I. COURSE DESCRIPTION:

Orientation to the field experience. The student will be oriented through the use of books, videos, presentations, discussions, observation, and practice sessions.

II. REQUIRED READING:


*Livetext (**This item is available for purchase at the SAU campus bookstore.**)"

III. SUPPLEMENTAL READING:

1. *Selected books and articles:*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of*
mental disorders (5th ed.). Washington DC: Author. (Strongly suggested)


Jongsma, A.E., & Peterson, L.M. (2001). The complete psychotherapy treatment planner. New York: John Wiley. (There is a whole series of these books, with Jongsma as senior author, that are very practical, useful guides to diagnosis and treatment planning.)


2. Selected Relevant Websites:

American Academy of Child and Adolescent Psychiatry: http://www.aacap.org/
American Association of Christian Counselors: http://www.aacc.net/
American Counseling Association: http://www.counseling.org/
American Psychiatric Association: http://www.psych.org/
American School Counselor Association: http://www.schoolcounselor.org/
Department of Health: http://health.state.tn.us
National Board for Certified Counselors: http://www.nbcc.org/

IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the Conceptual Framework of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.
A. **Mission of the School of Education and Psychology:** Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. **Goal of the School of Education and Psychology:** The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. **Core Curricular Experiences and Learning Outcomes:**

1. As a **Caring Person**, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective *counseling, prevention, and intervention*;
   (b) service to clients who represent *diverse populations*; and
   (c) *advocacy* to better the lives of individuals and communities.

2. As an **Informed Facilitator**, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful *assessment* that facilitates a plan of action,
   (b) *diagnosis* leading to appropriate treatment, and
   (c) promoting optimal *academic development* in the school setting.

3. As a **Reflective Decision Maker**, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct *research* that contributes to the knowledge base of the profession;
   (b) critically *evaluate* research and apply current information to decision making; and
   (c) conduct meaningful *program evaluations* that inform development and enhance services.

4. As a **Committed Professional**, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to *ethical and legal standards* specific to the counseling practice;
   (b) adhering to the *professional orientation* and roles that are relevant to the counseling practice;
   (c) *collaborating and consulting* with other professionals, both within the clinical or school...
setting and with other community professionals;
(d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
(e) **leading** in the development and management of counseling practice in a clinical or school setting.

V. **KNOWLEDGE AND SKILL OUTCOMES:**

Upon successful completion of this course, students should:

1. Understand a variety of models and theories related to clinical mental health counseling [CACREP MH A5]
2. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. [CACREP MH C7]
3. Understand how the Clinical Practicum I and II, and Internship experiences work in the SAU Clinical Mental Health Counseling program, and what will be expected of during these experiences. [CACREP MH-C.9]
4. Be familiar with definitions, phases, and standards associated with the clinical practicum and internship experiences. [CACREP MH-C.9]
5. Demonstrate skills associated with practicum content issues, including the ability to conduct a mental status exam. [CACREP MH-C.9, G.2]
6. Demonstrate knowledge of practicum process issues, including essential interviewing and counseling skills. [CACREP MH-C.9]
7. Demonstrate understanding of practicum process issues, including models for case conceptualization and treatment planning. [CACREP MH-C.9]
8. Demonstrate the ability to use procedures for assessing and managing suicide risk. [CACREP MH-D.6]
9. Be familiar with counseling supervision models, practices, and processes. [CACREP MH-C.9]
10. Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment. [CACREP MH G1]
11. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. [CACREP CC H2]

* Identifiers between brackets refer to the Clinical Mental Health (MH) domain required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to which the given course expected outcome contributes.

VI. **METHODS OF INSTRUCTION:**

The instructor will use a variety of methods of instruction, including class discussions, audiovisual media, analysis of personal experience, in-class and field activities, readings, simulated counseling experiences, and reports.

VII. **DIVERSITY CONSIDERATIONS:**

During this course, students will consider how diversity issues are likely to become pronounced during the field experience, and how these issues may impact the counseling process. Students will participate in class activities and exercises to help develop cultural self-awareness and skills in working with people who are culturally different from themselves.
VIII. INCORPORATION OF TECHNOLOGY:

During this semester, students will be presented with opportunities to view and analyze video cases focusing on topics relevant to the content of this course. Students will also be required to record themselves as they role-play counseling sessions with classmates.

IX. INCORPORATION OF RESEARCH:

1. Students:

Due to the nature of this course, candidates will spend the majority of their time engaged in practice-oriented, experiential learning, rather than in research-oriented activities.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.


X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the SEP professional education unit is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, students will be expected to take turns role-playing the role of a client and a counselor to help classmates and themselves conduct counseling sessions. In addition, students will be asked to assist each other in evaluating their role-play sessions by reviewing the interventions used.
XI. CLASS POLICIES:

1. Special Needs Accommodations:

   In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

   Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

   Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

   Instructor Responsibilities:
   a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
   b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

   Student Responsibilities:
   a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others' material as their own.
   b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current Publication Manual of the American Psychological Association.
   c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

   The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:
   1. Privately discuss the incident with the student.
2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.

3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.

4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.

5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current Counseling Student Handbook.

3. Attendance and Participation:

   Students are expected to be present and punctual. Students’ participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.

4. Make-up or Late Work and Extra-credit:

   All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student’s responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should submit the project “as-is” for partial credit. Note that there are no extra-credit assignments in this course.

5. Course Evaluation:

   Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous, and the results are made available to professors only after grades are submitted to the Records Office.
XII. COURSE REQUIREMENTS AND ASSESSMENT:

1. Attendance and Participation:

   Unexcused absences will lower students final grade (2% for every class missed, for a maximum of 10%). Two late arrivals will constitute one absence.

   Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.

   In addition, credit will not be given for attendance on any class session when a student is observed:

   • Using laptop computers, cell phones, or iPads to complete requirements for other courses, to chat with friends, to answer e-mails, or to simply find entertainment on the internet while the instructor or any classmate is speaking. Laptop computers will only be allowed for class presentations, to engage the rest of the class in a meaningful learning activity, or to complete in-class assignments directed by the instructor.

   • Sustaining private conversations, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting.

2. Interview with faculty member:

   During the first part of the semester, students will be expected to make an appointment with either the SAU Counseling Clinic Coordinator or the Director of the Counseling Programs and discuss with them any questions they may have related to the Practicum II and Internship experiences. A form indicating completion of this assignment is provided at the end of this syllabus and should be submitted to the instructor on the date specified on this course calendar.

2. Basic Counseling Responses Exercises:

   Students will be expected to complete and turn in written exercises as assigned from the textbook *Basic Counseling Responses (BCR)*, and specified on the course calendar. The completion of these exercises before class will be very important because students will then be paired with a classmate to role-play in class the counseling microskills covered in these exercises.

3. Supervision Reflection Paper:

   After studying Chapter 5 of the course textbook, students will write a three-page, double-spaced reflection paper addressing the following questions:
a. What particular challenges have you encountered in past supervisory experiences, and how have you handled them?

b. Considering your particular personality and past experiences, what do you think you will want and need in your counseling supervisory relationship?

c. What particular model or models of supervision will feel most comfortable for you?

d. How would you like to grow in your skills to use supervision effectively?

e. What do you feel you will need in a supervisor when you enter your Clinical Practicum II and Internship experiences?

5. Case Presentation:

During the second part of the semester, students will be expected to conduct a formal three-session crisis counseling intervention with a classmate. Each pair of students will then be expected to give a presentation (approximately 45 minutes in length) of the case to the class, including the following:

a. Small recorded segments of the sessions.
b. A description of the crisis model they used for assessing and managing suicide risk.
c. Results from a mental status exam of the client conducted during the first interview.
d. A case conceptualization explaining students’ hypothesis of the physical and emotional factors that might be causing the “client” to be in crisis.
e. Treatment planning recommendations.
f. Discussion of how religious orientation/faith may have influenced the client’s experience of the crisis involved and exploration of how the counselor’s own religious orientation may impact their perception of the situation and case conceptualization.
g. Discussion of the cultural backgrounds of both client and counselor and how these backgrounds affected the counselor-client dynamic and progress of the sessions. Note: Even if client and counselor are from the same cultural background, then this similarity will also have an impact and should be noted.
h. A summary describing student experiences as well as what they learned through this process.

XIII. COURSE GRADING SYSTEM:

1. Testing Methods:

Given the practical nature of this course, quizzes and major exams will not be administered. Evaluation will instead be conducted through case presentations, role-played counseling sessions, and participation in other projects. For more specific information about testing methods for this course, students may refer to the description of course requirements found elsewhere on this syllabus.
2. **Grading Criteria:**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section V-Knowledge and Skill Outcomes) being assessed by the given requirement.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage of Final Grade</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
<td>15</td>
<td>1-7</td>
</tr>
<tr>
<td>Interview with Faculty</td>
<td>10</td>
<td>10</td>
<td>1, 2</td>
</tr>
<tr>
<td>Basic Counseling Responses Exercises</td>
<td>15</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Supervision Reflection Paper</td>
<td>20</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>40</td>
<td>40</td>
<td>3, 4, 5, 6</td>
</tr>
</tbody>
</table>

**TOTAL** 100 100

3. **Distribution of scores:**

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>
4. **Evaluation Feedback:**

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals which students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above; in order to complete it, the instructor will fill out the *Evaluation of Personal and Professional Dispositions* form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student has questions. Results will be submitted to students’ academic advisers and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty adviser and the student, whether or not there are reasons for concern.

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### XIV. **COURSE CALENDAR:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M –</td>
<td>•Course Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>•Boylan &amp; Scott, Ch. 1 – Practicum Experience: Definitions, Phases, and Standards</td>
<td>II.G.5b Counselor characteristics and behaviors</td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>•Practice of initial interview and Mental Status Exam in dyads</td>
<td>LiveText Orientation</td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>•Boylan &amp; Scott, Ch. 3 – Practicum Content Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>•Practice of initial interview</td>
<td>II.G.5b Counselor characteristics</td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>Boylan &amp; Scott, Ch. 4 – Practicum Process Issues</td>
<td>II.G.5c Essential interviewing and counseling skills</td>
<td>BCR, Exercises 1 – 4</td>
</tr>
<tr>
<td>M –</td>
<td>Boylan &amp; Scott, Ch. 4 – Practicum Process Issues</td>
<td>II.G.5c Essential interviewing and counseling skills</td>
<td>BCR, Exercises 5 – 7</td>
</tr>
<tr>
<td>M –</td>
<td>Boylan &amp; Scott, Ch. 8 – Guidelines for Interns Working with Special Populations and Crisis</td>
<td>II.G.5g Crisis intervention and suicide prevention</td>
<td>Meeting with Faculty (Interview) DUE</td>
</tr>
<tr>
<td>M –</td>
<td>Boylan &amp; Scott, Ch. 8 – Guidelines for Interns Working with Special Populations and Crisis (Cont.)</td>
<td>II.G.5g Crisis intervention and suicide prevention</td>
<td>Counseling sessions in dyads – Initial Session completed by today</td>
</tr>
<tr>
<td>M –</td>
<td>Boylan &amp; Scott, Ch. 8 – Guidelines for Interns Working with Special Populations and Crisis (Cont.)</td>
<td>II.G.5g Crisis intervention and suicide prevention</td>
<td>Counseling sessions in dyads – Follow-up completed by today</td>
</tr>
<tr>
<td>M –</td>
<td>Boylan &amp; Scott, Ch. 5 – Monitoring the Professional Development of Practicum Students, pp. 99 – 110</td>
<td>II.G.1e Counseling supervision models</td>
<td>Counseling sessions in dyads – Termination completed by today</td>
</tr>
<tr>
<td>M –</td>
<td>Case Presentations</td>
<td>Case Presentation – Team 1</td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>Case Presentations</td>
<td>Case Presentation – Team 2</td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td>Case Presentations</td>
<td>Case Presentation – Team 3</td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td><strong>Boylan &amp; Scott, Ch. 10 – Preparation for Internship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td><strong>Boylan &amp; Scott, Ch. 10 – Preparation for Internship (Cont.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M –</td>
<td><strong>End of Course Issues</strong></td>
<td><strong>Supervision Reflection Paper</strong></td>
<td></td>
</tr>
</tbody>
</table>

**THANKSGIVING BREAK – / to /**

**FINAL EXAMS WEEK – / to /**

*Note:* The instructor reserves the right to make changes to any of the above as deemed necessary.
MEETING WITH FACULTY
COUN 582 – Clinical Practicum I

Professor’s Name: _____________________________________________

Student’s Name: ______________________________________________

❖ Topics Discussed:

❖ How this was beneficial:

Student’s signature: ___________________________________________

Professor’s signature: __________________________________________

Date: ______________

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