



Educational Psychology
M.Ed. Counseling Student Affairs Handbook
2009 - 2010



EASTBURN EDUCATION CENTER

To Contact Us:
Department of Educational Psychology
College of Education
COE, Box 5774
Flagstaff, AZ 86011

(928) 523-7103 TELEPHONE

(928) 523-9284 FAX

eps@nau.edu EMAIL

<http://coe.nau.edu/academics/eps>

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M.Ed. in Counseling

With an Emphasis in Student Affairs

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Program Information and Objectives

This degree is designed to prepare student affairs professionals for employment within institutions of higher education. This program emphasizes a counseling foundation for preparing college student affairs personnel to foster student development. The goal of the training program is to prepare college student affairs professionals in the following areas through class room instruction, fieldwork experience, practica and internships: (a) human growth and development, (b) social and cultural foundations, (c) helping relationships, (d) group work, (e) career and lifestyle development, (f) appraisal, (g) research and program evaluation, and (h) professional orientation. Additionally, curricular experiences are provided in: (a) foundations of student affairs practice in higher education, (b) contextual dimensions: student affairs practice in higher education, (c) knowledge and skills for the practice of student affairs in higher education, and (d) internship.

Programs of Studies

The following program of study is the agreed upon plan between the student and faculty advisor on completing program requirements. It is used as a verification document when the student applies for graduation. The student should complete the program of study with his or her advisor during the first semester of graduate work. The original, signed program of study should be given to the Department Chair to be placed in the student's file in the Educational Psychology Department and copies should be kept by the student and advisor. Amendments with advisor approval can be made to the program of studies during the student's course of study. There is a six-year time limit for completion of the master's degree as stated in the Graduate Catalog (<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>). There are provisions for renewing credits and petitioning to extend the six-year limit.

The program of study is aligned closely with the Council for Advancement of Standards (CAS) in Higher Education. CAS has been a vital force for supporting standards in student affairs, student services, and student development programs since its beginning in 1979. CAS has also agreed to a set of academic program standards at the master's degree level to guide the preparation of student affairs entry level practitioners. They seek to promote standards that are current and that reflect the best practices of professional work in higher education. For more information, you may visit their website at <http://www.cas.edu/>. A brief summary of the standards and the alignment to graduate programs in the college is presented in Appendix A.

M.Ed. Counseling with an Emphasis in Student Affairs (48 hrs.)

PROGRAM OF STUDIES

Student's Name: _____ NAU ID: _____
 Advisor's Signature: _____ Date: _____
 Student's Signature: _____ Date: _____

*Required courses	Date Taken	Where Taken	Transfer or Equiv. Course
Foundations Block (12 hrs. required)			
*EPS 601: Theories of Counseling			
*EPS 565: Student Services in Higher Education			
*EPS 603: College Student Development Theories			
*EPS 602: The American College Student			
Quantitative Block (9 hrs. required)			
*EPS 525: Introduction to Statistics			
*EPS 664: Tests and Measurement (Prereq EPS 525 or co-req EPS 625)			
*EDR 610: Introduction to Research			
Specialization Block (24 hrs. required)			
*EPS 608: Fieldwork Experience (3 hrs.) (There is a 300 contact hour requirement to complete the EPS 608.)			
*EPS 620: Vocational Counseling & Career Development			
*EPS 690: Multicultural Counseling. (Prereq. EPS 601; Coreq. EPS 660)			
*EPS 670: Professional Ethics, Legal Standards and Responsibilities			
*EPS 660: Counseling Processes (Prereq. EPS 601)			
*EPS 661: Group Processes (Prereq. EPS 660)			
*EPS 692: Counseling Practicum (Prereq. EPS 660 & 670)			
*EPS 694: Master's Internship (3 hrs., Prereq. EPS 692) (There is a 300 contact hour requirement to complete the EPS 694)			
Elective Block (3 hrs. required; Review graduate catalog since all courses & prerequisites are not listed)			
EPS 591: Personality Adjustment			
EPS 595: Self Management Techniques			
EPS 599: Professional Issues Seminar			
EPS 605: Educational Psychology Applied to Learning			
EPS 612: Adult Psychology			
EPS 671: Consultation in Helping Professions			
CC 503: Evaluation Student Achieve in Comm College			
CC 580: The Community College			
CC 670: Adult Education			
CC 688: College Teaching			
PSY 610: Personality Theories			
PSY 620: Theories of Learning			
PSY 621: Cognitive Processes			
PSY 635: Social Psychology			
PSY 677: Theories Persistence and Change			
EDF 670: Philosophy of Education			
EDF 671: History of American Education			
EDF 677: Educational Sociology			

M.Ed. Student Affairs

Classes completed during Fall and Spring Semesters (No Summer classes)

Fall	Spring	
EPS 601 EPS 565 EPS 525 EPS 608	EPS 660 EPS 603 EPS 602 EPS 670	
Fall	Spring	
EPS 620 EPS 690 EPS 664 EPS 661	EPS 694 Elective EDR 610 EPS 692	

To Begin in Fall with Summer Classes (Admitted Spring - March/April)

Fall	Spring	Summer
EPS 601 EPS 565 EPS 525	EPS 660 EPS 608 EPS 603	EPS 690 EPS 661 EPS 670
Fall	Spring	
EPS 692 EPS 620 EPS 664	EPS 694 (3 credits) Elective EDR 610 EPS 602	

To Begin in Spring with Summer Classes (Admitted Fall – Oct/Nov.)

	Spring	Summer
	EPS 601 EPS 608 EPS 602 EPS 525	EPS 660 EPS 620 EPS 525
Fall	Spring	Summer
EPS 664 EPS 690 EPS 661 EPS 565	EPS 692 EDR 610 Elective EPS 603	EPS 694

Summer Classes:

Session I – EPS 690, EPS 660, EPS 620, EPS 525, EPS 694

Session II – EPS 661, EPS 670, EPS 664, EPS 694

Both Summer Sessions – EPS 525, EPS 694

Program Field Experiences

Counseling Practicum: EPS 692

The counseling practicum is one of the most important skill development classes' en-route to becoming a professional counselor. The purpose of the practicum is for students to synthesize knowledge and skills they have attained in the program by providing supervised individual and group counseling to clients.

The student can register to take EPS 692: Counseling Practicum after they have been admitted to the EPS graduate program for which the course is required and completed the following pre-requisites EPS 601: Theories of Counseling, EPS 660: Counseling Process, and EPS 670: Professional Problems. The EPS 692: Counseling Practicum Manual will be purchased by the student at the NAU Bookstore at the beginning of the semester the student is taking the class.

The program requires students to complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of individual and group counseling skills under supervision.

Elements of the Practicum

The student's practicum includes the following:

1. A minimum of 40 hours of direct service with clients, so that experience can be gained in individual and group interactions (at least one-fourth of these hours should be in group work.);
2. A minimum of one (1) hour per week of individual supervision (using audio tape, videotape, and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
3. A minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practica over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

SPRING and FALL PRACTICUM: Students enrolled in the student affairs program typically complete practicum in the Fall or Spring semesters.

Counseling Internship-Masters: EPS 694

The purpose of these guidelines is to clarify the objectives of the Master of Education in Counseling with an emphasis in Student Affairs Internship and to outline the specific responsibilities of the student intern, the Faculty Supervisor, the Agency, and the Agency Supervisor. All students in the Master of Education in Counseling with an emphasis in Student Affairs are required to complete **300 contact hours** (3 credit hours) of internship after successful completion of all coursework including EPS 692: Counseling Practicum. The internship is completed as a half-time (20 hrs. per week over 15 weeks) experience in an approved agency during the last semester of the student's program. Other options including a quarter-time (10 hrs. per week) experience in an approved site during the last two semesters of the student's program will be considered for approval by the Educational Psychology Counseling Committee. The internship is intended as a capstone learning experience (it must be in the final semester of study) and provides the students with the opportunity to apply the theoretical concepts and skills learned in their academic program and supplement the knowledge and skills with practical experience. The internship also allows students to make the transition from the academic setting to the work setting and therefore be better prepared to begin their professional role. The student performs under supervision all of the activities that a regularly employed staff member in the setting would be expected to perform. **These forms and this process also are to be used for EPS 608: Field-work Experience.**

Objectives of the Internship

1. To engage in internship activities that enhance the student's knowledge and skills in the following areas: (a) human growth and development, (b) social and cultural foundations, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, (g) research and program evaluation, (h) professional orientation and (i) foundations, contextual dimensions and practice of student development, and (j) the practice of counseling with college students.
2. To learn how the student services program fits into the university student services system.
3. To learn the function, structure, and goals of the student services program.
4. To learn how to establish and maintain effective working relationships with supervisors, coworkers, and clients of different ethnic and racial backgrounds.
5. To develop written and oral communication skills that are essential to functioning effectively within the program.
6. To gain supervised experience in the use of a variety of professional resources such as assessment instruments, media, professional literature, research, and information and referral to appropriate colleagues.
7. To perform the duties required of a regularly employed staff member who is occupying the professional role similar to which the student is aspiring.

Responsibilities of the Student

1. To understand and practice the procedures, policies, and regulations established by the program.
2. To ask for assistance and supervision when needed to assure the student receives adequate services.
3. To seek the assistance of appropriate staff members to address problems and register complaints.
4. To attend conferences, staff meetings, training sessions that are assigned by the Program Supervisor.
5. To inform the Program Supervisor when she/he will be late or absent.
6. To complete activity log sheets weekly and submit them to the Faculty Supervisor every month. The activities must include:
 - a. A minimum of 120 hours of direct service with clients,
 - b. A minimum of 1 hour per week of individual supervision,
 - c. A minimum of 1 1/2 hours per week of group supervision.
8. To complete the student self-evaluation forms and review them with your Program Supervisor before discussing them with the Faculty Supervisor. Two self-evaluations are completed for each internship. The first self-evaluation is completed at the mid-point and the second at the end of the internship.
9. To complete and submit the Supervisor and Site Evaluation Forms to the Faculty Supervisor.

Student's Behavior During The Field Experience/Internship

The student's conduct should conform to the rules and regulations of the program and the ethical standards of the *National Association of Student Personnel Administrators*, the *American College Personnel Association* and the *American Counseling Association* at all times during the internship. Students must avoid sexual and harmful dual relationships with students, coworkers and supervisors that could impair their professional judgment or increase the risk of exploitation.

If during the course of the internship, the Program Supervisor, Faculty Supervisor or Student Intern determine that the student has difficulty functioning effectively at the setting, steps will be taken to correct the situation. The Faculty Supervisor will arrange a meeting that will include the Student Intern, Program Supervisor and the Faculty Supervisor. Corrective action will be discussed and if continuation is agreed upon, a *Corrective Action Plan* will be developed by the group. If discontinuation is agreed upon, the Faculty Supervisor and Student Intern will

determine if the Student Intern can be immediately reassigned to another program or if reassignment will occur for a following semester.

When a Student Intern's behavior is found to be unethical following the rules and regulations of the program and the ethical standards of the *National Association of Student Personnel Administrators*, the *American College Personnel Association*, or the *American Counseling Association*, the student may be dropped from the internship and from the Educational Psychology Program. The Student Intern may appeal this decision. The first step of the appeal process is for the student to request an appeal hearing through the Faculty Supervisor. The Faculty Supervisor will set up a meeting with the Student Intern, the Student's Advisor, the Coordinator of the Counseling Committee and the Coordinator of Educational Psychology. If the Student Intern is not satisfied with the Educational Psychology Department Committee, he or she may appeal next to the Associate Executive Director of the College of Education. If necessary, the persons to contact in the next steps of the appeal include Associate Vice President for Academic Affairs for Research and Graduate Studies, the Vice President for Academic Affairs and lastly the President.

The Role of the Program

1. To provide the student with an opportunity to intern in a setting that reflects the foundations, contextual dimensions, and practice of student development and student affairs.
2. To provide the student with an opportunity to engage in internship activities that enhance the student's knowledge and skills in the following areas: (a) human growth and development, (b) social and cultural foundations, (c) helping relationships, (d) groups, (e) career and lifestyle development, (f) appraisal, (g) research and program evaluation, (h) professional orientation and (i) foundations, contextual dimensions and practice of student development, and (j) the practice of counseling with college students.
3. To provide best practice models of college student affairs.
4. To provide the students with the opportunity to interact with professional role models.
5. To provide students with the opportunities to identify with the college student affairs profession.

The Role of the Program Supervisor

Internships must be completed in settings where the student has access to on-site supervision from a professional who has a master's degree in the appropriate student affairs field in which the student is completing his or her internship. The Program Supervisor will complete the following activities:

1. To orient the student to the program.

2. To provide the student with written materials describing the policies and procedures of the program.
3. To sensitize the student to broad issues, trends, and dilemmas in the internship, so that she or he may gain some perspective as to the macro-system in which the program operates.
4. To plan, organize, and coordinate activities and learning experiences for the student so that he or she will understand all of the functioning areas of the program.
5. To help the student in planning, organizing, and implementing her or his duties.
6. To set up learning situations such as interviews, staff meetings and consultations in which the student is a participant.
7. To ensure that the student performs 300 contact hours of meaningful job duties related to professional counseling that include: (a) a minimum of 120 hours of direct service with clients, (b) a minimum of 1 hour per week of individual supervision, (c) a minimum of 1 1/2 hours per week of group supervision.
8. To provide formal and informal supervision in which policies, roles, activities, and concerns can be discussed.
9. To inform the student of steps he or she should take to improve weakness and further develop strengths in job performance.
10. To review with the student her or his evaluations prior to submitting them to the Faculty Supervisor. Two evaluations are completed for each internship. The first evaluation is completed at the mid-point and the second at the end of the internship.

The Roles and Responsibilities of the Faculty Supervisor

1. To provide an opportunity for students to discuss their provision of counseling and other experiences with the Faculty Supervisor.
2. To ensure students and agency personnel that the university and program remains involved and interested in their progress and studies.
3. To address any academic or practice problems that may develop between the student and program.
4. To evaluate the student's progress and professional potential and provide the student with feedback relative to professional development.
5. To function as a liaison between the school and the program. The Faculty Supervisor will make at least 3 contacts with both the Program Supervisor and Student Intern. The Faculty

Supervisor will complete the Faculty Supervisor Contact Forms (Appendix A of the internship manual) for each contact to document supervision activities.

The **first contact** is designed to review the internship goals and expected activities, clarify the roles of the Program Supervisor, Student Intern and Faculty Supervisor, and explain the documentation and evaluation process.

The purpose of the **second contact** is to conduct a mid-point evaluation (Appendix D of the internship manual) of the Student's internship performance in a conference with the Program Supervisor and Student Intern and develop objectives, activities, and timelines to support improvements in performance. During the **third contact**, the final evaluation of the student's internship performance is completed during a conference with the Program Supervisor and the Student Intern.

The three contacts will be on-site program visits when the internship is within 20 miles of Flagstaff. For internships being completed greater than 20 miles from Flagstaff and within Arizona, at least one of the contacts will be on-site and the other two contacts will be by telephone using conference calling that includes participation by the Program Supervisor, the Student Intern and the Faculty Supervisor. For approved out-of-state internships, 3 telephone contacts will be conducted using conference call that includes participation by the Program Supervisor, the Student Intern and the Faculty Supervisor.

Procedure For Arranging and Participating in Field Experiences/Internship

Semester Preceding the Field Experience/Internship

1. **Weeks 1-2** During the first two weeks of the semester preceding the beginning of the Internship, the student will purchase the EPS 694: Internship-Masters Guidelines Manual at the NAU Bookstore and read it. The student will arrange an appointment with his/her advisor to discuss appropriate internship sites based upon the student's interests and needs.
2. **Weeks 3-7** Following the meeting with the advisor, the student investigates advisor-approved internship site possibilities by visiting and interviewing with supervisory personnel at the various agencies. When the student has tentatively decided upon an internship site, he/she will complete the internship contract form including appropriate signatures and return it to his/her advisor for final approval.
3. **Weeks 8** The internship contract (with Agency Supervisor's signature) must be returned to the student's advisor by the end of the eighth week of the semester preceding the start of the Internship. The student's advisor must approve and sign the internship contract and then the student can enroll in EPS 694. The approved internship contract should be sent to the participating agency and pre-internship arrangements should be made. Internships will not be permitted for the following semester unless the required information is received by this time. The student needs to obtain student professional liability insurance to cover the period that he/she is on the internship.

Semester of the Field Experience/Internship

1. **Weeks 1-2** The internship/fieldwork begins during the first week of the designated semester unless other arrangements have been approved by the Site and Faculty Supervisors. The Faculty Supervisor will conduct a contact with the Site Supervisor and Student to clarify the objectives and expectations of the internship.
2. **Week 4** The Student completes the monthly log forms. The forms are signed by the Site Supervisor and given to the Faculty Supervisor.
3. **Week 8** The Student and Site Supervisor should each complete the mid-point student evaluation form and then discuss each others evaluations together. Then, the Faculty Supervisor will have a contact with the Site Supervisor and Student to discuss the evaluations. If areas are identified for the student to improve, activities will be planned for the student to complete in improving the areas during the remainder of the internship. The Student completes the monthly log forms. The forms are signed by the Site Supervisor and given to the Faculty Supervisor.
4. **Week 12** The Student completes the monthly log forms. The forms are signed by the Site Supervisor and given to the Faculty Supervisor.
5. **Week 15** The Student and Site Supervisor should each complete the final student evaluation form and then discuss each others evaluations together. The student also discusses with the Site Supervisor the supervisor and site evaluation forms that he/she has completed. Then, the Faculty Supervisor will have a contact with the Site Supervisor and Student to discuss the evaluations. The Student completes the monthly log forms. The forms are signed by the Site Supervisor and given to the Faculty Supervisor. The Student completes the Faculty Supervisor Evaluation form and mails it to the Chair of the Department of Educational Psychology.

Professional Liability Insurance

Students in the EPS Student Affairs Program will be interacting with people in sensitive and emotionally charged situations. In today's litigious climate, people often file lawsuits even when allegations are unjustified. As such, students are required to obtain professional liability prior to taking EPS 692: Counseling Practicum and the coverage must extend through completion of EPS 694: Internship. The NASPA policy from Forest T. Jones (ftj.com) will cover only those activities which are part of and a requirement of the curriculum as a counseling student. This insurance policy does not cover any work setting that is not part of the curricula requirements.

Personal Counseling

Personal counseling can serve to vital functions for students while they are in the EPS Student Affairs Program. First, participation in counseling can provide a growth and educational experience for a student. Second, an ACA Ethical Code (C. 2. g.) states, "Counselors refrain from offering or accepting professional services when their physical, mental or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and, if necessary, limit, suspend, or terminate their professional responsibilities." Thus, if a student is experiencing personal adjustment problems that are interfering with full and effective participation in the EPS Student Affairs Program, it is recommended that they seek personal counseling. The individual or group counseling that is sought by the student should be conducted by a licensed or certified professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained and licensed/certified professional. Counseling services are available at no charge to the student from the NAU Counseling and Testing Center, 523-2261.

As students plan for their internships, they should keep in mind the site that they would choose to complete this experience. The possibility of dual relationships especially in small communities is a reality and as such students may wish to consider alternative sites for receiving counseling for themselves.

Ethics Codes and Organizations

Codes of Ethics and Standards of Practices

It is expected that students in the EPS Student Affairs Program will obtain a copy of the most recent ACA Code of Ethics and Standards of Practice during their first semester at NAU and carefully study the code. Students are also expected to become familiar with the code of ethics of the American College Personnel Association and the National Association of Student Personnel Administrators.

ACA Distribution Center

P. O. Box 531
Annapolis Junction, MD 20701-0531
(301) 470-4222
(800) 422-2648
Fax: (301) 604-0158
E-Mail: <http://www.counseling.org>

American Counseling Association

5999 Stevenson Ave.
Alexandria, VA 22304
(703) 823-9800
www.counseling.org

Professional Organizational Involvement

In the process of becoming and being a professional, it is important to participate in professional organizations. We strongly encourage you to join the American College Personnel Association and the National Association of Student Personnel Administrators.

National Association of Student Personnel Administrators

1875 Connecticut Avenue NW, Suite 418
Washington, DC 20009-5728
(202) 265-7500

<http://www.naspa.org>

American College Personnel Association

One Dupont Circle, Suite 300
Washington, DC 20036-1110
(202) 835-2272

<http://www.acpa.nche.edu>

We also encourage you to join the American Counseling Association (ACA), which is the most important national association for professional counselors.

American Counseling Association (ACA)

PO Box BA 630919
Baltimore, MD 21263-0919
800-347-6647 x222
FAX: 800-473-2329

<http://www.counseling.org/>

The ACA has several divisions and organizational affiliates.

We also encourage eligible students become an active member of Chi Sigma Iota. Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in counselor education and the practice of counseling. Our local chapter is Beta Alpha.

Chi Sigma Iota

CSI Headquarters
250 Ferguson Building
University of North Carolina
Greensboro, NC 27412
910-334-4035

Students are also encouraged to become an active member of NAU's Student Affairs Graduate Student Association (SAGSA). SAGSA is a Registered NAU student organization, which provides professional development opportunities for individuals planning to work as a Student Affairs Professional.

APPENDIX A

Council for the Advancement of Standards (CAS) Guidelines for Student Affairs Preparation Programs

The following chart represents the applicability of three COE masters programs to the CAS standards

CAS CURRICULUM GUIDELINES		COE GRADUATE PROGRAMS	
<i>Basic to all programs: 2 academic years of FT Study</i>	EPS: Counseling/Student Affairs	EPS: Human Relations	EDL: Educational Leadership
<u>FOUNDATION STUDIES:</u>			
Foundations of Higher Education & Student Affairs			
Historical, Ethical, Cultural, and Research Foundations	EPS 665		CC 680, 580 (community college)
of Higher Education and Student Affairs	EPS 670		EDF 630
	EPS 690		
<u>PROFESSIONAL STUDIES:</u>			
Student Development Theory	EPS 603		
Student Characteristics and Effects of College on Students	EPS 602		
Individual and Group Interventions	EPS 601, 620, 660, 661, 690		
Organization & Administration of Student Affairs	EPS 665		
Assessment, Evaluation and Research	EDR 610, EPS 525, 664	EDR 610, EPS 525, 664	EDR 610
<u>SUPERVISED PRACTICE:</u>			
2 Distinct Internships/Pratica; Min. Total Hrs. = 300	EPS 608, 692, 694		CC 796 (not 300 hrs)

The EPS Student Affairs counseling program is the only program that is aligned with CAS standards at NAU.