



College of Health & Human Services
School of Kinesiology, Counseling, & Rehab Science
Counseling Program

The Tentative Syllabus for
COU 600-001: Orientation to Clinical Mental Health Counseling
Fall 2021
Hybrid: Mondays at 4:30 and Online (Asynchronous)

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Student Hours: Mondays (1-4pm), Tuesdays (2-4pm) and by appointment via Zoom or in-person.

Mission

CHHS is a globally inclusive leader for student-centered learning that improves the quality of life of populations we serve.

Vision

CHHS provides innovative, evidence-based education and scholarship that empowers students to advocate for the wellbeing of regional, national, and global communities.

Course Description and Content Area

A survey of the historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community mental health movement; a historical perspective of the counseling profession, counselor roles and functions, and professional affiliations.

PREREQ: Admission to program or consent of program director.

Student Learning Outcomes

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Student Learning Outcomes Connected to CACREP 2016 Standards	CACREP¹	Content Coverage	Class Assignments
Understand the history and philosophy of the counseling profession and its specialty areas	2.F.1.a.	Levers & Hyatt-Burkhart, Chapters 1; lecture notes	M1 Quiz
Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human	2.F.1.b.	Levers & Hyatt-Burkhart, Chapters 1, 2, 3, 6, 10, 11, & 15; lecture notes	M1 Quiz M2 Quiz M3 Quiz M4 Quiz

service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation			M10 Quiz M14 Quiz LPCC Interview Paper
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	Levers & Hyatt-Burkhart, Chapter 5; lecture notes	M9 Quiz
The role and process of the professional counselor advocating on behalf of the profession	2.F.1.d	Levers & Hyatt-Burkhart, Chapters 2, 12, & 15; lecture notes	M1 Quiz; M11 Quiz; M14 Quiz
Professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f	Levers & Hyatt-Burkhart, Chapters 2, 12; lecture notes	M1 Quiz; M11 Quiz
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g	Levers & Hyatt-Burkhart, Chapters 2, 12; lecture notes	M1 Quiz; M11 Quiz
Current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h	Levers & Hyatt-Burkhart, Chapters 2; lecture notes	M1 Quiz
Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Levers & Hyatt-Burkhart, Chapters 7, 8, 10; lecture notes	M2 Quiz M6 Quiz M7 Quiz
Technology's impact on the counseling profession	2.F.1.j	Levers & Hyatt-Burkhart, Chapter 15	M14 Quiz
Strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Levers & Hyatt-Burkhart, Chapters 13 & 14; lecture notes	M5 Quiz; M12 Quiz
Self-care strategies appropriate to the counselor role	2.F.1.l	Levers & Hyatt-Burkhart, Chapters 13 & 14; lecture notes	M5 Quiz; M12 Quiz
The role of counseling supervision in the profession	2.F.1.m	Levers & Hyatt-Burkhart, Chapter 13; lecture notes	M12 Quiz

Identify theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b.	Legers & Hyatt-Burkhart, Chapters 9, 11	M10 Quiz
Demonstrate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h.	Legers & Hyatt-Burkhart, Chapters 11	M10 Quiz
Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i.	Legers & Hyatt-Burkhart, Chapters 1, 9; lecture notes	M1 Quiz; M10 Quiz
Understand theories and models of counseling	2.F.5.a.	Legers & Hyatt-Burkhart, Chapters 1, 2, & 15; lecture notes	M1 Quiz M14 Quiz
A systems approach to conceptualizing clients	2.F.5.b	Legers & Hyatt-Burkhart, Chapters 4; lecture notes	M8 Quiz
Theories, models, and strategies for understanding and practicing consultation	2.F.5.c	Legers & Hyatt-Burkhart, Chapters 8, 10, & 11	M6 Quiz,
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Legers & Hyatt-Burkhart, Chapters 8, 11, & 15; lecture notes	M6 Quiz; M10 Quiz; M14 Quiz
Counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Legers & Hyatt-Burkhart, chapter 8; lecture notes	M6 Quiz; LPCC Interview Paper
Evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Legers & Hyatt-Burkhart, Chapter, 13; Yates (2012) article; lecture notes	M12 Quiz; Small-Scale Literature Review; Poster Presentation
Theoretical foundations of group counseling and group work	2.F.6.a.		Readings, Exams
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.F.8.a.	Legers & Hyatt-Burkhart, Chapter 13; Lecture notes; library instruction	M12 Quiz; Small-Scale Literature Review; Poster Presentation
History and development of clinical mental health counseling	5.C.1.a	Legers & Hyatt-Burkhart, Chapters 1, 2; lecture notes	M1 Quiz
Theories and models related to clinical mental health counseling	5.C.1.b	Legers & Hyatt-Burkhart, Chapters 1, 2; lecture notes	M1 Quiz

Principles, models, and documentation formats of biopsychosocial case conceptualization	5.C.1.c	Lavers & Hyatt-Burkhart, Chapters 4, 7; lecture notes	M7 Quiz M8 Quiz
Roles and settings of clinical mental health counselors	5.C.2.a	Lavers & Hyatt-Burkhart, Chapters 6, 10; lecture notes	M2 Quiz M4 Quiz
Identify 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	5.C.2.c.	Lavers & Hyatt-Burkhart, Chapters 6; lecture notes	M4 Quiz
Understand diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	5.C.2.d.	Lavers & Hyatt-Burkhart, Chapters 4; lecture notes	M8 Quiz
Impact of crisis and trauma on individuals with mental health diagnoses	5.C.2.f	Lavers & Hyatt-Burkhart, Chapters 5; lecture notes	M9 Quiz
Understand legislation and government policy relevant to clinical mental health counseling	5.C.2.i.	Lavers & Hyatt-Burkhart, Chapters 9, 11, 12; lecture notes	M10 Quiz; M11 Quiz
Identify cultural factors relevant to clinical mental health counseling	5.C.2.j	Lavers & Hyatt-Burkhart, Chapter 11	M10 Quiz
Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	5.C.2.k	Lavers & Hyatt-Burkhart, Chapter 12	M11 Quiz
Identify legal and ethical considerations specific to clinical mental health counseling	5.C.2.l	Lavers & Hyatt-Burkhart, Chapters 7, 8; lecture notes	M6 Quiz M7 Quiz
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	5.C.2.m	Lavers & Hyatt-Burkhart, Chapters 7, 12; lecture notes	M7 Quiz; M11 Quiz
Intake interview, mental status exam, biopsychosocial history, mental health history, and psychological assessment for	5.C.3.a	Lavers & Hyatt-Burkhart, Chapter 4; lecture notes	M8 Quiz

treatment planning and caseload management			
Recognize strategies for interfacing with the legal system regarding court-referred clients	5.C.3.c.	Levers & Hyatt-Burkhart, Chapters 7; lecture notes	M7 Quiz
Recognize strategies for interfacing with integrated behavioral health care professionals	5.C.3.d.	Levers & Hyatt-Burkhart, Chapters 3, 6; lecture notes	M3 Quiz M4 Quiz
Understand strategies to advocate for persons with mental health issues	5.C.3.e.	Levers & Hyatt-Burkhart, Chapters 3, 10 ; lecture notes	M3 Quiz; M10 Quiz

Required Materials

Levers, L. L. & Hyatt-Burkhart (2020). *Clinical mental health counseling: Practicing in integrated systems of care*. New York, NY: Springer Publishing Company, LLC.

Additional readings will be assigned at the discretion of the instructor.

Recommended Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Course Requirements

- 1. Student Handbook Acknowledgement:** Early in the course, students will be required to review the NKU Student Handbook and sign the corresponding acknowledgement form to be collected during class on 8/30. This assignment is worth 10 points.
- 2. Participation in Discussions & Experiential Activities:** During our class sessions, students are expected to demonstrate that they have engaged with the module content by actively participating in class and/or small-group discussions. Participation in experiential activities is also expected, as this type of learning can help with absorbing material and developing application skills. Students will be monitored throughout the course to evaluate their presence and engagement in the classroom. Up to 100 points may be earned for making consistent and high-quality contributions to the learning environment. Students' attendance will impact their participation grade.
- 3. APA Tests:** In module 5, students will watch tutorial videos on formatting a student paper and references in APA style. Students will then complete the APA Test #1 (worth 50 points) to demonstrate their understanding of the concepts illustrated in the tutorial videos. Similarly, in **module 6**, students will watch a tutorial video on how to accurately format in-text citations and quotations. Students will then complete the APA Test #2 (worth 50 points) to demonstrate understanding of the concepts. Quizzes will include true/false, multiple choice, multiple answer, fill-in-the-blank, matching, and short open-response items. It is recommended that students watch each tutorial video a

couple of times and takes notes to review before completing the quizzes (as you will not have access to the videos during the quizzes – but you may use the notes you take).

4. **Module Quizzes:** Students will complete 14 quizzes in this course. All quizzes will cover material from the textbook chapters and mini-lectures posted to Canvas. Exams will be comprised of true/false, multiple choice, multiple answer, fill-in-the-blank, matching, and/or short response items. All quizzes are open-book and notes. Similar to the APA tests, students will need to use Respondus lockdown browser to complete each quiz. The instructor will review the correct answers in the following class meeting. Each quiz is worth 10 points, for a total of 140 points.
5. **LPCC Interview Paper:** For this experiential assignment, students will interview a licensed professional counselor/mental health counselor licensed in the state where the student anticipates practicing after graduation. Students will be expected to identify and reach out to an LPC/MHC to introduce themselves, detail the assignment, and request to schedule an in-person or virtual interview. The interview portion of this assignment should take between 30 and 60 minutes depending on how expansive your interviewee's responses are. The interview should be audio recorded, as students will need to transcribe portions of their interview to include verbatim quotes. Please make sure that your interviewee is aware of the recording requirement and consents to the process. In addition including excerpts from the interview, students will also be required to expound upon reflection questions regarding their experience. An in-depth description of this assignment and a grading rubric can be found in Canvas. The paper should be typed, double-spaced, APA-style, consisting of a minimum of eight (8) pages in length (not including title page and references). This assignment is worth 100 points. **The LPCC Interview Paper is due on October 11th at 11:59pm.**
6. **Small-Scale Literature Review:** Students will complete a small-scale literature review on a mental health counseling topic of their choice. Each student will need to locate between 6-8 peer-reviewed journal articles on their topic and write a 7-8 page literature review (excluding title and reference pages) presenting the information found.

This assignment will be scaffolded or broken into separate components with designated due dates:

- **Topic selections due September 27th at 4:30pm**
- **Inquiry question is due October 4th at 4:30pm**
- **Selected journal articles submitted for instructor's review by October 25th at 4:30pm**
- **Final small-scale literature review is due on November 29th at 4:30pm.**

The cumulative assignment is worth 100 points (Topic, 10; Inquiry question, 15; Submitted articles, 15; and literature review, 60). A detailed assignment description and grading rubric can be found in Canvas.

7. **Poster Presentation:** Following the submission of small-scale literature reviews, students will then create and present a poster presentation. At professional counseling conferences, many counseling students will present poster on various topics – so this assignment will permit students to experience what it is like to synthesize pertinent information from their literature review into an engaging poster presentation. A more detailed description and grading rubric will be posted to Canvas. **This assignment is worth 50 points and will be due in one of the last two class sessions.**

NOTE: Assignments turned in late may not be accepted for credit. Though highly unlikely, late assignments may be accepted at the instructor’s discretion with accompanying documentation of circumstances. Please communicate with the instructor if you believe an assignment will be late.

Course Grading & Evaluation Criteria

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

Assessment Breakdown

Student Acknowledgement form:	010 points
Participation:	100 points
Module Quizzes (14):	140 points
APA Exams (2):	100 points
LPCC Interview Paper:	100 points
Small-Scale Literature Review:	100 points
Poster Presentation:	050 points
Total:	600 points

The above grading breakdown is subject to change upon notice to the students.



University Grading Scale

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

Grading Feedback

Final Exam Information

In lieu of a final exam, students will share their poster presentations during finals week.

Tentative Course Schedule

August 23rd (CLASS)

- **Class Topic:** Orientation to the Course, Syllabus Review, & Introductions

August 24th – 30th (Module 1)

- **Topic:** Introduction to Professional Counseling & Clinical Mental Health Counseling
- **Readings:** Levers & Hyatt-Burkhart, Chapters 1 & 2; Counseling Student Handbook
- **Resources:** Review relevant module videos, websites, etc. as assigned
- **Assignments:** **Module 1 Quiz, Due: 8/30**

August 30th (CLASS)

- **Topics:** Intro to Clinical Mental Health Counseling; Quiz Review; CMHC Group Advising
- **Assignments:** **Submit Student Handbook Acknowledgement Form (in class)**

August 31st – September 6th (Module 2)

- **Topic:** Professional Roles and Functions in Clinical Mental Health Counseling
- **Readings:** Levers & Hyatt-Burkhart, Chapter 10
- **Resources:** Review relevant module videos, websites, etc. as assigned
- **Assignments:** **Module 2 Quiz, Due: 9/6**

September 6th (NO CLASS – LABOR DAY)

September 7th – 13th (Module 3)

- **Topic:** Allied and Clinical Mental Health Systems-of-Care and Strength-Based Approaches
- **Readings:** Levers & Hyatt-Burkhart, Chapter 3
- **Resources:** Review relevant module videos, websites, etc. as assigned
- **Assignments:** **Module 3 Quiz; Due: 9/13**

September 13th (CLASS)

- **Topics:** Library Instruction on Research; Professional Roles and Functions in Clinical Mental Health Counseling

September 14th – 20th (Module 4)

- **Topic:** Community-Based Mental Health Counseling, Recovery Models, and Multidisciplinary Collaboration
- **Readings:** Levers & Hyatt-Burkhart, Chapter 6
- **Resources:**
- **Assignments:** **Module 4 Quiz; Due: 9/20**

September 20th (CLASS)

- Topics: Community-Based Mental Health Counseling, Recovery Models, and Multidisciplinary Collaboration; Individual Consults re: literature review topics

September 21st – 27th (Module 5)

- Topic: Counselor Self-Care and Personal Development
- Readings: Levers & Hyatt-Burkhart, Chapter 14
- Resources: APA Videos on Formatting Student Papers and Creating References Section
- Assignments: **Module 5 Quiz, Due: 9/27; Literature Review Topic, Due: 9/27; Complete APA Test #1; due by 9/27**

September 27th (CLASS)

- Topic: Counselor Self-Care and Personal Development

September 28th – October 4th (Module 6)

- Topic: Legal Issues, Ethics of Practice, and Counselor Behaviors
- Readings: Levers & Hyatt-Burkhart, Chapter 8
- Resources: APA Video on In-text citations and quotations
- Assignments: **Module 6 Quiz, Due: 10/4; Literature Review Inquiry Question, Due: 10/4; Complete APA Test #2; due by 10/4**

October 4th (CLASS)

- Topic: Legal Issues, Ethics of Practice, and Counselor Behaviors

October 5th – October 11th (Module 7)

- Topic: Record Keeping and Documentation
- Readings: Levers & Hyatt-Burkhart, Chapter 7
- Resources:
- Assignments: **Module 7 Quiz, Due: 10/11; LPCC-Interview Paper, Due: 10/11**

October 11th (CLASS)

- Topic: Record Keeping and Documentation

October 11th – 18th (Module 8)

- Topic: Case Conceptualization, Assessment, and Diagnosis
- Readings: Levers & Hyatt-Burkhart, Chapter 4
- Resources:
- Assignments: **Module 8 Quiz, Due: 10/18**

October 18th (NO CLASS – FALL BREAK)

October 19th – 25th (Module 9)

- Topic: Crisis, Disaster, and Trauma Issues in Clinical Mental Health Counseling
- Readings: Levers & Hyatt-Burkhart, Chapter 5
- Resources:

- Assignments: **Module 9 Quiz, Due: 10/25; Selected Peer-Reviewed Articles for Literature Review, Due: 10/25**

October 25th (CLASS)

- Topic: Crisis, Disaster, and Trauma Issues in Clinical Mental Health Counseling

October 26th – November 1st (Module 10)

- Topics: Client Advocacy, Access, Equity, Resilience; Contexts of Cultural and Systemic Influence
- Readings: Levers & Hyatt-Burkhart, Chapters 9 & 11
- Resources:
- Assignments: **Module 10 Quiz, Due: 11/1**

November 1st (CLASS)

- Topic: Client Advocacy, Access, Equity, Resilience; Contexts of Cultural and Systemic Influence

November 2nd – 8th (Module 11)

- Topics: Advocacy, Third-Party Payers, and Managed Care
- Readings: Levers & Hyatt-Burkhart, Chapter 12
- Resources:
- Assignments: **Module 11 Quiz, Due: 11/8**

November 8th (CLASS)

- Topic: Advocacy, Third-Party Payers, and Managed Care

November 9th – 15th (Module 12)

- Topics: Clinical Supervision and Professional Development
- Readings: Levers & Hyatt-Burkhart, Chapter 13; Yates (2012).
- Resources:
- Assignments: **Module 12 Quiz, Due: 11/15**

November 15th (CLASS)

- Topic: Clinical Supervision and Professional Development

November 16th – 22nd (Module 13)

- Topics: Work on Literature Review
- Readings: None ☺
- Resources:
- Assignments:

November 22nd (CLASS)

- LPCC Panel Discussion

November 23rd – 29th (Module 14)

- Topics: New Frontiers for Clinical Mental Health Counselors
- Readings: Levers & Hyatt-Burkhart, Chapter 15
- Resources:
- Assignments: **Module 14 Quiz, Due: 11/29; Small Scale Literature Review, Due: 11/29**

November 29th (CLASS)

- Topic: New Frontiers for Clinical Mental Health Counselors

November 30th – December 6th (Module 15)

- Topics: TBD
- Readings: TBD
- Resources: TBD
- Assignments: TBD

December 6th (CLASS)

- **Poster Presentations**

December 7th – December 13th (NO MODULE)

December 13th (CLASS)

- **Poster Presentations**

** This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.*

Course Policies

Attendance Policy

Attendance in this class is essential and required. If you are a parent and a child-care issue arises, please contact me ahead of our class meeting time to arrange accommodations. Attendance factors into your overall participation score. Missing more than one class session could result in the student needing to complete make-up work in order to pass the course. You are also expected to engage in the asynchronous online component of this course by logging in weekly and being active enough to indicate that you are reviewing module content. **Non-Attendance Policy** - NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. *If a student does not attend the first day of class, the instructor may drop the student for non-attendance.* Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Professional Behavior

All requirements must be met in order to receive a passing grade in this course. In addition, all work submitted must reflect the student's own individual work. Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations, which are up to the instructor based on the nature of the case.

Accommodations to Ensure Accessibility

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

Communication

Students should check their e-mail inbox/Canvas course sites regularly. Students may expect responses to emails within 24 hours during the work week, but responses to emails sent over the weekend may not be returned until Monday. It is my hope that if you have concerns regarding the course, you will reach out to me to discuss the issue so we may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

Classroom Behavior Policies

- **Confidentiality and Ethics**- because personal information may be shared during class sessions, it is understood that all students will adhere to an ethical policy of confidentiality. What others (i.e., students, speakers) share in the discussion boards is *not to be discussed outside of this class*. Breaking the confidentiality of anyone involved in this course will be considered a serious violation of academic and professional integrity.
- **Inclusive Excellence** - At NKU, we believe that individual differences can deepen understanding of one another and the world around us rather than divide us. As the instructor of this class, I value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. As the instructor, I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. Any students who feel their differences may in some way isolate them from the class community or who have a need for any specific accommodations, should please speak with me early in the semester about their concerns and what might be done together to help ensure the ability to actively engage in the course and NKU community.

Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Name/Pronoun

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

Changes in the Syllabus

The syllabus is a projection of what I anticipate for the course. I reserve the right to modify the syllabus in order to adjust to changing circumstances and will notify the course of any modifications.

Credit Hour Policy Statement

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

In-Class Meetings (1.5hrs x 15)	= 22.5 hours
Lectures, Supplemental Material Review	= 40.0 Hours
Readings (2 hrs/wk x 15 wks)	= 30.0 Hours
APA Tests (1.5 hrs x 2)	= 03.0 Hours
Literature Review	= 15.0 Hours
Poster Presentation	= 10.0 Hours
LPCC Interview Paper	= 10.0 Hours
Module Quizzes (0.5 x 14)	= 07.0 Hours
Total	= 137.5 Hours

Other Information

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.

Incomplete Policy

The grade of "I" (incomplete) may be assigned at the request of a student when a portion of the assigned or required class work, or the final examination, has not been completed because of a documented serious illness and/or extreme personal circumstance not caused by the student's own negligence. An incomplete will only be issued when the following conditions are met:

- the quality of work is satisfactory (passing), but some essential requirement has not been completed;
- evidence of a serious illness and/or extreme personal circumstance not caused by the student's own negligence has been presented to the professor; and
- the student has developed a plan with the professor outlining the requirements and specific deadlines for completion of the missed work.

- An incomplete grade must be made up by the middle of the next regular semester in which the student is enrolled. The grade for any course not completed by this deadline will be converted to the grade of “F”.

Withdrawing from a Course

The deadline for withdrawing from class with a grade of W is listed in the Schedule of Classes (<https://inside.nku.edu/registrar/calendars.html>) published for each semester. It is a student’s responsibility to be aware of this deadline. To withdraw from class, a student must process the request online via <http://myнку.nku.edu/>. Students who stop attending class without officially withdrawing will receive a grade of F. Students are generally not permitted to withdraw after the deadline; after that date they must either complete the course successfully or receive a failing grade. Exceptions are made only for very unusual extenuating circumstances involving some change in the student's situation after the deadline. This will require documentation and the permission of the department chair and the dean. Permission for late withdrawal will not be given to students who merely seek to avoid a poor grade

Grade Appeal

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

Diversity

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

Student Honor Code

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

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

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#). In addition, students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

Sexual Misconduct

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

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, NKU believes every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of their religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Student Evaluation of Instructor and Course

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

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

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.

- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>).

Student Support

Health, Counseling, and Student Wellness (HCSW)

Anxiety, depression, and other mental health concerns are common among college students. Any student who feels such emotions are getting in the way of their day-to-day activities and/or academic success is encouraged to contact NKU's Health, Counseling, and Student Wellness Center. To make an appointment, call the HCSW at 859-572-5650 or walk in at University Center 440. For more information, please see <https://inside.nku.edu/hcsw.html>

FUEL NKU

Any student who has difficulty affording groceries is encouraged to contact FUEL NKU, the campus food pantry for students. FUEL NKU is located in University Center (UC) 142, and may be reached at fuel@nku.edu. Any student who is experiencing challenges with accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support. Our Dean of Students is Arnie Slaughter, and he may be reached at slaughtera@nku.edu. Furthermore, students are encouraged to notify the instructor if they are comfortable in doing so. This will enable instructors to provide any resources they may possess.

Learning PLUS

Students experiencing roadblocks (e.g., financial, personal, and social concerns) to academic success may seek assistance from Learning PLUS-<https://inside.nku.edu/plus.html>) who offer assistance in academic tutoring, developing success skills, a math center, and a writing center.

Learning Management Software

Canvas (<https://nku.instructure.com>) is an integral component of our courses. Most of the course materials (e.g., syllabus, schedule, readings, and movies) are only available on Canvas. Any questions or problems with the course Canvas site should be brought to the professor's attention as soon as possible.

In addition to downloading and installing Office 365 (free for NKU students, see <https://inside.nku.edu/it/service-catalog/software/softwarecatalog/microsoft-stu.html>), students who need access to Microsoft products (e.g., Word, Excel, PowerPoint) or Adobe Acrobat Pro and SPSS off campus may access NKU software and network drives from anywhere using NKU Virtual Desktop (VMWare View, <https://one.nku.edu/task/all/virtual-desktop>). All technology problems must be addressed directly to the NKU IT Help Desk (<https://inside.nku.edu/it/service-catalog/supporttraining/hd.html>).