



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

COU 690-001 – Clinical Mental Health Practicum (3 CR)
Fall 2021
Tuesdays, 4:30 - 6:00 p.m.

Instructor: Dr. Joshua Elliott, Ed.D., M.A., LPCC-S, NCC

Office Location: MEP 203F

Email: elliottj14@nku.edu

Office Phone: (859) 572-7598

Office Hours: Mondays (1-4pm), Tuesdays (2-4pm) and by appointment (in-person or virtual).

Course Description and Content Area:

This course is designed to provide counseling students with their first client contact in a closely supervised setting. It is designed to help students begin to translate academic understanding into actual counseling practice. Students are required to perform **a minimum of 100 hours of service during the period of the Practicum, 40 hours of which must be direct counseling service** to clients under supervision by the counseling faculty and qualified field placement site supervisors.

General Course Objectives:

The major goal of the counseling practicum course is to help students further develop counseling skills acquired in the classroom, progressing toward the ultimate goal of developing a personal style and sense of continuity in the counseling process. They will also be introduced to a developmental theoretical conceptualization process that will guide them in assessing clients using a transtheoretical framework, then applying specific theories/approaches to match client needs. Weekly group supervision/instruction sessions, individual/triadic supervisory meetings, and various assigned activities are designed to give supervisors and faculty the opportunity to assess the student's counseling performance in relation to client goals and to the counselor's professional development. A fundamental premise of the course is that counselor education is best accomplished through a "self-knowledge" approach. This approach contends that the counselor-client relationship is a relational endeavor in which the growth and development of the client depends very much upon the concurrent growth and development of the counselor. Thus, the students' willingness to give feedback and openness to receive feedback during group supervision sessions is central to the achievement of these goals. A significant part of learning through this course comes from client service. Care and service to clients should be students' first priority. Being self-reflective and open to learning and sharing will foster skill development.

Required Texts:

Hodges, S. (2021). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). New York, NY: Springer Publishing Company, LLC.

Joseph, S. (2011). *What doesn't kill us: The new psychology of posttraumatic growth*. New York, NY: Perseus Books Group.

Recommended Text:

Erford, B. T. (2019). *45 techniques every counselor should know*. (3rd ed.). Pearson.

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

Knowledge and Skill Outcomes***CACREP 2016 Standards***

As the culminating activities in the counseling program, Practicum and Internship require students to demonstrate the cumulative knowledge obtained and practical skills developed throughout the curriculum of study. With that in mind, students enrolled in these courses are assessed on standards related to all of the CACREP Core Objectives and Specialty Areas. These include:

- 2.F.1: Professional Counseling Orientation and Ethical Practice
- 2.F.2: Social and Cultural Diversity
- 2.F.3: Human Growth and Development
- 2.F.4: Career Development
- 2.F.5: Counseling and Helping Relationship
- 2.F.6: Group Counseling and Group Work
- 2.F.7: Assessment and Testing
- 2.F.8: Research and Program Evaluation
- 5.C: Entry-Level Specialty Area – Clinical Mental Health Counseling

These areas are assessed by use of all course assignments, as well as supervisory evaluations.

Specific Course Objectives Include:

1. Demonstrate effective counseling by developing skills in which students:
 - develop & maintain therapeutic relationships
 - accurately listen/attend and demonstrate your understanding to your clients
 - experience and express genuine, accurate, deep empathy, and deeply felt unconditional positive regard
 - understand and use interpersonal counseling process to facilitate client change
 - facilitate client self-awareness, self-responsibility and personal growth
 - understand clients in the key contexts of their lives (current situations, cultures)
 - explain and assist individual clients' understandings of how they may use counseling/a therapeutic relationship
 - apply understanding of legal and ethical considerations in counseling practice
 - maintain adequate clinical counseling records
 - develop the necessary self-awareness (e. g., personal issues, attitudes and behaviors based on such factors as race/ethnicity, gender and sexual orientation, religion, etc) to be effective as a beginning counselor
 - develop sensitivity to diversity issues (e. g., race/ethnicity, gender and sexual orientation, religion/spirituality, etc.) that impact your clients and counseling relationships
 - guide all counselor actions with intent to form therapeutic relationships that emphasize genuine, deep empathy and unconditional positive regard, while remembering that developing yourself to provide effective counseling relationships includes maintaining an openness to the full range of reasonable counselor actions
 - integrate qualities characteristic of effective counselors with one's personal style
2. Demonstrate effective use of supervision by developing the ability to:
 - understand the supervisory process

- give and receive constructive feedback
 - be open to hearing feedback from peers, supervisor, and instructor
 - thoughtfully implement feedback received from peers, supervisor, and instructor
 - openly share experiences, thoughts, and feelings as a beginning counselor
 - be prepared for both individual and group supervision
 - respectfully assert views in group and individual supervision
3. Demonstrate the following other skills by evidencing the ability to:
- understand, critique, and apply assigned readings about counseling
 - write and present thoughts and beliefs important to understanding and explaining counseling choices, including the underlying rationale
 - apply graduate level thinking, presenting, and writing skills
 - contemplate and regulate one's work as counselor
 - communicate a positive and motivating view of counseling to potential clients
 - deliver useful presentations on counseling services or related topics
 - use counseling experience, supervision, thought, writing and other course activities to progress toward developing therapeutic confidence

Instructional Methods: Students are expected and encouraged to actively participate in this learning experience. The goal is to utilize skill building, seminar-style class discussion, case presentations, and other methods to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning **NOTE: Students must obtain a camera able to record a minimum of 1 hour for each video session (with the ability to be saved/converted to digital format), an external hard drive for storing session videos, and a password-protected flash drive designated for this class.**

Course Requirements

Academic Requirements:

- 1) **Class Attendance & Participation:** Students are responsible for the activity and direction of this course, including attendance in all class/supervision sessions and scheduling of counseling sessions. This course requires substantial personal initiative and organizational skills. Competent management of one's schedule and commitments is essential. Anticipate committing **at least 10-15 hours per week** to this course.
Students are required to meet weekly for supervision to review progress and to discuss specific clients and professional concerns. Due to the experiential nature of the course and professional development objectives, *attendance and punctuality will be important to the final grade*. Active participation in class discussions, exercises, and supervision, as well as a willingness to give and receive constructive feedback are necessary components of development through this class. Professional etiquette/behavior will be expected.
- 2) **Readings:** Specific articles and selected book chapters will be assigned throughout the semester to aid in expanding trainees' theoretical knowledge and conceptualization with regard to particular counseling interventions and special topics related to professional identity development. Please make sure you complete the assigned readings prior to group supervision sessions.
- 3) **Transcripts:** Two (2) session transcripts – i.e., verbatim records of counseling sessions – are required of each student: a mid-term transcription (15 minutes) and a final transcription (20 minutes). This assignment will provide students with an opportunity to self-assess their interviewing skills and link their clinical work to counseling theory. Detailed instructions and an example will be provided. **ALL transcription assignments should disguise the nature of your client.**

- 4) **Orientation Papers (2):** Students will be assigned two papers in which they will explore their approach to the counseling process. Prompts will be provided by the faculty supervisor. Students will digitally submit their papers to the instructor for review.

Assignments turned in late may not be accepted for credit. Assignments are due by the date indicated on the syllabus. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

NOTE: When turning in assignments, please use the following naming convention:

Name (first initial, full last name)_Title of Assignment_Course Designation

For example: "JSmith_OrientationPaper1_COU690"

Clinical Requirements:

Students will perform a **minimum** of 100 hours of service during the period of the Practicum, 40 hours of which must be direct (i.e., face-to-face) service.

Students are **required** to become student members of either the American Mental Health Counseling Association or the American Counseling Association upon entering practicum. Students **MUST** show proof of personalized liability insurance offered through either AMHCA or ACA.

1. **Fieldwork:** The specific nature of students' counseling activity depends upon the nature of their field placement. Due to their early stage of training, these counseling hours may include co-counseling with an experienced staff counselor at the field placement site. Students will complete a **minimum** of 20 hours of individual counseling per semester in an approved field placement.
2. **Supervision:**
 - a. **Individual Supervision:** Each student shall receive approximately 15 hours of individual/triadic supervision with a designated Practicum Supervisor. Students will review recorded sessions and complete the reflection form (found in Canvas) before individual supervision meetings. *Individual university supervision does **not** count toward your service hours.*
 - b. **Group Supervision:** Students shall participate in a minimum of one and one-half hours of group supervision per week during the Practicum class session. *Group supervision time does **not** count toward your service hours.*

NOTE: Missing either supervision session will prohibit students from logging hours for the week. It is the student's responsibility to reschedule individual sessions, if needed. More than two absences from either session may result in dismissal from the course.

3. Case Presentations:

- a. **For Individual Supervision:** Individual supervision with the Practicum supervisor will focus on taped counseling sessions conducted at the Field Placement site. In preparation for individual supervision, students will select a video-recorded segment to review. Recordings are to be brought to the weekly individual supervision sessions and will

provide a framework for supervision. Students will need to bring the completed video self-critique form to individual supervision each week.

NOTE: Students must ensure the good quality of the recordings. Poor quality recordings could hinder student's ability to receive adequate supervision & therefore, to progress.

- b. For Group Supervision:** During the semester, students should expect and be prepared to formally present **at least two** of their counseling sessions to the Practicum class for group review, discussion, and feedback. Each case presentation shall include: (a) full case conceptualization for the instructor; (b) a PowerPoint presentation of the full case conceptualization (to be shown in class); (c) a concise summary of the case (a template will be provided) (d) presentation of a 15-minute video-recorded segment of a counseling session; and (e) sufficient time for group review and feedback.
- 4. Log of Counseling Activities:** Students will maintain and submit a log detailing the hours accumulated of direct and indirect services. The log should be brought to weekly supervision. Students should keep a copy for their own records.

Guidelines to Assure Client Confidentiality

- Students must provide the instructor with a copy of the client's informed consent, including for videotaping and/or discussion of counseling sessions.
- Students must always use pseudonyms and make sure that no revealing information is exposed during presentations, in write-ups or recordings. Unless otherwise specified, recorded information is to be erased after presentation and/or transcription.
- Written materials from the presentation are to be returned to the presenter at the end of the presentation.
- Students are responsible for all written or recorded client-related data. Students need to collect all copies and destroy them as soon after a presentation as is feasible. Presenters need to make sure copies are not left in copying machines, computers, or recorders.
 - **Cell phones are not secure recording devices and should not be used to record sessions.**
- Groups, tapes, tests, notes and client cases are only to be discussed with the faculty supervisor and other students in the seminars. Playing recordings in the presence of other students, professors, friends, relatives, etc., without permission of the university supervisor violates the client's informed consent.
- Recordings are not to be transferred from one person to another by leaving tapes in mailboxes or other public places. Such procedures allow for the possibility of loss, theft or review by persons for whom the tape was not intended.
- When using a classroom for listening/viewing a recording, the volume should be kept to an audible minimum, and the recording should be discontinued when others enter the room.

Guidelines to Assure Confidentiality with Seminar Peer Group

What is discussed within group supervision remains within the group and is NOT discussed outside the classroom. Students need to feel that they are able to freely discuss in group supervision both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships. It is expected that students will honor the privacy of their peers as well as that of their clients.

NOTE: The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the

Internet as you do in class. Feel free to disagree with any ideas expressed, but work to keep the discussions polite and focused on course ideas.

Dispositional Expectations and Personal Performance:

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.

With that in mind, students are expected to demonstrate personal integrity and a commitment to professional development throughout their Practicum experience. They are expected to conduct themselves in an ethical and responsible manner and be willing to give and receive constructive feedback related to Practicum activities. These “non-academic” aspects of their performance will be evaluated at the end of the Practicum course in accordance with the “Professional Performance Review” standards outlined in the Student Handbook. **Moderate-to-significant difficulties with one or more dispositions may result in failure of the course, inability to continue to Internship (COU 691 or 692), and/or the development of a Professional Development Plan.**

Professional Ethics and Professionalism: The Counselor Education program subscribes to the American Counseling Association (ACA) Code of Ethics and Standards of Practice as the ethical codes governing the professional behavior of students and faculty members. Students are expected to familiarize themselves with these principles and demonstrate them throughout their academic and experiential work. **If you find yourself facing an ethical dilemma, it is best to be proactive and seek immediate consultation from your professor.**

Beyond written standards set forth by related professional organizations, professionalism embraces a high standard for interpersonal interaction, including respect for people, processes, and property. The faculty expects prospective counselors to engage in behavior that reflects a high level of health and professional integrity. Students should be stable and psychologically well adjusted. They should possess effective personal responsibility, integrity, interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development. **Inability to consistently demonstrate this standard of professionalism may result in failure of the course, inability to continue to Internship (COU 691 or 692), and/or the development of a Professional Development Plan.**

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 ethical violations or academic dishonesty (e.g., cheating or plagiarism) will result in either a failing grade on the assignment, a failing grade in the course, or other stipulations, which are up to the instructor and program based on the nature of the case. The work done in this course is subject to the Graduate Student Honor Code/ Appeal Policies and the College of Education and Human Services Code of Ethics and Procedures for Violation (see below).

Student Honor Code – This 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](#).

Accommodations due to Disabilities – Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with the professor at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Technology Etiquette

Students are welcome to use laptop computers for taking notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Pinterest, browsing Etsy, checking the score of the Reds game, managing email, instant messaging, etc.). As a courtesy to your classmates, please silence or turn off all electronic communication devices during class and refrain from using cell phones for non-essential purposes (e.g., texting, game playing). If a call is essential, please leave the classroom.



Counseling Skills Expectations:

Practicum students are expected to demonstrate competency in several skill areas including: use of open and closed questions, paraphrasing, reflecting feeling, summarizing, empathy, confrontation, silence, reflection of meaning, and goal setting. In addition, students are expected to successfully present recorded sessions which demonstrate the counselor's ability to utilize the listed skills in a *coherent and intentional fashion*. Students must also exhibit the ability to structure a counseling session from beginning to end, including obtaining necessary information while keeping personal agendas, values, and issues out of counseling sessions. **Inability to consistently demonstrate counseling skills may result in failure of the course, inability to continue to Internship (COU 691 or 692), and/or the development of a Professional Development Plan.**

Student Performance Criteria

Evaluation is based upon completion of required assignments, as well as your instructor's and supervisors' evaluations of your counseling skills and professionalism. The following grading scale will be utilized for final grades assignments will be given grades reflecting these criteria.

A	Completion of requirements, including consistent taping for supervision, and <u>consistently demonstrated</u> high-quality therapeutic relationships, as well as other client care and contacts. This grade requires consistent <u>high level</u> of personal reflection (<i>as demonstrated in papers and supervision</i>) and ability to critique self and skills (<i>as demonstrated in transcriptions and supervision</i>), as well as <u>high levels</u> of counselor skills and professionalism (<i>as demonstrated in transcriptions and evaluations</i>).
A- to B+	Completion of requirements and demonstration of <u>frequent</u> high-quality therapeutic relationships, as well as other client care and contacts; includes <u>moderate level</u> of personal reflection and ability to critique self and skills, as well as <u>moderate levels</u> of counselor skills and professionalism.
B to B-	Completion of requirements and high-quality therapeutic relationships, as well as other client care and contacts, <u>demonstrated in the final month of the semester</u> ; includes <u>moderate difficulties in personal reflection and ability to critique self and skills</u> .
B-	Completion of requirements but <u>shows minimal effectiveness in therapeutic relationships</u> or other client care and contacts; includes <u>significant difficulty in personal reflection and ability to critique self and skills</u> .
C+ to C	A grade in this range would indicate unaddressed counselor impairment and would necessarily also engage the counseling program's retention policy.



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:

Class Attendance (1.5 hrs/wk x 15 wks)	=	22.5 Hours
Readings/Podcasts (2 hr/wk x 7 wks)	=	14.0 Hours
Transcripts (5 hrs x 2 transcripts)	=	10.0 Hours
Orientation Papers (2 hrs x 2 papers)	=	4.0 Hours
Fieldwork (10 hrs/wk x 15 wks)	=	150.0 Hours
Case Presentation (2 hrs x 2 presentations)	=	4.0 Hours
<u>Individual Supervision (1 hr/wk x 15 wks)</u>	=	<u>15.0 Hours</u>
Total	=	217.5 Hours

TENTATIVE COURSE SCHEDULE

August 24th

- Topic: Review of Course Procedures, Assignments, & Expectations
- Readings: Hodges – Chapters 3 & 10 (complete before next class)
- Assignments: **Work on getting all required paperwork completed with site supervisor**

August 31st

- Topics: Revisiting Legal and Ethical Issues in Counseling; Ensuring Your Safety
- Assignments: **Turn in required paperwork and proof of liability insurance, due 9/3; Complete and submit Orientation Paper #1, due 9/3**
- Readings: Hodges – Chapter 4 (complete before next class)

September 7th

- Topic: Clinical Issues in Counseling Practicum
- Assignments: **Baseline counseling skills video and weekly hours log, due in individual supervision**
- Readings: Hodges – Chapter 9; McGlothlin (2008); Granello (2010) (complete before next class)

September 14th

- Topic: Crisis Intervention
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: Hodges – Chapter 5 (complete before next class)

September 21st

- Topics: Clinical Writing and Documentation; Case Presentation (Tiffany)
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: Hodges – Chapter 7 (complete before next class)

September 28th

- Topics: Multicultural and Social Justice Issues in Counseling; Case Presentation (Kaitlyn)
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: Hodges – Chapter 11; Joseph – Chapter 1 & 3 (complete before next class)

October 5th

- Topics: Addressing Trauma in Counseling; Case Presentation (Savannah)
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: Joseph – Chapter 4, 5, & 6 (complete before next class)

October 12th

- Topics: Addressing Trauma in Counseling; Case Presentation (Alicia)
- Assignments: **Video Review and weekly hours log, due in individual supervision; Transcription #1, due by 10/15**
- Readings: Hodges – Chapter 8 (complete before next class)

October 19th (NO CLASS – FALL BREAK)

- Assignments: **Video Review and weekly hours log, due in individual supervision; Signed midterm logs and site supervisor evaluation, due by 10/22**

October 26th

- Topics: Self-Care; Midterm Reflection
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: Joseph – Chapters 7 & 8 (complete before next class)

November 2nd

- Topics: Addressing Trauma in Counseling; Case Presentation (Tiffany)
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: Hodges – Chapter 12

November 9th

- Topics: Termination in Counseling; Case Presentation (Kaitlyn)
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: TBD

November 16th

- Topics: TBD; Case Presentation (Savannah)
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: TBD

November 23rd

- Topics: TBD; Case Presentation (Alicia)
- Assignments: **Video Review and weekly hours log, due in individual supervision**
- Readings: TBD

November 30th

- Topics: TBD
- Assignments: **Video Review and weekly hours log, due in individual supervision; Transcription #2, due by 12/3**
- Readings: TBD

December 7th

- Topics: Final Group Reflection
- Assignments: **Video Review and weekly hours log, due in individual supervision; Final Orientation Paper, due 12/10; Final Site Supervisor Evaluation, due 12/10**

December 14th (NO CLASS – FINALS WEEK)

- Assignments: **Final Evaluation in Individual Supervision; Submit signed logs and hours summary sheet, due by 12/17**

*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor.

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

Student Evaluation of Instructor and Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your

comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

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.