

## 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.

### Department of Educational Psychology

EPS 681, Section \_\_\_\_\_

#### MASTER SYLLABUS

#### Evidence-Based Counseling Techniques

3 semester credit hours

- Instructor:
- Format:
- Time:
- Dates:
- Office:
- Office hours:
- Phone:
- E-mail:

- I. **Catalog description:** 3 hours. This course provides information and supervised practice on how to select and apply specific counseling techniques. Topics will include case conceptualization and treatment planning and guidance on how to research client problems and disorders and find information on evidence-based treatments. Letter grade only
- II. **Core Curricular Experiences Provided:** Curricular experiences will provide an understanding of the following:

Core Curricular Experiences/SLO	CACREP	EVALUATION
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE		
1. Self-care strategies appropriate to the counselor role	2-1f	See course schedule
HUMAN GROWTH AND DEVELOPMENT		

2. A general framework for understanding differing abilities and strategies for differentiated interventions	2-3h	Advocacy Project
COUNSELING AND HELPING RELATIONSHIPS		
3. theories and models of counseling	2-5a	KPI- Final Exam on BB Learn
4. A systems approach to conceptualizing clients	2-5b	See course schedule
5. Counselor characteristics and behaviors that influence the counseling process	2-5f	See course schedule
6. Development of measurable outcomes for clients	2-5i	See course schedule
7. Evidence-based counseling strategies and techniques for prevention and intervention	2-5j	See course schedule
RESEARCH AND PROGRAM EVALUATION		
6. identification of evidence-based counseling practices	2-8b	See course schedule
8. development of outcome measures for counseling programs	2-8d	See course schedule

CMHC Section 5 Area C:	CACREP	Evaluation
9. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	CM-1d	See course schedule
10. roles and settings of clinical mental health counselors	CM-2a	See course schedule
12. impact of crisis and trauma on individuals with mental health diagnoses	CM-2f	See course schedule
11. impact of biological and neurological mechanisms on mental health	CM-2g	See course schedule
12. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CM-3a	See course schedule
13. strategies to advocate for persons with mental health issues	CM-3e	See course schedule

III. **Methods of Instruction:** Instruction will be through discussion, lecture and classroom activity with an emphasis on understanding of ethical, legal, and professional issues in Counseling and application of standards to case material.

IV. **Required texts and/or readings:**

Barlow, D. H. (Ed.). (most recent edition). *Clinical handbook of psychological disorders*. New York, NY: Guilford Press.

## Websites:

[www.psychologicaltreatments.org](http://www.psychologicaltreatments.org)

[www.azdhs.gov/bhs/4providers.htm](http://www.azdhs.gov/bhs/4providers.htm)

## Recommended Optional Materials / References (attach Reading List)

- Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. NY: Guilford Press.
- Gabbard, G. O. (2007). *Gabbard's treatments of psychiatric disorders* (4<sup>th</sup> ed.). Washington, DC: American Psychiatric Publishing.
- Erford, B. (2010). *Thirty-five techniques every counselor should know*. Upper Saddle River, NJ: Pearson.
- Johnson, S. (2003). *Therapist's guide to clinical intervention*. NY: Academic Press.
- Jongsma, A. E., Peterson, L. M., & Brude, T. J. *The complete adult psychotherapy treatment planner*. NY: Wiley.
- Lebow, J. (2006). *Research for the psychotherapist*. NY: Routledge.
- *PracticePlanners Treatment Planners*. (various titles). Hoboken, NJ: Wiley.

## V. Evaluation Criteria

- Statement of Professional Identity – 100
- Midterm Examination – 150
- Professional Organization Activity – 200
- Case Study Paper – 200
- Professional Advocacy Project – 100
- Final Examination – 10

## VI. Schedule

Date	Topic	Chapter/Assignment	CACREP Standards Covered
	Introduction and Overview		2-5i
	General counseling and Psychotherapy Techniques		2-3h, 2-5a, 2-5b, CM-2a, CM-2f, CM-2g
	General counseling and Psychotherapy Techniques, <i>continued</i>	Assign: Demonstration of Basic Counseling Skills	2-5b, 2-5f, CM-1d
	Behavior Therapy		2-5i, 2-5j

	Behavior Therapy, <i>continued</i>		2-8b, 2-8d
	Behavioral Activation Therapy		2-8b, 2-8d
	Cognitive Behavioral Therapy		2-8b, 2-8d
	Cognitive Behavioral Therapy, <i>continued</i>		2-8b, 2-8d
	Motivational Interviewing		2-8b, 2-8d
	Motivational Interviewing, <i>continued</i>		2-8b, 2-8d
	Interpersonal Psychotherapy	Assign: Demonstration of Advanced Counseling Technique	2-8b, 2-8d
	Interpersonal Psychotherapy, <i>continued</i>		2-8b, 2-8d
	Prevention and Wellness Techniques	Assign: Practice brief	2-11, 2-5j, 2-8b, 2-8d
	Final exam	Assign: Case Conceptualization	2-5a KPI measure 2-8b KPI measure The exam covers questions about evidence-based practices

### Assignments

#### 1. Participation – 150 pts

Students are expected to attend every class, arrive at class prepared having read the assigned readings and participate in class discussion and activities. Performance toward these expectations are noted by the instructor every class meeting and contribute to the participation grade.

#### 2. Demonstration of Basic Counseling Skills – 150 pts

Students will create a brief counseling scenario in which they role-play as the counselor with a classmate role-playing as the client. The student counselor writes a scripted dialogue that includes at least 15 counselor responses. Within those counselor responses, the counselor demonstrates three of the basic counseling skills we covered in EPS 660, Counseling Processes. Students must choose three of the following basic counseling skills to demonstrate: Paraphrase, Summary, Reflection of Feeling, Empathic Confrontation, Focusing, Reflection of Meaning, Interpretation/Reframe. Students will demonstrate these skills by performing the role-play in class. Students will be evaluated by the instructor and their peers with the following criteria:

- Attending and empathetic non-verbal behavior
- Minimal encouragers
- Demonstration of three basic counseling skills

#### 3. Demonstration of Advanced Counseling Technique – 150 pts

Later in the semester, students will create another brief counseling scenario in which they role-play with a classmate. The student counselor writes a scripted dialogue that includes at least 20

counselor responses. Within those counselor responses, the counselor demonstrates an evidence-based advanced counseling technique we are covering in this class. Students will be evaluated by the instructor and their peers with the following the criteria:

- Attending and empathetic non-verbal behavior
- Minimal encouragers
- Demonstration of advanced technique

#### 4. Practice Brief – 100 pts

Students will create Practice Brief following the structure and format of ACA's Practice Briefs (with some modifications detailed by the instructor). The structure, format and examples are found on BB Learn.

#### 5. Case Conceptualization – 200 pts

Students will use a case scenario to assess, diagnose, and conceptualize a client's experience and situation. Students will then create a treatment plan for the client based on the case conceptualization. Students will use a treatment or intervention with some evidence base we have been studying in class. Students will use the Diagnostic Summary and Treatment Plan forms we used in EPS 680. They will also create a narrative Case Conceptualization and Narrative Treatment Plan that includes the evidence base for the treatment choice. The Narrative Treatment Plan will include at least four scholarly sources (research articles, book chapters, etc.) that contribute to the evidence of effectiveness of your treatment, technique or intervention.

#### 6. Final Exam – 150 pts.- KPI measure

This exam will cover material from the course: evidence-based approaches to counseling, specific modalities and techniques, outcome based research, and evidence regarding efficacy and effectiveness. It will be a mix of multiple choice, short answer and a case study.

Requirement	Items	Value	Total
Participation	15 (class mtgs)	10	150
Basic Skills Demonstration	1	100	100
Advanced Skills Demonstration	1	150	150
Practice Brief	1	100	100
Case Conceptualization and Treatment Plan	1	200	200
Exam	1	100	150
TOTAL POINTS		800	

**Grade Ranges:** A= 720-800, B=640-719, C=560-639, D=480-559, F<480

### VII. Course Policies

1. **LATE ASSIGNMENT POLICY:** Assignments turned in late will be graded according to the following:
  - i. assignments arriving up to one week late can get a maximum of 70% of allowable points
  - ii. assignments arriving one week beyond due date may receive a max of 50% allowable points.
  - iii. discuss extenuating medical circumstances, etc., with instructor as soon ahead of time as possible.

## 2. ATTENDANCE, PARTICIPATION & PROFESSIONALISM

- i. Enrollment in this course is limited to graduate students who are preparing for professional careers; thus, attendance is required and class participation is expected as just one component of professional responsibility. At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors, engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to NAU's Academic Integrity policy (<http://www2.nau.edu/d-elearn/support/tutorials/academicintegrity/index.php>)
- ii. As professionals, students also are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *ONE* area in which s/he is below expectations to necessitate remediation.

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> <li>▪ 0 – 1 absences</li> <li>▪ Rarely tardy or late from break</li> <li>▪ Balanced contributions reflect routine, careful preparation for class and allow for other students to participate</li> <li>▪ Attentive and respectful toward others when not contributing directly</li> <li>▪ No concerns regarding personal characteristics</li> <li>▪ Shows ethical integrity and adheres to ACA Code of Ethics</li> <li>▪ No concerns regarding academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 absences* (see below)</li> <li>▪ Frequent, minor tardiness (&lt; 5 minutes)</li> <li>▪ Contributions reflect only occasional preparation for class or inhibits others' participation</li> <li>▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, sidebars in class)</li> <li>▪ Occasional or minor personal characteristic concerns</li> <li>▪ If ethical violation present, concern is minor and student takes action to remedy</li> <li>▪ Minor, unintentional violation of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 + absences</li> <li>▪ Persistent, minor tardiness</li> <li>▪ Recurrent, major tardiness</li> <li>▪ Contributions are rare or not productive</li> <li>▪ Contributions reflect consistent lack of preparation for class</li> <li>▪ Behaviors detract from safe, scholarly learning environment</li> <li>▪ Serious concerns regarding personal characteristics</li> <li>▪ Major ethical violation OR inability to understand ethical concerns/implications</li> <li>▪ Intentional violations of Academic Integrity Policy</li> </ul>
Indicators show potential for continued success in graduate school and beyond.	Grade adjustment of ½ - 1 letters (5-10 points), conference with instructor, and/or competency concern report filed with Counseling Program.	Grade adjustment of 1-2 letters (10-20 points), conference with instructor, and/or competency concern filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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.