

COURSE SYLLABUS



COUN 524 – Professional Counseling I
2 Semester Credits
[term, year]
Meeting Day/Time: []

Professor: []
Email: []
Office Phone: []
Physical Office: []
Virtual Office: <https://southern.zoom.us/j/----->
Office Hours: Available on the following days and times:

Tuesday	1:00 – 4:00 p.m. 6:00 – 7:00 p.m.
Thursday	1:00 – 4:00 p.m. 6:00 – 7:00 p.m.

Calendly Link: Students should use the following Calendly link to schedule appointments:
[https://calendly.com/\[name\]](https://calendly.com/[name])

VIRTUAL CLASSROOM LOCATION: <https://southern.zoom.us/j/...>

I. COURSE DESCRIPTION

Issues relevant to the practice of professional counseling are examined. Students explore topics such as current and future trends in the counseling field; personal values and interests as they relate to career directions within the counseling field; counselor professional identity; counselor characteristics, roles, and functions; counselor supervision models; professional associations, accreditation, and credentialing, as well as spiritually oriented counseling from the perspective of Christian ethics and principles. Prerequisite(s): Having obtained regular admission to the MS Counseling program or special permission of the program.

II. REQUIRED TEXTBOOK

Caruso, D. R. & Rees, L. T. (2021). *Developing your emotional intelligence skills – Workbook*. New Haven, CT: EI Skills Group.

Caruso, D. R. & Rees, L. T. (2021). *Leader's guide to solving challenges with emotional intelligence*. New Haven, CT: EI Skills Group.

Florida Hospital Mission Development (2009). *Creation Health God's Principles for Living Life to the Fullest – Seminar Personal Study Guide*. Altamonte Springs, FL: Florida Hospital.

Granello, D. H. (2019) *Counseling Today: Foundations of Professional Identity* (2nd Ed.). Hoboken, NJ: Pearson Education.

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

Corey, G. & Corey, M. S. (2016). *Becoming a helper* (7th ed.). Boston, MA: Cengage Learning

Neukrug, E. S. (2017). *A brief orientation to counseling* (2nd ed.). Boston, MA: Cengage Learning.

Pedersen, P. B., Crethar, H. C., & Carlson, J. (2008). *Inclusive Cultural Empathy*. Washington DC: American Psychological Association

Rosenthal, H. (2017). *Encyclopedia of counseling*. (4th ed.). New York: Routedge.

Sangganjanavanich, V. F. & Reynolds, C. A. (Eds.). (2015). *Introduction to professional counseling*. Thousand Oaks, CA: SAGE Publications.

VandenBos, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Selected Relevant Websites:

American Counseling Association: <http://www.counseling.org/>

American School Counselor Association: <http://www.schoolcounselor.org/>

SAU Graduate Studies in Professional Counseling:

<https://www.southern.edu/academics/edpsych/counseling/index.html>

National Board for Certified Counselors: <https://www.nbcc.org/>

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu. An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays, 3:00 p.m. – 8:00 p.m.; Mondays through Thursdays, 9:00 a.m. – 8:00 p.m.; Fridays, 9:00 a.m. – 12:00 p.m.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Psalm 139: 23, 24 (NIV):

*Search me, God, and know my heart;
test me and know my anxious thoughts.
see if there is any offensive way in me,
and lead me in the way everlasting.”*

During this semester, students will have the opportunity to explore their deep values, concerns, and motivation for becoming professional counselors. They will also consider the professional path they want to follow within the counseling field that best fits who they are as individuals, and as helpers guided by God to serve humankind.

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students should:

1. Be very familiar with the current *Counseling Student Handbook* and how the counseling program at Southern Adventist University is implemented. Learn the expectations of the program by participating in the New Student Orientation that is embedded in this course. [CACREP 1M]*
2. Understand students’ ethical and professional obligations, personal growth expectations as counselors-in-training, and eligibility for licensure/certification by participating in the New Student Orientation that is embedded in this course. [CACREP 1M]
3. Understand the history and philosophy of the counseling profession and its specialty areas. [CACREP 2F.1a]
4. Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including

- interagency and interorganizational collaboration and consultation. [CACREP 2F.1b]
5. Understand the role and processes of the professional counselor advocating on behalf of the profession. [CACREP 2F.1d]
 6. Be familiar with professional counseling organizations, including membership benefits, activities, services to members, and current issues. [CACREP 2F.1f]
 7. Be familiar with professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. [CACREP 2F.1g, 5C.2k]
 8. Know strategies for personal and professional self-evaluation and their implications for practice. [CACREP 2F.1k]
 9. Practice self-care strategies appropriate to the counselor role. [CACREP 2F-1l]

** Bracketed codes refer to the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to which the expected outcomes of this course contribute.*

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

- A) In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
- B) ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

A) Faculty Responsibilities:

- a. Professors must clearly explain the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
- b. Professors may assume “no collaboration” is the rule unless they state otherwise.

B) 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 their professor 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 professor.
- d. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.

C) Turnitin:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. Profile Picture Policy

All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:

- a. The photo should be a full-face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
- b. Attire worn in the photo should adhere to the Southern Adventist University dress code.

- c. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

- A) The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
- B) Students should authenticate their identity by using **ONE** of the following options:
 - a. Authenticate in person at Southern Adventist University.
 - b. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
- C) Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. Add/Drop Policy

- A) Dropping a class and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
- B) A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
- C) Tuition Refund: A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult Southern's course schedule

for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of methods of instruction, including class discussions, audiovisual media, analyses of personal experiences, in-class activities, readings, and other experiences.

2. Diversity Considerations

During this course, students will take a close look at how personal values interact with diversity issues and impact the counseling process.

3. Incorporation of Research

A) Students:

Students will be required to become familiar with the professional literature regarding current issues in the counseling field.

B) 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.

American Counseling Association (ACA). (2015). *About us: Our mission*. Retrieved from <http://www.counseling.org/AboutUs/>

American Counseling Association (ACA). (2015). *ACA divisions: Enhance your professional identity*. Retrieved from <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions>

Burger, W. (2014). *Human services in contemporary America* (9th ed.). Belmont, CA: Brooks/Cole.

Cole, R., Craigen, L. M., & Cowan, R. (2014). Compassion fatigue in human service practitioners. *Journal of Human Services, 34*, 117 – 120.

Cottone, R. R. (2015, March 27). The end of counseling as we know it. *Counseling Today*. Retrieved from <http://ct.counseling.org/category/counseling-today/>

Council for Accreditation of Counseling and Related Educational Programs (CACREP). (2015). *Directory*. Retrieved from <http://www.cshse.org/>

Hazler, R. J., & Kottler, J. A. (2005). *The emerging professional counselor: Students dreams to professional realities* (2nd ed.). Alexandria, VA: American Counseling Association.

Urofsky, R. I., Bobby, C. I., & Ritchie, M (Eds.). (2013). CACREP: 30 years of quality assurance in counselor education [special section]. *Journal of Counseling and Development, 91*.

4. eClass

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.
2. System Requirements: For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. Class Attendance Policy

1. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

- B) Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- C) Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness.

Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.

- D) If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
- E) For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. eClass Announcements: To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements
2. Southern Email: To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 524, Week 1 Quiz."

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

- A) There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
- B) The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric

as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. Class Attendance Credit

1. Students' attendance will be taken every week through the university's Attendance Tracking System (ATS) on eClass. Ten (10 minutes) before class starts, a QR Code assigned to each class section will be displayed on the Zoom screen. Students will be able to scan the QR Code with their phones and their attendance will be recorded. Due to system's limitations, the QR Code will disappear from the screen once the professor initiates the class and starts sharing other materials on screen (e.g., PowerPoints, videos, etc.) A total amount of Attendance points will be included in the final grade. Being present and punctual to every Zoom class is an easy way to accumulate points toward the final grade. Each unexcused absence will cause the system to deduct 2 points from the total attendance credits. Each unexcused tardiness of more than 10 minutes will cause the system to deduct 1 point from the total attendance credits.
2. Again, due to system limitations, once class starts, the only way to receive attendance credits is if the points are entered manually by the professor in the grade book. Therefore, if a student is late to class but wants to receive attendance credit for the day, the student will need to send the professor a brief email explaining the situation, as soon as she or he enters the Zoom room. Once class is over, the professor will review the email and, if appropriate, will manually enter the attendance points in the grade book. Sending this email will be important because, during class, the professor will be focusing on the material being discussed and may or may not remember that a student was allowed into the Zoom room after class started.

3. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
3. All assignments will be due on **Wednesday nights at 11:55 p.m.** On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly

recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.

4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended on item VIII.C-3B above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Wednesdays at 11:55 p.m. and the next day, Thursday, at noon.
5. If an assignment has not been submitted by noon on Thursday, according to the course schedule, a grade of zero will be entered in the grade book. **Note:** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.
6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. **This step will be important** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

4. Providing Feedback to the Professor

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better. An informal survey with feedback questions will also be collected at mid-point in the semester.
2. 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 email 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 instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. Receiving Feedback from the Professor

Feedback from the professor will be facilitated through the grading of the assignments and expectations required in this course.

1. Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them.

As part of the GSPC program evaluation of professional behavior, a percentage of this course’s final grade will reflect how the student demonstrated professional attitudes and behaviors in this course during the semester. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* will be used to calculate that portion of the final grade. This rubric is posted and available to students on eClass. Students will be able to see and discuss with the professor at the end of the semester the scores they obtained on this evaluation if they wish to do so.

2. Academic Assignments

- a. Assignments completed on eClass will be read and manually graded on eClass by the professor as much as possible within two days of completion. All efforts will be made by the professor to grade larger assignments within a week.
- b. All course readings and assignments have been organized under five core categories that will guide students through their learning experience. The five core categories are **(1) New Student Orientation, (2) The Counselor’s Professional Self, (3) The Counselor’s Physical Self, (4) The Counselor’s Emotional Self, and (5) The Counselor’s Spiritual Self.** Course requirements are listed below under each of these categories.

COURSE REQUIREMENTS

(1) New Student Orientation

(a) Program Orientation Test:

A New Student Orientation section regarding the Professional Counseling program is embedded in this course. The orientation is divided in three (3)

separate modules that are taught during the first three (3) weeks of class. The *Counseling Student Handbook* will be extensively discussed and made available in eClass as part of the New Student Orientation modules. Within these modules, students' ethical and professional obligations, as well as personal growth expectations as counselors-in-training will be explained. Eligibility for licensure and certification will also be reviewed. At the conclusion of the New Student Orientation modules, students will take two tests based on the *Counseling Student Handbook* content and the rest of the information covered, as described above in this section. These tests will be based on the content of the *Counseling Student Handbook* (posted on eClass), class discussions, and the *Counseling Today* textbook, Chapters 1, 3, 5, and 12, as noted on the Course Calendar at the end of this syllabus.

(2) The Counselor's Professional Growth Expectations: Current Professional Counseling Paths

(a) Textbook Readings:

Students will read the chapters assigned from the textbooks as indicated on this course calendar. As they study these chapters and participate in class discussions related to the professional life and growth of the counselor, they will reflect on their future career plans and interests as counselors. They will then need to be prepared to discuss with the instructor such plans.

(b) Individual Meeting:

During certain weeks of the semester, students will be required to schedule a one-time individual meeting with the professor to discuss future career plans and course sequence as they move forward in their academic program and upon graduation.

(3) The Counselor's Personal Growth Expectations: The Physical, Emotional, and Spiritual Self

(c) Weekly Tests:

Every week, students will be expected to take a test that will be posted on e-Class. This test will include a combination of 10 multiple-choice and short essay questions. Questions will be based on the materials that have been studied for that week as scheduled on the Course Calendar at the end of this syllabus.

(b) Final Paper:

A final paper will be due at the end of the semester. This paper will include a summary of the personal reflections and successes that students had during the semester, related to the physical, emotional, and spiritual activities they engaged in. Those reflections will need to be supported by scientific data published in the research literature regarding the benefits of the *Creation*

Health principles studied during the semester. This paper should be at least 10 pages long and include 10 references. Additional guidelines on how to write this paper are posted on eClass. Completion of this paper will be waived if the student chooses to visit and participate in Class Café activities at least 3 times per week. For additional information about this option, please refer to the *Class Café Activities* section below.

(c) Class Café Activities:

For 8 weeks, students will have the opportunity to visit the Class Café on eClass and share with their classmates about any fun activity that they may have engaged in. These activities will need to be specifically related to how they implemented the *Creation Health* principle that was covered during that week in class. Examples of such activities could be a picture of the student enjoying a bike ride or hiking trip, helpful tips that the student uses to enjoy a good sleep, a healthful recipe that was tried that week, a meditation activity the student had while spending time in nature, etc. Students who participate in the Class Café at least 3 times per week, during the course of those 8 weeks, will not have to complete the final paper for this class. Additional details about these Class Café activities will be discussed in class.

6. 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 *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

COURSE REQUIREMENT	NUMBER OF POINTS	APPROX. PERCENTAGE	EXPECTED OUTCOME
Program Orientation Tests (Weekly Tests 2 & 3)	20	4	1, 2 [CACREP 1M, 2F.1i]
Individual Meeting with Professor	100	23	1, 2, 7 [CACREP 1M; 2F.1g]
Weekly Tests (10 tests X 10 points + 1 test X points)	110	25	1 – 9 [CACREP 1M; 2F.1a; 2F.1b; 2F.1d; 2F.1f; 2F.1g; 2F.1k; 2F.1l; 5C.2k]
Final Paper OR Class Café Activities (3 activities/week = 15 X 8 weeks)	120	27	7, 9 [CACREP 2F.1k; 2F.1l]
Attendance (15 class sessions x 2 points)	30	7	
Evaluation of Professional Dispositions and Conduct	60	14	1 [CACREP 2F.1k]
TOTAL	440	100	


7. Distribution of Scores:


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


Letter Grade	Point Range	Percentage Range
A	414 – 440	94 – 100%
A-	396 – 413	90 – 93%
B+	383 – 395	87 – 89%
B	370 – 382	84 – 86%
B-	352 – 369	80 – 83%
C+	339 – 351	77 – 79%
C	325 – 338	74 – 76%
C-	308 – 324	70 – 73%
D+	295 – 307	67 – 69%
D	282 – 294	64 – 66%
D-	264 – 281	60 – 63%
F	0 – 263	0 – 59%

IX. COURSE CALENDAR



X.

Date	Content Area	CACREP Common Core Curricular Experiences	Assignment Due
<p>ORIENTATION TO COURSE: AUGUST 25 – 31 New Student Orientation – Part I</p>			
<p>TH – 8/25</p>	<p>❖ Introduction to Course</p> <ul style="list-style-type: none"> ◇ Course Syllabus ◇ <i>Counseling Student Handbook</i> ◇ Counseling Today, Ch. 12 <i>How Do Counselors Make Legal and Ethical Decisions?</i> 	<p>2F.1k Know strategies for personal and professional self-evaluation and their implications for practice.</p> <p>1M Be familiar with the current <i>Counseling Student Handbook</i> and how the counseling program at Southern Adventist University is implemented. Learn the expectations of the program by participating in a new student orientation. Understand student’s ethical and personal obligations as counselors-in-training.</p> <p>2F.1i Understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p>	<p>⇒ Start reading <i>Counseling Today</i>, Chapters 5 & 12</p> <p>⇒ Start reading <i>Counseling Student Handbook</i></p>
<p>W – 8/31</p>			<p>⇒ Finish reading <i>Counseling Today</i>, Chapters 5 & 12</p> <p>⇒ Finish reading <i>Counseling Student Handbook</i></p> <p> Test 1</p> <ul style="list-style-type: none"> ▪ Take Emotional Intelligence Test at https://www.6seconds.org/freetest/

MODULE 1: SEPTEMBER 1 - 7 New Student Orientation – Part II			
TH – 9/1	❖ Class Discussion ◇ Counseling Today, Ch. 5: <i>How do Counseling Students Get the Most from Graduate Programs?</i> ◇ <i>Counseling Student Handbook</i>	1M Be familiar with the current <i>Counseling Student Handbook</i> and how the counseling program at Southern Adventist University is implemented. Learn students’ personal growth expectations as counselors-in-training by participating in a new student orientation.	⇒ Start reading <i>Counseling Today</i> , Chapters 1 & 3
W – 9/7			⇒ Finish reading <i>Counseling Today</i> , Chapters 1 & 3 ⇒ Visit and become familiar with ACA, ASCA & APA websites. ⇒ Explore licensing requirements in preferred state(s) for future practice.  Test 2: <ul style="list-style-type: none"> ▪ <i>Counseling Today</i>, Chapters 5, 12 ▪ <i>Counseling Student Handbook</i>



MODULE 2: SEPTEMBER 8 - 14 New Student Orientation – Part III			
TH– 9/8	❖ Class Discussion ◇ Counseling Today, Ch.1: <i>Who are Counselors?</i> ◇ Counseling Today, Ch.3: <i>How are Counselors Trained and Regulated?</i>	2F.1a Understand the history and philosophy of the counseling profession and its specialty areas. 2F.1b Understand the multiple roles and functions of counselors across specialty areas. 2F.1d Understand the role and processes of the professional counselor advocating on behalf of the profession. 2 2F.1g Be familiar with professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. 5C.2k Be familiar with professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling5.	⇒ Continue visiting and becoming familiar with ACA, ASCA & APA websites. ⇒ Continue exploring licensing requirements in preferred state(s) for future practice.
W – 9/14			 Test 3: <ul style="list-style-type: none"> ▪ <i>Counseling Today</i>, Chapters 1 & 3 ▪ <i>Counseling Student Handbook</i>


MODULE 3: SEPTEMBER 15 - 21
The Counselor’s Professional Growth Expectations – Part I: Current Professional Counseling Paths



TH – 9/15	❖ Class Discussion ◇ “The Maze” 	2F.1g Be familiar with professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	⇒ Take good notes from <i>The Maze</i> discussion in class. ⇒ Start reading <i>Counseling Today</i> , Chapter 4
W – 9/21			⇒ Finish reading <i>Counseling Today</i> , Chapter 4.  Test 4: <ul style="list-style-type: none"> ▪ <u>Questions taken from <i>The Maze</i> class discussion.</u>



MODULE 4: SEPTEMBER 22 - 28
The Counselor’s Professional Growth Expectations – Part II: Your Own Professional Path


TH – 9/22	❖ Class Discussion ◇ Counseling Today, Ch. 4: <i>How do Counselors Integrate Personal and Professional Identity?</i> ◇ Explore individual career path within the counseling profession.	2F.1f Be familiar with professional counseling organizations, including membership benefits, activities, services to members, and current issues. 2F.1g Be familiar with professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. 2F.1k Know strategies for personal and professional self-evaluation and their implications for practice.	⇒ Schedule individual meeting with instructor. ⇒ Start reading <i>Counseling Today</i> , Ch. 13 ⇒ Start reading <i>Creation Health</i> , pp. 3-53
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W – 9/28			<p>⇒ Finish reading <i>Counseling Today</i>, Ch. 13</p> <p>⇒ Finish Reading <i>Creation Health</i>, pp. 3-53</p> <p> Test 5:</p> <ul style="list-style-type: none"> ▪ <i>Counseling Today</i>, Ch. 4
<p>MODULE 5: SEPTEMBER 29 – OCTOBER 5 The Counselor’s Personal Growth Expectations – Part I: The Physical Self <i>--Choice & Rest--</i></p>			
TH – 9/29	<p>❖ Class Discussion</p> <p>◇ Counseling Today, Ch. 13: <i>How Do Counselors Support Wellness in Themselves and Their Clients?</i></p> <p>◇ Creation Health: CHOICE & REST</p>	<p>2F.1k Know strategies for personal and professional self-evaluation and their implications for practice.</p> <p>2F.1l Practice self-care strategies appropriate to the counselor role.</p>	<p>⇒ Start reading <i>Creation Health</i>, pp. 65-122</p>
W – 10/5			<p>⇒ Finish reading <i>Creation Health</i>, pp. 65-122</p> <p> Test 6:</p> <ul style="list-style-type: none"> ▪ <i>Counseling Today</i>, Ch. 13 ▪ <i>Creation Health</i>, Choice & Rest Sections

<p align="center">MODULE 6: OCTOBER 6 - 12 The Counselor’s Personal Growth Expectations – Part II: The Physical Self --Environment & Activity--</p>			
TH – 10/6	❖ Class Discussion ◇ Creation Health: ENVIRONMENT & ACTIVITY	2F.1k Know strategies for personal and professional self-evaluation and their implications for practice. 2F.1l Practice self-care strategies appropriate to the counselor role.	⇒ Start reading <i>Creation Health</i> , pp. 213-230
W – 10/12			⇒ Finish reading <i>Creation Health</i> , pp. 213-230  Test 7: <ul style="list-style-type: none"> ▪ <i>Creation Health</i>, Environment & Activity Sections
<p>MID-SEMESTER BREAK: OCTOBER 13 - 16</p>			
TH – 10/13	❖ No Class		
<p align="center">MODULE 7: OCTOBER 20 - 26 The Counselor’s Personal Growth Expectations – Part III: The Physical Self --Nutrition--</p>			
TH – 10/20	❖ Class Discussion ◇ Creation Health: NUTRITION	2F.1k Know strategies for personal and professional self-evaluation and their implications for practice. 2F.1l Practice self-care strategies appropriate to the counselor role.	⇒ Start reading <i>Creation Health</i> , pp. 159-204

W – 10/26			<p>⇒ Finish reading <i>Creation Health</i>, pp. 159-204</p> <p> Test 8:</p> <ul style="list-style-type: none"> ▪ <i>Creation Health</i>, Nutrition Section
<p>October 27: Last Day to Drop a Class with a “W”</p>			
<p>MODULE 8: OCTOBER 27 – NOVEMBER 2 The Counselor’s Personal Growth Expectations – Part IV: The Emotional Self <i>--Outlook & Interpersonal Relationships--</i></p>			
TH – 10/27	<p>❖ Class Discussion</p> <p>◇ Creation Health: OUTLOOK & INTERPERSONAL RELATIONSHIPS</p>	<p>2F.1k Know strategies for personal and professional self-evaluation and their implications for practice.</p> <p>2F.1l Practice self-care strategies appropriate to the counselor role.</p>	<p>⇒ Start reading <i>EIS</i>, pp. 1-26</p>
W – 11/2			<p>⇒ Finish reading <i>EIS</i>, pp. 1-26</p> <p> Test 9:</p> <ul style="list-style-type: none"> ▪ <i>Creation Health</i>, Outlook & Interpersonal Relationships Sections

MODULE 9: NOVEMBER 3 - 9 The Counselor’s Personal Growth Expectations – Part V: The Emotional Self <i>--The Emotional Intelligence Framework--</i>			
TH – 11/3	❖ Class Discussion ◇ The Emotional Intelligence Framework	2F.1k Know strategies for personal and professional self-evaluation and their implications for practice. 2F.1l Practice self-care strategies appropriate to the counselor role.	⇒ Start reading <i>EIS</i> , pp. 41-79
W – 11/9			⇒ Finish reading <i>EIS</i> , pp. 41-79  Test 10: ▪ <i>EIS</i> , pp. 1-26
MODULE 10: NOVEMBER 10 - 16 The Counselor’s Personal Growth Expectations – Part VI: The Emotional Self <i>--Solving Challenges with EI--</i>			
TH – 11/10	❖ Class Discussion ◇ Solving Challenges with EI	2F.1k Know strategies for personal and professional self-evaluation and their implications for practice.	⇒ Start reading <i>Creation Health</i> , pp. 135-148
W – 11/16			⇒ Finish reading <i>Creation Health</i> , pp. 135-148  Test 11: ▪ <i>EIS</i> , pp. 41-79
MODULE 11: NOVEMBER 17 - 20 The Counselor’s Personal Growth Expectations – Part VII: The Spiritual Self <i>--Trust--</i>			
TH – 11/17	❖ Class Discussion ◇ Creation Health: TRUST	2F.1k Know strategies for personal and professional self-evaluation and their implications for practice. 2F.1l Practice self-care strategies appropriate to the counselor role.	⇒ Start reading <i>Counseling Today</i> , Chapter 14

THANKSGIVING BREAK: NOVEMBER 21 - 27			
W – 11/30			⇒ Finish reading <i>Counseling Today</i> , Chapter 14  Test 12: ▪ <i>Creation Health</i> , Trust Section.
MODULE 12: DECEMBER 1 - 7 The Counselor’s Personal Growth Expectations – Part III: Counseling Tomorrow			
TH – 12/1	❖ Class Discussion ◇ <i>Counseling Today</i> , Ch. 14: <i>Counseling Tomorrow</i>	2F.1b Understand the multiple professional roles and functions of counselors across specialty areas. 2F.1d Understand the role and processes of the professional counselor advocating on behalf of the profession.	Final Paper or Class Café Activities Due
FINAL EXAMS WEEK – DECEMBER 12 TO 15 GRADUATION DAY – DECEMBER 15			

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

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.

To Serve, To Lead, To Transform

- I. **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.

- II. **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:
 - a. a caring person,
 - b. an informed facilitator,
 - c. a reflective decision maker, and
 - d. 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.

III. 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; 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.

APPENDIX B

Professional Behavior for Zoom Classes

To ensure a successful zoom classroom meeting and engage in a productive learning environment, please keep the following “do’s and don’ts” in mind. These guidelines will also be kept in mind when your *Evaluation of Professional Disposition and Conduct* is completed at the end of the semester.

DO

- Find a clean, quiet space and dress appropriately.
- Let all household members know when and where you will be in class and ask them not to disturb you.
- Adjust your camera and lighting so we can see your face well.
- Use an appropriate zoom background if you wish.
- Make sure your full name shows up appropriately.
- Add your Southern profile photo to your Zoom account, so we can still see your face when you turn off your camera.
- Turn off/silence your cell phone or put it away. Just like in a face-to-face class, use it only if there is an emergency.
- Avoid multi-tasking and focus your attention on the class. Minimize/close all other windows so you aren’t distracted by email or other applications.
- Mute your microphone until your professor calls on you or you are required to talk.
- Use the Zoom functions to communicate if needed (raise your hand, answer yes/no, type the words “Question” or “Comment” in the chat window, etc.).
- Keep in mind that, when your professor is sharing the course content, she will not be able to see the chat window. A student assistant will be monitoring the chat window and will let the professor know that there is a question or comment in the queue when it is appropriate.
- Use the chat window for class-related discussions only—comments, sharing of resources, etc.—except for casual conversations at the start and end of class.
- Enjoy a beverage but hold off on having that huge dinner in front of your classmates.
- Remember that you are always on camera. Need to yawn, sneeze, blow your nose, or something you don’t want us all to see? Mute your audio and blank your video for a moment.
- Make all comments and discussions respectful of the professor and fellow students, both orally and in the chat window. Disagreements are fine, but personal attacks are not.
- Be on time to class. Communicate with your instructor (via their preferred communication method listed on the syllabus) if you will be late or if you lose your connection during class.
- Pay attention! Maintain eye contact with the speaker on the screen.
- Be prepared to take notes (on your computer or in a designated notebook) or to access course material (have textbook, eClass course page, or readings available).

DON’T

- Enter a zoom room to which you were not invited. If an accident happens, please apologize.
- Be late to class. Every time you are late, a bell rings on the host and co-hosts’ computers indicating that someone wants to enter the Zoom room. Although you and the rest of the class do not hear that bell, it is distracting for those who can hear it, especially for your professor, if she is in the middle of a topic discussion.

- Be a Zoom-hog. Be considerate in not talking over people. Give everyone a chance to speak.
- Share the zoom access information for your class with others or enter under a different name.
- Take screenshots, cell phone pictures, or otherwise record the meeting, your classmates, or your instructor without express permission to do so.
- Change your name or change your zoom background during the meeting.
- Walk around during the class meeting.
- Be absent from the Zoom meeting and fail to talk with the professor about it.
- Make negative comments about others during class, whether they are present or not.
- Use the chat for side conversations or conversations about personal matters with classmates.
- Sit in front of a window or bright light, this will make your face too dark to see.
- Have conversations with household members off camera.
- Allow household members to walk around behind you during the meeting.
- Engage in texting, social media, work from other classes, or other distractions while in class.