a session guideline
 - Please see "Grading Philosophy in select counseling courses" policy at the end of this syllabus
 - Supervision will take place live (when available, via bug-in-the-ear technology) and afterward via session analyses.
 - Confidentiality and Ethical considerations. In the client role, no student is being coerced to self-disclose more than they wish. The topics you bring up to discuss can be either from a list of topic choices to be discussed in class, or, can be from your own list of personal goals. Usually, topics involve time and stress management, working with life/work/school balance issues in grad school, implementing wellness intentions, and other similar themes. As such, for these sessions, it is

important in the client role that you select a topic/goal that has enough depth so that you and the counselor can discuss it with you from many angles over a few different sessions. All of you are now accepted into the NAU Counseling Program. This status signifies additional ethical responsibilities as defined in ACA Ethics codes. It is of paramount importance that you honor total confidentiality within your dyad or triad at all times, including contexts beyond the classroom. In other words, the identities and contents of these sessions must remain totally confidential. Each student must sign the Confidentiality Statement provided in BBL.

- Students are expected to privately watch and evaluate each of their sessions in the counselor role (guidelines provided by instructor)

5. DOCUMENTATION:

○ CACREP Standards addressed via Documentation

- 2-5g KPI, See Appendix A: By successfully implementing essential interviewing, counseling, and case conceptualization skills as measured by Session Rubrics, and the Summative Skills Rubric
- 2-5h, KPI, See Appendix B: Students will successfully create developmentally relevant counseling treatment or intervention plans within TherapyNotes.
- 2-5g, KPI, See Appendix A1, A2: Case Conceptualization, & 2-8b: identification of evidence-based counseling practices.
 - Students will successfully complete a comprehensive Case Conceptualization within TherapyNotes. The Conceptualization includes integration of client concerns, goals, treatment plan, use of relevant counseling theories and locating/integrating evidence-based practices, and application of multicultural counseling competencies and ACA ethical codes.

○ CMHC CACREP Standards addressed via Documentation

- 5CM-1c: Students will successfully implement principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as measured by analyses within TherapyNotes electronic documentation system
- 5CM-2m: Students will participate in successful record keeping practices (via session documentation within TherapyNotes), and will gain knowledge about third party reimbursement, and other practice and management issues in clinical mental health counseling
- Documentation Details:
 - Documentation will take place over the final 5 sessions via the TherapyNotes system. This is designed to get each student into the habit of completing appropriate session documentation as required by the counseling profession in general, and within the AZ BBHE's Standards of Practice (CMHC students). We will also cover exactly what the BBHE requires regarding standards of practice in class, and common documentation standards within School Counseling as well.
 - Caveat: Remember, in Practicum, Internship and beyond, your records are subpoenable. Do them professionally and always imagine having to justify your records in court.
 - Documentation assignments are due the week after each of the final 5 sessions. Documentation will include elements such as these will be described in class:
 - BioPsychosocial and Mental Health history - we will practice these, but the content from the "client" in each session can be somewhat imaginary out of respect for each student's confidentiality
 - Progress Notes & Mental Status Exams
 - You will ALWAYS use the client's pseudonym in all session documentation.
 - Informed Consents signed by clients after 1st sessions only
 - Treatment Plans after the second meeting with purple client, and signed by instructor, counselor and client
 - Termination Summaries after final sessions for each client
 - Case Conceptualization

6. “My Counseling Model” Paper – See Appendix C

- **CACREP Standards addressed via Counseling Model assignment: 2-5n**, processes for aiding students in developing a personal model of counseling
 - i. *Instructor lecture/discussion and the Ivey chapters on Skill Integration (ch 13) and theoretical integration (ch 14) will help you in continuing to develop your own personal counseling model.*
- Purpose: to continue developing your own philosophy & strategy of counseling into a cohesive model, based on your specialty area (SC or CMHC, etc.).
- Process:
 - i. Create an APA style paper that reflects your views about how you will operate as a school counselor or Clinical Mental health counselor in the future.
 - ii. There is no page limit, but 6-8 pages are typical
 - iii. Write in FIRST PERSON.
 - iv. Your paper should reflect your integration of theories and strategies from EPS 601 (Counseling Theories), from this course (660), and from your own beliefs.
 - v. Use at least 3 professional resources, including evidence-based peer-reviewed literature.
 - vi. Scoring guideline provided in BBL
 - vii. Upload your paper in the Dropbox for this assignment in BBL before the last class period. Be prepared to share aspects of your theory in class probably in small groups
- Scoring Rubric for this assignment is found in BBL

GRADING SYSTEM:

<u>Requirement</u>	<u>Items</u>	<u>Value</u>	<u>Total</u>
Active Participation	15 class mtgs	5 each	75
Effective Counselor Characteristics & Behaviors Quizzes (chapter 1 and 3-12)	11 quizzes	10 each	110
Homework *	14	5	70
10 Session Evaluations	5 Yellow & 5 Purple	20 each	200
Documentation **	Purple sessions	10 each	50
My Counseling Model paper	1 paper	100	100
			605

Grade Ranges: A=540-605; B=480-539; C=420-479; D=360-419; F < 360

Note: CACREP students must earn at least 75% of the total points for their session evaluations in order to pass EPS 660

(See next pages...)

CLASS OUTLINE & SCHEDULE - 15 WEEKS

#/Date	Topic/Readings/Class Discussion	Homework Assignments (see HW details in BBL)	Mock Session work & MacroSkill (Ivey Stage)	Session MicroSkill Practice	Client Theme	Instructor Evaluation
1	Ch 1: Intentional Interviewing	Read Ch 1 ahead of time	Practice 1, client 1	Active Listening	Hopes & Fears	None - day 1
2	Ch 3: Attending & Empathy; Ch 8: Ivey 5 Stage Model	Ch 1 quiz; Confidentiality statements	Practice 2, client 1	Attending & empathy	Groundwork - My Goals as client	
3	Ch 4: Observation	Ch 3 & 8 quizzes;	Practice 3, client 2:	Observation	Healers and Helpers;	Quiz 1
4	Ch 5: Questioning	Ch 4 quiz ; personal & social counseling in schools vs clinics	Practice 4, client 2:	Questioning	Wellness Plan for semester	Quizzes 3 & 8
5	Ch 6: Encouraging, also, measurable outcomes for clients (2-5i)	Ch 5 Quiz	Yellow Session 1, Client 3: Intake & Rapport (Ivey Stage 1)	Encouraging	Participate in intake	Quiz 4
6	Ch 7: Reflecting Feelings, also Case Conceptualization & accessing strengths (2-5g)	Ch 6 Quiz	Yellow Session 2, Client 3: Goals and Tx Plan (Ivey Stage 2-3)	Reflecting Feelings	Set goals & initial Tx plan	Quiz 5, Yellow-1
7	Ch 9: Focusing	Ch 7 quiz	Yellow Session 3, Client 3: Tx Plan + working (Ivey Stage 3)	Focusing	Tx plan & working toward goals	Quiz 6, Yellow-2
8	Ch 10: Empathic Confrontation	Ch 9 quiz	Yellow Session 4, Client 3: Working (Ivey Stage 3-4)	Empathic Confrontation	Working toward goals	Quiz 7, Yellow-3

9	Ch 11: Meaning & Reframing ; also Documentation (2-5h, 5-CM-2m, %-CM-1c), 5-CM-2m)	Ch 10 quiz	Yellow Session 5, Client 3: Working + Termination (Ivey Stage 4-5)	Meaning & Reframing	Working toward goals	Quiz 9, Yellow-4
10	Ch 2: Ethics, also BioPsySoc and MH history (5CM-1c, 2-5g)	Ch 11 quiz; TherapyNotes (documentation)	Purple Session 1, Client 3: Intake & Rapport (Ivey Stage 1)	Continue all above	Participate in intake	Quiz 10, Yellow-5
11	Ch 12 : Resilience & Stress, also 5CM-3b; Also diagnosing (2-5g)	No Quiz on Ch 2, Document Session 1	Purple Session 2, Client 4: Goals and Tx Plan (Ivey Stage 2-3)	Resilience and Stress	Set goals & initial Tx plan	Quiz 11; Session Documentation, Purple-1
12	Ch 13: Theory Integration, Also 5CM-2m	Ch12 quiz, Document Session 2	Purple Session 3, Client 4: Tx Plan + working (Ivey Stage 3)	Intentional techniques from major theory/theories	Tx plan & working toward goals	Documentation, Purple-2
13	Ch 14: Skill Integration ; also 5SC-3f	Document Session 3	Purple Session 4, Client 4: Working (Ivey Stage 3-4)	Intentional techniques from major theory/theories	Working toward goals	Quiz 12; Documentation, Purple-3
14	Consolidation of Theory & Skills; Developing own theory (2-5g)	Document Session 4	Purple Session 5, Client 4: Working + Termination (Ivey Stage 4-5)	Intentional techniques from major theory/theories	Working toward goals	Documentation, Purple-4
15	Consolidation of Theory & Skills; Developing own theory	No quiz; Turn in & discuss Counseling Model papers; Document Session 5	None	none		Purple-5; Summative Skills Rubric; Documentation; Counseling Model

APPENDIX A1: KPI - Summative Counseling Sessions' Skills rubric
Addresses multiple CACREP standards (see each item in table below)
Rubric housed in BBL for each section of EPS 660 (Scoring procedure in BBL)

Name

KPI - Summative Skills Rubric (spring 2020 on)

2016

CACREP...

Description

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Session Mgt, Structuring ▼	0 to 1.9 points	2 to 2.49 points	2.5 to 3 points
Session Mgt, Structuring ▼	0 to 1.9 points	2 to 2.49 points	2.5 to 3 points
Essential Counseling Skills ▼	0 to 1.9 points	2 to 2.49 points	2.5 to 3 points
Case Conceptualization (Integrates Counseling Theory, MC Comps, Ethics, and includes Bio-Psy-Soc-MH history) ▼	0 to 1.9 points	2 to 2.49 points	2.5 to 3 points
MetaSkills (Ethics, Multicultural Competencies, Strengths and SV feedback) ▼	0 to 1.9 points	2 to 2.49 points	2.5 to 3 points
Documentation (via TherapyNotes) ▼	0 to 1.9 points	2 to 2.49 points	2.5 to 3 points
ANalysis and Use of Data in Counseling, and Client Feedback (2-8i) ▼	0 to 1.9 points	2 to 2.49 points	2.5 to 3 points

APPENDIX A2: KPI – Session -by-Session = Skills rubric
Addresses multiple CACREP standards (see each item in table below)
Rubric housed in BBL for each section of EPS 660 (Scoring procedure in BBL)

Instructors, complete Yellow sections:	Student Name >					
Session Management/Structuring (CACREP 2-5g)	Below Expectation: Improper and/or highly inconsistent	Meets expectations: Moderate & reasonably consistent skill	Exceeds expectations: Strong, consistent.	Not Applicable this session	Instructors: enter 1-2-3- N/A Score	Instructor Comments
TIME: Opens/closes sessions on-time, opens w/ check-in, safe environment, manages time efficiently, terminates series of	0-1.9	2-2.49	2.5-3	NA	2	
PSYCHO-ED: Explains & demystifies processes/steps of counseling accurately (Intake, goals, Tx plan, interventions, Termination)	0-1.9	2-2.49	2.5-3	NA	3	
Essential Interviewing & Initial assessment (2-5g)	Improper and/or highly inconsistent	Moderate and reasonably consistent	Strong, consistent, proficient	N/A this session		
PREP: Prepares for initial assessments with guidance from	0-1.9	2-2.49	2.5-3	NA	2	
INTAKE: Completes intake/structured interview fluidly & in alliance-focused way (SCM-2m), gathers and reflects back key issues/concerns, notes possible red flags/incongruencies, and points out Strengths (2-5g)	0-1.9	2-2.49	2.5-3	NA	2.5	
BIO-PSY-SOC-MH: Evidence of successfully gathering relevant BioPsySoc & MH history (once during semester) (SCM-3a)	0-1.9	2-2.49	2.5-3	NA	2.5	
Essential Counseling Skills (CACREP 2-5g)	Improper and/or highly inconsistent	Moderate and reasonably consistent	Strong, consistent, proficient	N/A this session		
ALLIANCE/RAPPORT via: appropriate eye contact, non-judgmental, vocal tone, empathic/active listening (encouraging, reflection, paraphrasing, concise summarizing), & minimal/relevant self-	0-1.9	2-2.49	2.5-3	NA	2	
FOCUSING: Helps client prioritize salient issues set goals/objectives via therapeutic focusing, interrupts excessive storytelling, immediacy, efficient use of clinical time, sessions tie back to Tx	0-1.9	2-2.49	2.5-3	NA	3	
INTEGRATIVE: Probes & discusses interconnectedness of EMO's, BEH's and COG's appropriately	0-1.9	2-2.49	2.5-3		3	
DATA & FEEDBACK: Analyzes and uses client data via SRS, ORS, C-MP (etc) successfully using Feedback-informed style (2-8i)	0-1.9	2-2.49	2.5-3	NA	3	
HOMEWORK: Collaborates on useful homework with clients	0-1.9	2-2.49	2.5-3	NA	3	
OBS: Relevant use of Verbal and non-verbal Observation Skills	0-1.9	2-2.49	2.5-3	NA	3	
PROBING/CHALLENGING: Challenging & Empathic Confrontation, Use of closed/open ended questioning and Probing, and answers Q's appropriately	0-1.9	2-2.49	2.5-3	NA	3	
TECHNIQUES: Use of relevant, specific techniques and interventions appropriate for clients	0-1.9	2-2.49	2.5-3	NA	2.75	
EBTs: Identification and use of evidence-based and/or empirically supported treatments where needed (2-8b)	0-1.9	2-2.49	2.5-3	NA		
MEANING: Meaning-making, collaborative interpretation skills	0-1.9	2-2.49	2.5-3	NA	3	
CHANGE: Appropriate range of therapeutic change skills evident (ex: basic CBT, stress mgt, etc.)	0-1.9	2-2.49	2.5-3	NA	3	
MetaSkills (Ethics, Multiculturalism, etc)	Improper and/or highly inconsistent	Moderate and reasonably consistent	Strong, consistent, proficient	N/A this session		
ETH: Demonstrates appropriate ethical decision-making, appropriate boundaries.	0-1.9	2-2.49	2.5-3	NA	3	
MC COMP: Demonstrates multicultural competencies, shows respect for and understanding of client-in-context	0-1.9	2-2.49	2.5-3	NA	2	
STRENGTHS: Integrates client functional strengths and natural supports, discusses social usefulness (Adlerian) with client	0-1.9	2-2.49	2.5-3	NA	2	
FEEDBACK: Uses previous or Live Supervisory Feedback	0-1.9	2-2.49	2.5-3	NA	2	
				SUM>	49.75	
				AVG>	2.62	
Evaluator Comments - Summary:					SESSION PTS:	
					2.76-3.0=20	
					2.5-2.75=18	
					2.0-2.49=16	
					1.75-1.99 =	
					1.5-1.74=12	
					1.25-1.49=10	
					1.0-1.24=8	

APPENDIX B - CACREP KPI

2-8i: analysis and use of data in counseling

Evaluation of successful use of Outcome Rating Scale and Session Rating Scales in multiple mock sessions with peers
(Used in 10 sessions, highlighted in green below)

<https://nau.edu/wp-content/uploads/sites/50/2018/03/Session-and-Outcome-Rating-Scales-SRS-ORS.pdf>

Sample Session Rubric from Counseling Processes

CACREP section 2-5: COUNSELING AND HELPING RELATIONSHIPS:

Guideline for 2nd Purple Session

Ivey Stage 1: Relationship; Stage 2: Story/Strengths, and Stage 3: Goal-setting

Counselor Name: _____ Date of Session: _____ Client: _____

Counselor – GET CENTERED, GET MINDFUL, BREATHE for a bit before starting, then invite client in from waiting room

Skills required:

1. Structuring
 - 2nd of 5....30 mins
 - "Last week – Background & Main Themes"
 - "Today - GOALS & SKETCHING OUT a SERVICE PLAN"
 - "First – Outcome Rating Scale"
 - Reminder about WHY ORS
 - #'s + perceptions of changes
 2. IVEY STAGE 3: Goal-Setting
 - Explain RATIONALE for goals....
 - Goals HW
 - Experiment with IMAGERY
(Eyes closed, near future....what's different/evolving (internally, externally))
 3. TREATMENT PLAN
 - RATIONALE for plan (map for our work together, northstar)....
 - Sketch out Tx Plan with pencil with them – just main ideas
- *****Last few minutes*****
4. Between Session tasks
 - Steps to toward goals...
 5. Session Rating Scale
 - Ratings + Feedback (adjustments from either one of you)
 6. Next sessions – working
 - HW – Write out brainstormed STEPS they can take (internally/externally)
 - Sort em, pros and cons
 - BRING next week

Appendix C

6. “My Counseling Model” Paper – See Appendix C

- **CACREP Standards addressed via Counseling Model assignment: 2-5n**, processes for aiding students in developing a personal model of counseling

Name

Emerging Counseling Model Paper - Rubric

Description

“Emerging Counseling Model” Paper . CACREP Standard: 2-5n i. Purpose: to continue developing your own philosophy & strategy of counseling into a cohesive model, based on your specialty area (SC or CMHC, etc.). Instructions i. Create an APA style paper that reflects your views about how you will operate as a school counselor or Clinical Mental health counselor in the future. ii. There is no page limit, but 6-10 double-spaced pages are typical iii. Write in FIRST PERSON. iv. Your paper should reflect your Core Theoretical Principles that you currently subscribe to, incorporating of theories and strategies from EPS 601 (Counseling Theories), from this course (660), and from your own beliefs about successful counseling will look like for you in the future. v. Use at least 3 professional resources, including evidence-based peer-reviewed literature. Upload your paper in the Dropbox for this assignment in BBL at the due date shown. See attached rubric

Rubric Detail

Criteria	Levels of Achievement		
	Needs Remediation	Meets Expectations	Exceeds Expectations
APA style ▼	0 to 4 points APA formatting minimally adhered to	5 to 8 points APA formatting moderately adhered to, but with some APA formatting violations	9 to 10 points APA formatting adhered to
Writing Quality ▼	0 to 4 points Writing Quality below expected for graduate student, including many writing errors (grammar, syntax, run-on sentences, etc)	5 to 8 points Writing Quality approximately what would be expected for grad student, including some writing errors (grammar, syntax, run-on sentences, etc)	9 to 10 points Writing Quality exceeds expectations for graduate student, with few to no writing quality errors
Brief Autobiography & Brief Counseling Mission statement ▼	0 to 1 points AutoBio and/or Mission Statement is either missing or minimally illustrative	2 to 3 points AutoBio and Mission Statement are moderately illustrative	4 to 5 points AutoBio & Mission Statement are very illustrative
Core Theoretical Principles and their respective Techniques ▼	0 to 20 points Theoretical Principles and/or techniques are either generic, lacking in depth and/or lacking in integration (theory/technique synergy)	21 to 29 points Theoretical Principles and/or techniques have moderate depth and moderate integration	30 to 35 points Theoretical Principles and/or techniques reflect excellent depth and integration
Lessons from 660 - Microskills developed within Macro (Ivey 5-stage) structure ▼	0 to 20 points Minimal insight into experiences with Microskills within Ivey 5-stage structure, with insufficient depth and breadth	21 to 29 points Moderate insight into experiences with Microskills within Ivey 5-stage structure, with moderate depth and breadth	30 to 35 points Excellent insight into experiences with Microskills within Ivey 5-stage structure, , with excellent depth and breadth
Limitations, and Application to Diverse clientele ▼	0 to 1 points Minimal insight into your model's limitations and/or Applications to diverse clientele	2 to 3 points Moderate insight into your model's limitations and/or Applications to diverse clientele	4 to 5 points Excellent insight into your model's limitations and/or Applications to diverse clientele

EPS 660 CLASS POLICIES - GRADING PHILOSOPHY IN SELECT COUNSELING COURSES
NORTHERN ARIZONA UNIVERSITY
COLLEGE OF EDUCATION: EDUCATIONAL PSYCHOLOGY DEPARTMENT

Counseling is both a science and an art. In other words, one may be able to learn the skills of counseling, but if one is unable to apply those skills in a manner which contributes to the overall growth of the client, counseling does not take place. In other words, being able to play scales on a piano does not mean that one can play Beethoven in Carnegie Hall or Ardrey Auditorium. The art of counseling requires timing, vision, involvement, and depth. Timing means knowing when and when not to say and do things which will facilitate the counseling process. Vision means being able to see where the client has been and where the client needs to go in order to experience personal growth. Involvement means being physically, psychologically, and spiritually with your client at every step of the counseling process. Depth means being aware that there is more going on than meets the eye and it means being willing to take the client beyond the superficial to a more meaning level of interaction. The assessment of the 'art of counseling' is often a matter of professional judgment. Years of experience are often required in order to be able to judge whether or not 'real' counseling is taking place or if one is only going through the motions in a mechanical style. Therefore, instructors will be calling upon their own professional knowledge and experience in counseling and in teaching and supervising counseling in order to give students meaningful feedback as to their performance. Grading in EPS 660 Counseling Processes and EPS 661 Group Processes at the master's level and EPS 740 Doctoral Practicum and EPS 750 Counseling Supervision at the doctoral level will be as follows:

- A grade of "A" means...that, in the professional judgment of the instructor, the student has mastered both the art and the science of that class. The student will have clearly demonstrated the knowledge and skill/competencies expected in the course and will have successfully completed all class assignments. The message the grade of "A" should carry to the student is, "You are progressing extremely well in this class and you should experience success in subsequent counseling skill courses. You are aware of your own strengths and weaknesses and are addressing both appropriately and you have shown exceptional commitment to your work and your profession."
- An "A" in EPS 660 means that you are ready to begin seeing clients in EPS 69 Counseling Practicum under faculty supervision. An "A" in EPS 661 means that you are ready to begin leading groups with minimal supervision.
- A grade of "B" means...that, in the professional judgment of the instructor, the student has mastered the science of that class, but has some shortcomings regarding the 'art of counseling' It is much less likely that one would master the art, but not the science.. Often the student may be blind to these shortcomings and further practice or further work with the instructor and/or a student counselor may be called for. The message the grade of "B" should carry to the student is this, "You are progressing satisfactorily, but your skills are often used in a mechanical manner and you need more practice to sharpen those skills."
- A "B" in EPS 660 means that you are ready to begin seeing clients in Counseling Practicum under faculty supervision, but your initial sessions might well focus on continuing your practice of the basic skills which were taught in EPS 660. A "B" in EPS 661 means that you are ready to begin leading groups, but co-leading groups with a more experienced student counselor or leading under direct supervision might be a wise thing to do until you gain more experience in group counseling.
- A grade of "In Progress" may be given in situations where, in the professional judgment of the instructor, the student is making satisfactory progress toward completing the requirements of the course. Because supervision must continue after the end of the semester in which a grade of "In Progress" is being considered and because such supervision may not be available, the grade of "In Progress" may not be feasible. If a student's progress is questionable at the midterm, the instructor should discuss the possibility of giving a grade of "In Progress" at that time. When given, the message associated with a grade of "In Progress" is that the student appears to have the potential to move on, but needs to complete course requirements before a final determination can be made. Also, while a grade of "In Progress" is meant for courses which normally extend beyond the end of the semester, if the course requirements cannot be fulfilled in an additional eight weeks, the student should register again for the entire course. When courses are repeated, both the original and the new grade figure into the student's grade point average.

- A grade of "Incomplete" may be given in situations where, in the professional judgment of the instructor, the student is unable to complete course requirements due to circumstances, such as serious illness, which are beyond his/her control.
- When a student has a graduate assistantship and earns any grade other than an "A" or "B", the instructor should discuss the student's progress with the student's assistantship supervisor if the instructor wants the student to repeat the course but does not want to jeopardize the student's assistantship. Each situation should be handled on an individual basis.
- If a grade of "Incomplete" or "In Progress" is not changed by the end of the following semester, the grade remains on the student's record forever as an "Incomplete" or "In Progress", thus neither grade Incomplete or In Progress adversely affects the student's grade point average.
- A grade of "C" means...that, in the professional judgment of the instructor, the student has not mastered the knowledge and/or skill competencies required in the course and must take the course again before taking the next course in the sequence. Specifically, a student receiving a "C" in EPS 660 has not mastered the skills necessary to succeed in Counseling Practicum and therefore cannot enroll in EPS 69 until EPS 660 has successfully been repeated. A grade of "C" is to be given when there is sufficient evidence that repeating the course will prove beneficial to the student; that is, that he/she demonstrates the potential to eventually successfully complete the course with additional practice and/or personal growth experiences.
- A grade of "D" means...that, in the professional opinion of the instructor, the student is unlikely to succeed, even with additional practice and personal growth experiences. A student cannot graduate until the course is repeated and a higher grade is achieved, but it should be understood that, in the professional opinion of the instructor, the chances of achieving a higher grade are viewed as slim.
- A grade of "F" means...that the student is unable to repeat the course. In most cases this will be because, in the professional judgment of the instructor, the student has committed some serious ethical or legal violation or because the student does not possess the mental stability to be effective with clients. A grade of "F" will also be given when there is no evidence of the student having made any attempt to meet the requirements of the course. Serious consideration of alternative endeavors is advised.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

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>.

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, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

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

ACCESSIBILITY

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

RESPONSIBLE CONDUCT OF RESEARCH

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

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE 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.