

# COURSE SYLLABUS



**COUN 556 - Theories and Techniques of Counseling**  
**3 Semester Credits**  
**[term/year]**  
**Meeting Day/Time: Tuesdays, 4:00 – 5:50 p.m.**

---

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

Tuesday	[times].
Thursday	[times]

**Calendly Link:** Students should use the following Calendly link to schedule appointments:  
<https://calendly.com/>

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

---

## I. COURSE DESCRIPTION:

This course provides a comprehensive survey of the major contemporary theories of counseling, as well as their implications for practice. Core topics such as historical background, key concepts, the counseling process, counseling techniques and procedures, multicultural perspectives, and evaluation are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice a variety of techniques that are commonly used in counseling practice. Students also begin the process of developing their own personal model of counseling. Each theory is evaluated from the Biblical perspective and the relevance of such a perspective when choosing personal models is studied.

## II. REQUIRED TEXTBOOK:

Corey, G. (2021). *Theories and practice of counseling and psychotherapy*. (Updated 10<sup>th</sup> ed.) Boston: Cengage Learning.

## III. SUPPLEMENTAL MATERIALS:

### 1. Selected books and articles:

Berman, P.S. (2019). *Case conceptualization and treatment planning: Integrating theory with clinical practice*. (4<sup>th</sup> Ed.) Thousand Oaks, CA: SAGE Publications.

Eells, T. D. (2007). *Handbook of psychotherapy—Case Formulation*. (2<sup>nd</sup> Ed.) New York: The Guilford Press.

Erford, B. T. (2020). *40 Techniques every counselor should know*. (2<sup>nd</sup> Ed.) Hoboken, NJ: Pearson Education.

Frew, J. & Spiegler, M. D. (2012). *Contemporary psychotherapies for a diverse world*. New York: Routledge.

Jones, S. L. & Butman, R. E. (2011). *Modern psychotherapies: A comprehensive Christian Appraisal*. (2<sup>nd</sup> Ed.) Downers Grove, IL: InterVarsity Press.

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

### 2. Selected Relevant Websites:

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/>

National Board for Certified Counselors: <http://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](mailto: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](mailto: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](mailto: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 Matthew 7:24-27:

*<sup>24</sup> “Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock. <sup>25</sup> And the rain fell, and the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on the rock. <sup>26</sup> And everyone who hears these words of mine and does not do them will be like a foolish man who built his house on the sand. <sup>27</sup> And the rain fell, and the floods came, and the winds blew and beat against that house, and it fell, and great was the fall of it.”*

During this semester, students will have the opportunity to study and practice counseling and psychotherapy theories developed by major figures in the field of psychology. Considering the central concept for this course, students will examine how congruent or non-congruent each theory is with their own values and principles, as well as with the Christian worldview which sees God as the rock on which true wisdom is founded. Students will also participate in classroom activities designed to assist each other in the development of theory-grounded counseling skills that are aligned with biblical principles and in agreement with God’s desire for humankind.

## VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students will be able to:

1. Strategies for personal and professional self-evaluation and implications for practice [CACREP 2F.1k]\*
2. Understand a variety of theories and models of counseling. [CACREP 2F.5a]
3. Understand a systems approach to conceptualizing clients [CACREP 2F.5b]
4. Be familiar with essential interviewing, counseling, and case conceptualization skills [CACREP 2F.5g]
5. Recognize developmentally relevant counseling treatment and intervention plans. [CACREP 2F.5h]

6. Be familiar with evidence-based counseling strategies and techniques for prevention and intervention [CACREP 2F.5j]
7. Understand processes that help in developing a personal model of counseling. [CACREP 2F.5n]
8. Know the theories and models related to clinical mental health counseling [CACREP 5C.1b]
9. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning [CACREP 5C.1c]
10. Be familiar with techniques and interventions for prevention and treatment of a broad range of mental health issues [CACREP 5C.3b]
11. Understand the philosophical basis underlying the helping process and be familiar with techniques of personal/social counseling in school settings [CACREP 5G.3f; TNSC 3]

\* Identifiers between brackets refer to the counseling core and specialty domains of Clinical Mental Health and School Counseling required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.

## 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](mailto: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

In this course, students will take a close look at how cultural variables and gender issues are associated with each counseling theoretical perspective, and how they impact the counseling process.

### 3. Incorporation of Research

#### A) Students:

Students will be required to base their choice of treatment interventions for multiple case situations on outcome research from the professional literature.

#### 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. Some examples of these resources are listed below:

Ablon, J. S., Levy, R. A., Katzenstein, T. (2006). Beyond brand names of psychotherapy: Identifying empirically supported change processes. *Psychotherapy: Theory, Research, Practice, Training*, 43, 216– 231. doi: 10.1037/0033-3204.43.2.216

Bitter, J. R. (2021). *Theory and practice of couples and family counseling*. Alexandria, VA: American Counseling Association

DeFife, J. A., & Hilsenroth, M. J. (2011). Starting off on the right foot: Common factor elements in early psychotherapy process. *Journal of Psychotherapy Integration*, 21, 172– 191. doi: 10.1037/a0023889

Flückiger, C., Del Re, A. C., Wampold, B. E., Symonds, D., & Horvath, A. O. ( 2012). How central is the alliance in psychotherapy? A multilevel longitudinal meta-analysis. *Journal of Counseling Psychology*, 59, 10 – 17. doi: 10.1037/a0025749

Hilsenroth, M. J., Cromer, T., & Ackerman, S. (2012). How to make practical use of therapeutic alliance research in your clinical work. In R. A. Levy J.

S. Ablon, & H. Kaechele (Eds.), *Psychodynamic psychotherapy research: Evidence-based practice and practice-based evidence* (pp. 361– 380). New York, NY: Springer Press. doi: 10.1007/978-1-60761-792-1-22

Owen, J., Quirk, K., Hilsenroth, M., & Rodolfa, E. (2012). Working through: In-session processes that promote between session thoughts and *Journal of Counseling Psychology*, 59, 161– 167. doi: 10.1037/a0023616

Pehlivan, T., & Güner, P. (2016). The use of theories in psychiatric nursing-II. *Journal of Psychiatric Nursing* 7(2), 100 - 104.

Molnar, Beth E.; Sprang, Ginny; Killian, Kyle D.; Gottfried, Ruth; Emery, Vanessa; Bride, Brian E. (2017). Advancing science and practice for vicarious traumatization/secondary traumatic stress: A research agenda. *Traumatology*, 23(2), 129 – 142. Educational Publishing Foundation.

#### 4. eClass

- A) The website for course access is [eclass.e.southern.edu](https://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](https://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.
- B) 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

- A) 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

- A) 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
- B) 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 556, 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

- A) 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.

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

- A) Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.
- B) 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.
- C) All assignments will be due on **Sunday nights at 11:55 p.m.**, except for the weekly reflection activities which will be due on Wednesdays 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.
- D) 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-3.b above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Sundays at 11:55 p.m. and the next day, Monday, at noon for all assignments due on Sundays. For assignments due on Wednesdays, the period of grace will end on the next day, Thursday, at noon.
- E) If an assignment has not been submitted by noon on Monday or 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.
- F) 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

- A) 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.
  
- B) 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 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.

##### A) 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.

B) Academic Assignments

- a. Assignments completed on MindTap will be automatically graded by the MindTap system and transferred to the eClass grade book immediately after completion.
- b. 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 like the final case report within a week.

However, this may take a few more additional days, given the number of students who are enrolled in this course.

- c. All course assignments have been organized under four core questions that will guide students through their learning experience. These questions are aligned with the MindTap activities that students will be completing on eClass. The four core questions are: **(1) Why Am I Here? (2) What Am I Learning? (3) How Do I Practice What I have Learned? (4) What Does This Mean to Me?** Course requirements are listed below under each of these questions.

### COURSE REQUIREMENTS

(1) Why Am I Here?

- (a) Self-Inventory: At the beginning of the semester, students will take a self-inventory which is posted on eClass. This inventory will serve to evaluate students' existing attitudes and beliefs regarding mental health and mental illness. Students will also explore the origin of these personal values and beliefs. This is important because it will help students understand how well each theoretical approach aligns with their own value system. Completion of this self-inventory will count toward the final grade for this course.

(2) What Am I Learning?

- (a) Assigned Readings: Each week, students will read assigned chapters from the required textbook, as indicated on the *Course Calendar* at the end of this syllabus. This reading should be completed before the class meeting where the chapter will be discussed. In other words, this is a pre-class requirement. On certain weeks, and as deemed necessary, the instructor may record additional information for added clarification on the material covered. These recordings will be posted on eClass under the appropriate class module.

- (b) Optional Lecturettes: After reading each textbook chapter, students will be able to obtain additional clarification on the chapter content by watching a 20-minute lecturette presented by Dr. Corey, the textbook author. Lecturettes have 2 or 3 questions on the subject that will help students solidify the concepts learned. This activity is optional, but students are encouraged to complete it because it will enhance their comprehension of the material.
  - (c) Chapter Quiz: After reading each textbook chapter, students will take a multiple-choice quiz that includes 25 questions. The purpose of this quiz is to assist students in assessing whether they understood the concepts presented in the chapter or not. Therefore, students will use it as a self-learning tool. If they realize that they are still needing to have a better command of the chapter content after taking the quiz for the first time, students will be allowed to retake the quiz until they feel that they have obtained a clear understanding of the material. Students will receive points for submitting the quiz on Sunday, before the next class discussion, and not for how many questions they got right on the first take. A student who has a good understanding of the chapter material will take approximately 20 minutes to finish the quiz when taking it for the first time.
- (3) How Do I Practice What I Have Learned?
- (a) Video Activity: Students will watch a counseling role play video featuring Dr. Corey and the case of Stan. The video surrounds the main theory of the chapter. Students will answer multiple-choice questions regarding the theory presented in the video. This activity will allow students to observe concrete examples of theories in action. The role plays and associated questions will help students make multiple connections between the theory studied and the actual application of that theory in clinical practice. Questions related to the video will need to be submitted to eClass to accumulate points toward the final grade.
  - (b) In-Class Participation: During Zoom meetings, students will have the opportunity to practice applying chapter concepts to real-life clinical cases. Especial focus will be given to reflecting on Gwen’s case, as described across the textbook.

Working in small teams (no more than 3 or 4 individuals), students will practice at developing case conceptualizations and treatment plans based on each theory. Once in the semester, and according to the ***Technique Presentation Schedule*** posted on eClass, **each team will demonstrate in class one technique of their choice that aligns with the theory being studied.**

Technique demonstrations will count toward the final grade for this course.

***General Guidelines for Technique Presentation:***

- Get organized. Winging an online presentation is bound to result in additional stress and roadblocks you didn't anticipate. Therefore, preparation is a must. You should get started as soon as possible by researching your technique, selecting the right tools to demonstrate it, and distribute the tasks equally among the members of your team.
- Your presentation should not take more than 10 minutes. Therefore, you are strongly advised to practice your presentation ahead of time, so you have a good sense of how much time it will take.
- Students may demonstrate the technique by using role play, acting a written script, and explaining its content to the class, showing a video that clearly demonstrates the technique in practice, presenting a narrated slide show, or by using any other way that will facilitate a good understanding of the technique for their classmates.
- Students should consult with the professor about their choice of technique and their ideas for presentation **at least a week** before their due date.
- The presentation can be pre-recorded. If you want to feel relaxed on your presentation day, meet outside of class with your teammates and record your presentation ahead of time. You may use your computer's webcam, your smartphone, or another camera equipped mobile device for that purpose. Once you have recorded your virtual presentation, you can upload the file to Panopto on eClass. This will give you the opportunity to make sure you are not going over time, to edit any parts that you may not like, and to correct any possible IT issues.
- On the day of the presentation, we will all be able to watch your seamless presentation, and you and your team members will just have to add a few comments or answer our questions.
- If you're going to appear in your presentation, whether it's live or recorded, pay attention to the background and lighting you'll have. Noticing a messy background or being unable to see you clearly because of the lighting could be distracting for your professor and classmates.
- The rubric that will be used to evaluate this presentation is posted on eClass. This will give you additional information on how to prepare and do well on your presentation. Technique demonstrations will count toward the final grade for this course.

(4) What Does This Mean to Me?

- (a) Reflection Activities: After attending each Zoom meeting, students will complete a reflection activity considering how the counseling theory just

covered applies to their own lives. Students will compare their own values and beliefs to the philosophical constructs of the theory. Questions and table/guide for this activity are posted on eClass.

*Note:* For some students, having to complete a reflection activity might feel boring, unnecessary, annoying, or undesirable. Students who feel this way, are typically students who have not developed the habit of self-reflection in their lives. This may work well for other professions, but when it comes to the counseling, psychology, psychiatry, or PMHNP professions, in other words mental health professions, self-reflection and emotional awareness is crucial for anyone to become a successful practitioner. Students are invited to welcome this activity with a positive disposition. In the end, they might discover the powerful benefits that this will bring not only to their careers, but also to their personal lives.

- (b) Gwen’s Case Conceptualization and Treatment Plan: Toward the end of the semester, students will develop a case conceptualization and treatment plan for Gwen. This will be based on the theory or theories that most align with the student’s personal values and beliefs. A guide for this assignment is posted on eClass.

**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
Self-Inventory	100	12	1, 3 [CACREP 2F.1k; 2F.5b]
Weekly Quizzes (14 quizzes x 20 points)	280	32	1 – 11 [CACREP 2F.1k; 2F.5a; 2F.5b; 2F.5g; 2F.5h; 2F.5j; 2F.5n; 5C.1b; 5C.1c; 5C.3b; 5G.3f]
Weekly Video Activity (10 videos x 10 points)	100	12	1 – 11 [CACREP 2F.1k; 2F.5a; 2F.5b; 2F.5g; 2F.5h; 2F.5j; 2F.5n; 5C.1b; 5C.1c; 5C.3b; 5G.3f]
In-Class Technique Demonstration	80	9	6, 10, 11 [CACREP 2F.5j; 5C.3b;



			5G.3f]
Reflection Activities (11 reflections x 10)	110	13	1 – 11 [CACREP 2F.1k; 2F.5a; 2F.5b; 2F.5g; 2F.5h; 2F.5j; 2F.5n; 5C.1b; 5C.1c; 5C.3b; 5G.3f]
Gwen’s Case Conceptualization and Treatment Plan	100	12	1 – 11 [CACREP 2F.1k; 2F.5a; 2F.5b; 2F.5g; 2F.5h; 2F.5j; 2F.5n; 5C.1b; 5C.1c; 5C.3b; 5G.3f]
Attendance (15 class sessions x 2 points)	30	3	
Evaluation of Professional Dispositions and Conduct	60	7	1 [CACREP 2F.1k]
<b>TOTAL</b>	<b>860</b>	<b>100</b>	

**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	808 – 860	94 – 100%
A-	774 – 807	90 – 93%
B+	748 – 773	87 – 89%
B	722 – 747	84 – 86%
B-	688 – 721	80 – 83%
C+	662 – 687	77 – 79%
C	636 – 661	74 – 76%
C-	602 – 635	70 – 73%
D+	576 – 601	67 – 69%
D	550 – 575	64 – 66%
D-	516 – 549	60 – 63%
F	0 – 515	



**IX. COURSE CALENDAR**

DATE	TOPIC FOR CLASS DISCUSSION	CACREP STANDARD TAUGHT	MODULE ASSIGNMENTS FOR THE WEEK	ASSIGNMENT DUE DATE/TIME
<b>COURSE ORIENTATION AND ORGANIZATION: AUGUST __ – __</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>• ZOOM CLASS SESSION</li> <li>○ Course Syllabus &amp; Expectations</li> <li>○ Introduction to Course</li> <li>○ Teams Sign-Up</li> </ul>		<ul style="list-style-type: none"> <li>✓ Sign up to work in small teams</li> <li>✓ Read Chapter 1</li> <li>✓ Watch Chapter 1 Video: <i>Introduction to the Case of Stan</i></li> <li>✓ Take Chapter 1 Quiz</li> </ul>	Sunday MM/DD (11:55 p.m.)
<b>MODULE 1: AUGUST __ – SEPTEMBER __ Chapter 1: Introduction and Overview</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>• ZOOM CLASS SESSION</li> <li>○ Chapter 1 Discussion</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<ul style="list-style-type: none"> <li>✓ Take Self-Inventory</li> <li>✓ Read Chapter 2</li> <li>✓ Take Chapter 2 Quiz</li> </ul>	Sunday MM/DD (11:55 p.m.)

<b>MODULE 2: SEPTEMBER __ – __</b>				
<b>Chapter 2: The Counselor: Person and Professional</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 2 Discussion</li> <li>○ Value Matrix</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>5C.1c:</b> Principles, models, and documentation formats of case conceptualization and treatment planning</p>	<ul style="list-style-type: none"> <li>✓ Skip Chapter 3 &amp; Read Handout: <i>Developing Case Conceptualizations &amp; Treatment Plans</i> (Berman, 2019)</li> <li>✓ Take Handout Quiz</li> </ul>	Sunday MM/DD (11:55 p.m.)
<b>MODULE 3: SEPTEMBER __ – __</b>				
<b>Handout: Developing Case Conceptualizations and Treatment Plans</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Handout Discussion</li> </ul>	<p><b>5C.1c:</b> Principles, models, and documentation formats of case conceptualization and treatment planning</p>	<ul style="list-style-type: none"> <li>✓ Read Chapter 4</li> <li>✓ Watch Chapter 4 Video: <i>Case of Stan</i></li> <li>✓ Take Chapter 4 Quiz</li> </ul>	Sunday MM/DD (11:55 p.m.)
<b>MODULE 4: SEPTEMBER __ – __</b>				
<b>Chapter 4: Psychoanalytic Therapy</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 4 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<ul style="list-style-type: none"> <li>✓ Complete Chapter 4 Reflection Activity</li> <li>✓ Read Chapter 5</li> <li>✓ Watch Chapter 5 Video: <i>Case of Stan</i></li> <li>✓ Take Chapter 5 Quiz</li> </ul>	Wednesday MM/DD (11:55 p.m.)
				Sunday MM/DD (11:55 p.m.)


<b>MODULE 5: SEPTEMBER __ – OCTOBER __</b> <b>Chapter 5: Adlerian Therapy</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 5 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	 Team 1–Technique Demonstration	In-Class Tuesday MM/DD
			<input checked="" type="checkbox"/> Complete Chapter 5 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 6 <input checked="" type="checkbox"/> Watch Chapter 6 Video: <i>Case of Stan</i> <input checked="" type="checkbox"/> Take Chapter 6 Quiz	Sunday MM/DD (11:55 p.m.)
<b>MODULE 6: OCTOBER __ – __</b> <b>Chapter 6: Existential Therapy</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 6 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k1;</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<input checked="" type="checkbox"/> Complete Chapter 6 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 7 <input checked="" type="checkbox"/> Watch Chapter 7 Video: <i>Case of Stan</i> <input checked="" type="checkbox"/> Take Chapter 7 Quiz	Sunday MM/DD (11:55 p.m.)

<p align="center"><b>MODULE 7: OCTOBER __ – __</b>  <b>Chapter 7: Person-Centered Therapy</b></p>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>• ZOOM CLASS SESSION</li> <li>○ Chapter 6 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p>	 Team 2–Technique Demonstration	In-Class Tuesday MM/DD
		<p><b>2F.5a:</b> theories and models of counseling</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<input checked="" type="checkbox"/> Complete Chapter 7 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
<p align="center"><b>MID-SEMESTER BREAK: OCTOBER __ – __</b></p>				
		<p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<input checked="" type="checkbox"/> Read Chapter 8 <input checked="" type="checkbox"/> Watch Chapter 8 Video: <i>Case of Stan</i> <input checked="" type="checkbox"/> Take Chapter 8 Quiz	Tuesday MM/DD <b>Due Time:</b> 4:00 p.m., before beginning of class


<b>MODULE 8: OCTOBER __ – __</b> <b>Chapter 8: Gestalt Therapy</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 8 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	 Team 3–Technique Demonstration	In-Class Tuesday MM/DD
			<input checked="" type="checkbox"/> Complete Chapter 8 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 9  <input checked="" type="checkbox"/> Watch Chapter 9 Video: <i>Case of Stan</i>  <input checked="" type="checkbox"/> Take Chapter 9 Quiz	Sunday MM/DD (11:55 p.m.)
<b>MODULE 9: OCTOBER __ – __</b> <b>Chapter 9: Behavior Therapy</b>				
Tuesday MM/D	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 9 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	 Team 4–Technique Demonstration	In-Class Tuesday MM/DD
			<input checked="" type="checkbox"/> Complete Chapter 9 Reflection Activity	Wednesday 10/26 (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 10  <input checked="" type="checkbox"/> Watch Chapter 10 Video: <i>Case of Stan</i>  <input checked="" type="checkbox"/> Take Chapter 10 Quiz	Sunday MM/DD (11:55 p.m.)


October ##: Last Day to Drop a Class with a “W”

**MODULE 10: NOVEMBER \_\_ - \_\_**  
**Chapter 10: Cognitive Behavior Therapy**


Tuesday MM/DD	<ul style="list-style-type: none"> <li>• ZOOM CLASS SESSION</li> <li>○ Chapter 10 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	 Team 5–Technique Demonstration	In-Class Tuesday MM/DD
			<input checked="" type="checkbox"/> Complete Chapter 10 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 11 <input checked="" type="checkbox"/> Watch Chapter 11 Video: <i>Case of Stan</i> <input checked="" type="checkbox"/> Take Chapter 11 Quiz	Sunday MM/DD (11:55 p.m.)

**MODULE 11: NOVEMBER \_\_ - \_\_**  
**Chapter 11: Choice Theory and Reality Therapy**

Tuesday MM/DD	<ul style="list-style-type: none"> <li>• ZOOM CLASS SESSION</li> <li>○ Chapter 11 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	 Team 6–Technique Demonstration	In-Class Tuesday MM/DD
			<input checked="" type="checkbox"/> Complete Chapter 11 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 13 <input checked="" type="checkbox"/> Watch Chapter 13 Video: <i>Case of Stan</i> <input checked="" type="checkbox"/> Take Chapter 13 Quiz	Sunday 11/13 (11:55 p.m.)

<b>MODULE 12: NOVEMBER __ – __</b> <b>Chapter 13: Postmodern Approaches</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 13 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>2F.5g:</b> Essential interviewing, counseling, and case conceptualization skills</p> <p><b>2F.5h:</b> Developmentally relevant counseling treatment or intervention plans</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>2F.5n:</b> Processes for aiding students in developing a personal model of counseling</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	 Team 7–Technique Demonstration	In-Class Tuesday MM/DD
			<input checked="" type="checkbox"/> Complete Chapter 13 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 14 <input checked="" type="checkbox"/> Watch Chapter 14 Video: <i>Case of Stan</i> <input checked="" type="checkbox"/> Take Chapter 14 Quiz	Sunday MM/DD (11:55 p.m.)
<b>THANKSGIVING BREAK: NOVEMBER __ to __</b>				



<b>MODULE 13: NOVEMBER __ to DECEMBER _</b> <b>Chapter 14: Family Systems Therapy</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>● ZOOM CLASS SESSION</li> <li>○ Chapter 14 Discussion &amp; Practice</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5b:</b> Systems approach to conceptualizing clients</p> <p><b>2F.5g:</b> Essential interviewing, counseling, and case conceptualization skills</p> <p><b>2F.5h:</b> Developmentally relevant counseling treatment or intervention plans</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>2F.5n:</b> Processes for aiding students in developing a personal model of counseling</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	 Team 8–Technique Demonstration	In-Class Tuesday MM/DD
			<input checked="" type="checkbox"/> Complete Chapter 14 Reflection Activity	Wednesday MM/DD (11:55 p.m.)
			<input checked="" type="checkbox"/> Read Chapter 15  <input checked="" type="checkbox"/> Watch Chapter 15 Video: <i>Case of Stan</i>  <input checked="" type="checkbox"/> Take Chapter 15 Quiz	Sunday 12/4 (11:55 p.m.)

<b>MODULE 14: DECEMBER 6 TO 11</b> <b>Chapter 15: An Integration Perspective</b>				
Tuesday MM/DD	<ul style="list-style-type: none"> <li>• ZOOM CLASS SESSION</li> <li>○ Chapter 14 Discussion</li> </ul>	<p><b>2F.1k:</b> Personal and professional self-evaluation and implications for practice</p> <p><b>2F.5a:</b> Theories and models of counseling</p> <p><b>2F.5b:</b> Systems approach to conceptualizing clients</p> <p><b>2F.5g:</b> Essential interviewing, counseling, and case conceptualization skills</p> <p><b>2F.5h:</b> Developmentally relevant counseling treatment or intervention plans</p> <p><b>2F.5j:</b> Evidence-based strategies and techniques</p> <p><b>2F.5n:</b> Processes for aiding students in developing a personal model of counseling</p> <p><b>5C.1b:</b> Theories and models related to clinical mental health counseling</p> <p><b>5C.1c:</b> Principles, models, and documentation formats of case conceptualization and treatment planning</p> <p><b>5C.3b:</b> Techniques and interventions for mental health issues</p> <p><b>5G.3f:</b> Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<ul style="list-style-type: none"> <li>✓ Complete Chapter 15 Reflection Activity</li> <li>✓ Submit Final Case Report: Gwen’s Case Formulation &amp; Treatment Planning</li> </ul>	Wednesday MM/DD (11:55 p.m.)  Tuesday MM/DD (11:55 p.m.)
<b>FINAL EXAMS WEEK – DECEMBER __ TO __</b> <b>GRADUATION DAY – DECEMBER __</b>				

## 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.