

- Shallcross, L (2011, October 1). Finding technology's role in the counseling relationship. *Counseling Today*. <https://ct.counseling.org/2011/10/finding-technologys-role-in-the-counseling-relationship/>
- Phillips, L (2019, May 22). Learning to love (or at least leverage) technology. *Counseling Today*. <https://ct.counseling.org/2019/05/learning-to-love-or-at-least-leverage-technology/>
- Steel, T., Jacotes, D., and Stone, C. (2014, September). An examination of the role of online technology in school counseling. *Professional School Counseling*. <https://journals.sagepub.com/doi/abs/10.1177/2156759X0001800118> (sign in to SAGE using your SAU access).
- Mallen, M., Vogel, D., and Rochlen, A. (2005, November 1). The practical aspects of online counseling: ethics, training, technology, and competency. *The Counseling Psychologist*. <https://journals.sagepub.com/doi/abs/10.1177/0011000005278625> (sign into SAGE using your SAU access).

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington DC: Author.
- Baird, B. (2007). *The internship, practicum, and field placement handbook: A guide for the helping professions* (5th ed.). Upper Saddle River, NJ: Pearson.
- Clinton, T., & Ohlschlager, G. (2002). *Competent Christian counseling*. Colorado Springs, CO: Waterbrook Press.
- Dillon, C. (2003). *Learning from mistakes in clinical practice*. Belmont, CA: Brooks/Cole Thomson Learning
- Gehart, D. R. (2016) *Case documentation in counseling and psychotherapy: A theory informed, competency-based approach*. Cengage Publishing
- Jongsma, A. E., Peterson, L. M., and Bruce, T. J. (2021) *The complete adult psychotherapy treatment planner* (Sixth Edition). Wiley
- Morrison, J., & Anders, T. F. (2001). *Interviewing children and adolescents: Skills and strategies for effective DSM-IV Diagnosis*. New York: Guilford.
- Myers Kiser, P. (2008). *The human services internship* (2nd ed.). Belmont, CA: Thomson & Brooks/Cole.
- Neukrug, E. D., (2017). *A brief orientation to counseling: Professional identity, history, and standards* (2nd ed.). Boston, MA: Cengage Learning.
- School of Education and Psychology, Southern Adventist University. (2016). *School Counseling Clinical Practicum & Internship Manual*. Collegedale, TN: Author.
- School of Education and Psychology, Southern Adventist University. (2016). *Clinical Mental Health Counseling Practicum Manual*. Collegedale, TN: Author.
- Scott, J., Boylan, J. C. and Jungers, C. (2015) *Practicum and Internship: Textbook and resource Guide for Counseling and Psychotherapy*. Routledge. New York, NY

- Zuckerman, E. L. (2005). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports* (6th ed.). New York: Guilford.

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 are hybrid and synchronous. Students have the choice to attend in person, or via Zoom. This course will utilize recorded lectures, online discussions, small group micro skills practice, and case studies for students to complete. Therefore, students will need to have a computer and internet service at their location and in class.

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: Call to make an appointment at **McKee Library:** 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at sfordham@southern.edu.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Proverbs 2:1-6 (NIV)

“My child, listen to what I say, and treasure my commands.² Tune your ears to wisdom, and concentrate on understanding.³ Cry out for insight, and ask for understanding.⁴ Search for them as you would for silver; seek them like hidden treasures.⁵ Then you will understand what it means to fear the LORD, and you will gain knowledge of God. ⁶ For the LORD grants wisdom! From his mouth come knowledge and understanding.”

This course focuses on teaching the foundations of counseling; attending and influencing skills. Attending to clients means to listen, observe, and reflect what the client is thinking, feeling, and saying. This requires the counselor to empathize and understand. Influencing skills requires a counselor to

judge when to speak, confront, or inspire change. Influencing skills require wisdom. God promises both wisdom and understanding to those who humbly seek.

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students should:

1. Understand the impact of technology on the counseling process. [CACREP 2.F.5.e]*
2. Understand the impact of technology on the counseling profession [CACREP 2.F.1.j]
3. Demonstrate essential interviewing and counseling skills. [CACREP 2.F.5.g]
4. Understand how the Clinical Practicum I and II, and Internship experiences work in the SAU Clinical Mental Health Counseling program, and what will be expected of during these experiences.
5. Be familiar with definitions, phases, and standards associated with the clinical practicum and internship experiences.
6. Demonstrate skills associated with practicum content issues, including the ability to conduct a mental status exam, intake interview, mental status evaluation, biopsychosocial history, mental history, and Psychological assessment for treatment planning and caseload management [5.C.3.a].

**Identifiers between brackets refer to the standards required by the council for Accreditation of Counseling and Related Educational Programs (CACREP)*

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**
 1. 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 at 423-236-2544, Bietz Center, 3rd floor, Suite 3900, or dss@southern.edu. 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](#).
 2. **ONLINE COURSES:** Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
 - ii. Professors may assume “no collaboration” is the rule unless they state otherwise.
2. Student Responsibilities:
 - i. 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.
 - ii. 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*.
 - iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
 - iv. 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.
3. 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

1. 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:
 - i. The photo should be a full-face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
 - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.

- iii. 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)

1. 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 in order 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.
2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. 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

1. *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.
2. *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.
3. *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 the Graduate

Handbook 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.

7. Transcripts

1. It is the students' responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at <http://www.southern.edu/administration/records/transcripts.html>

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

This course is hybrid and synchronous, therefore, the professor will utilize different online and in person methods of instruction, including: Small group activities, class discussions and activates, audio visual materials, and online quizzes, activities, and reflection. Students will also record, review, and transcribe two counseling sessions.

2. Diversity Considerations

During this course, students will take a close look at how diversity issues are likely to become pronounced during their field experience, and how these issues may impact the counseling process. Students will participate in class activities and exercises designed to develop cultural self-awareness and skills in working with people who are culturally different from themselves.

3. Incorporation of Research

1. *Students:* Students will be required to use research to support treatment planning interventions, discussion responses, and their advocacy research paper.
2. *Instructor:* The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate. Some examples of these resources are listed below:

Adams, C. M., Puig, A., Baggs, A., & Wolf, C. P. (2015). Integrating religion and spirituality into counselor education: Barriers and strategies. *Counselor Education and Supervision, 54*, 44- 56. <https://doi.org/10.1002/j.1556-6978.2015.00069.x>

Chan, C. D., Cor, D. N., & Band, M. P.(2018). Privilege and oppression in Counselor education: An intersectionality framework. *Journal of Multicultural Counseling and Development, 46*, 58 – 73. <https://doi.org/10.1002/jmcd.12092>

- 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
- Fulton, C., Shannonhouse, L. (2014). Developing servant leadership through counselor community engagement: A case example. *Journal of Counselor Leadership and Advocacy, 1*(1), 98-111. <http://dx.doi.org/10.1080/2326716X.2014.886978>
- Killian, T., & Floren, M. (2020). Exploring the relationship between pedagogy and counselor trainees’ multicultural and social justice competence. *Journal of Counseling and Development, 98*, 295 – 307. <https://doi.org/10.1002/jcad.12324>
- Owens, E. W., & Neale-McFall C. W. (2014). Counselor identity development: Toward a model for the formation of professional identity, *Journal of Counselor Leadership and Advocacy, 1*:1, 16-27, <https://doi.org/10.1080/2326716X.2014.886975>
- 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.
- Parrow, K., Sommers - Flanagan, J., Cova, J. S. Lungu, H. (2019). Evidence-based relationship factors: A new focus for mental health counseling research, practice, and training. *Journal of Mental Health Counseling, 4*(4), 327-342. <https://doi.org/10.17744/jmhc.41.4.04>
- Person, M., Garner, C., Gholston, M., & Petersen, C. (2020). Counselor Professional Identity Development in CACREP and Non-CACREP Accredited Programs. *The Journal of Counselor Preparation and Supervision, 13*(1). <http://dx.doi.org/10.7729/131.1335>
- Peters, H. C., & Vereen, L. G. (2020). Counseling leadership and professional counselor identity: A phenomenological study. *Journal of Counselor Leadership and Advocacy, 7*(2), 99-117. <https://doi.org/10.1080/2326716X.2020.1770143>

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](https://class.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/Presence

1. Attendance policy:

- i. 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.
- ii. Students who attend the live session are 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.
- iii. 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.
- iv. 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

- i. 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*
 - i. 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

1. 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.
2. 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. Submission Times and Late Work Caution

1. 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.
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 **Thursday nights at 11:59 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-3.b above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Thursdays till Sunday by 11:59 p.m..
5. If an assignment has not been submitted by Sunday, 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.

3. 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 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.

4. Receiving Feedback from the Professor

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions 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.

a) Academic Assignments

1. **Attendance** – Credit will be given for attendance and class participation. Unexcused absences will lower students’ final grade. Two late arrivals will constitute one absence. Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to review the recorded session, to master the concepts and skills covered, and to review any material distributed.

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

- a. Although the class meets online, additional computer use should be avoided to minimize distractions. Examples include; using computers, cell phones, or iPads to complete requirements for other courses, to chat with friends, to answer emails, or to simply find entertainment on the internet while the instructor or any classmate is speaking.
 - b. Sustaining private conversations through online private chat or in your personal environment, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting.
2. **MindTap** - Students will complete exercises through Cengage’s online platform, MindTap. The MindTap activities required for course credit are a weekly quiz, practice activity, and a reflective activity. There are other activities the students may complete to help improve their understanding of the topic, but no points are connected with them for the course.
 3. **Interview with a Faculty Member** - During the first part of the semester, students will be expected to make an appointment with either the SAU Counseling Clinic Coordinator or the Director of the Counseling Programs and discuss with them any questions they may have related to the Practicum II and Internship experiences. A form indicating completion of this assignment will be provided.
 4. **Informed Consent** - Students will pair up with another classmate to practice the counseling microskills. Students together will complete an informed consent; an essential clinical document. An example of the informed consent is provided in the text and on eClass. You will work with your team member to write up the informed consent you will use for your practice sessions. Remember to include statements about confidentiality, limits of confidentiality, and privacy as it relates to the counseling program and the assignment. Remember: the sessions will be video recorded. This information must be included in the informed consent. Also, please include statements about therapeutic boundaries, dual relationships, and levels of competency.
- Even though you are working in teams, you will each submit the assignment. This means each team member is submitting the same consent form.
5. **Biopsychosocial** - Students will conduct an intake in class with a mock client and then complete a biopsychosocial (BPS). A BPS is a document counselors write after an initial interview. Students are provided with an example and a template.
 6. **Microskill Analysis**

Part I: During the first weeks of the semester, students will be expected to video record a role-played counseling session with one of their classmates. This session should last approximately 15 minutes. Students will then review the video and produce a written transcript of the conversation that took place between the “counselor” and the “client.” A format to follow when writing this transcript will be provided

Part II: During the last weeks of the semester, students will again video record a role-played counseling session with their chosen classmate. This session should last approximately 15 minutes. Students will then review the video and produce a written transcript of the conversation, along with a transcript analysis. The format to follow for this second part of the microskills analysis will be slightly different than the one used at the beginning of the semester and it is provided at the end of this syllabus.

7. **Microskills Performance Change Paper** - Toward the end of the semester, students will need to write a paper comparing their performance between their microskills Analysis, Part 1 and Part 2. This paper will note any positive change, improvement or growth students may have observed between the two parts. It will need to be organized according to microskills falling under 2 general categories: (1) Basic Attending and Listening Skills, and (2) Influencing Skills. You will provide a section of a transcribed example of a listening/attending skills and an influencing skill. This paper will be three to five (double-spaced) pages. A rubric will be provided. Additional details will be provided during class.

5. 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
MindTap Exercises (20 X 13)	260	43	1, 3, & 6
Class Attendance and Participation (13 X 10)	130	22	1 – 6
Informed Consent	20	3	2 - 6
Biopsychosocial	20	3	4 - 6
Disposition Review	10	1	
Microskills Analysis & Counseling Practice			
Microskills Analysis – Part 1	50	9	1, 3, & 6

Microskills Analysis – Part 2	50	9	1, 3, & 6
Microskills Change Paper	60	10	1, 3, & 6
TOTAL	600	100	

1. 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	

[See Course Calendar on Next Page]

IX. COURSE CALENDAR

Date	Content Area	CACREP Common Core Curricular Experiences	Assignment Due
Th - 8/25	<ul style="list-style-type: none"> ● Introduction to Course ● Ivey, Ch. 1 – Toward Intentional Interviewing, Counseling and Psychotherapy ● Learning to Love (or at Least Leverage) Technology (Phillips article) 	<p>2.F.5.e Understand the impact of technology on the counseling process</p> <p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (1,2,3,4,5)</p>	<p>DB: Introductions MindTap Exercises</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● syllabus Review ● Heart Surgery Exercise
Th - 9/1	<ul style="list-style-type: none"> ● Ivey, Ch. 2 – Ethics, Multicultural Competence, Neuroscience, and Positive Psychology/Resilience ● The Practical Aspects of Online Counseling: Ethics, Training, Technology, and Competency (Mallen article) ● Discuss social media use and telehealth as relates to informed consent 	<p>2.F.1.j Technology’s impact on the counseling profession</p> <p>2.F.5.e Understand the impact of technology on the counseling process</p> <p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (2,3,4,5)</p>	<p>MindTap Exercises</p> <p>IN CLASS</p> <ul style="list-style-type: none"> ● The Respectful Model ● Informed Consent
Th - 9/8	<ul style="list-style-type: none"> ● Ivey, Ch. 3 – Attending and Empathy Skills 	<p>2.F.5.e Understand the impact of technology on the counseling process</p> <p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (1,2,3,4,5)</p>	<p>DUE: Informed Consent</p> <p>MindTap Exercises</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● Practice Observation

<p>Th- 9/15</p>	<ul style="list-style-type: none"> ● Ivey, Ch. 4 – Observation Skills ● An Examination of the Role of Online Technology in School Counseling (Steel et. al.) ● Finding Technology’s Role in the Counseling Relationship (Shallcross) ● Discuss the impact of telehealth observing non-verbal behaviors 	<p>2.F.1.j Technology’s impact on the counseling profession</p> <p>2.F.5.e Understand the impact of technology on the counseling process</p> <p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (1,2,3,4,5)</p>	<p>MindTap Exercises</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● Practice Observation ● Microskills Analysis
<p>Th- 9/22</p>	<ul style="list-style-type: none"> ● Ivey, Ch. 5 – Questions: Opening Communication 	<p>2.F.5.e Understand the impact of technology on the counseling process</p> <p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (1,2,3,4,5)</p>	<p>DUE: Microskills Analysis report #1</p> <p>MindTap Exercises</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● The art of questioning
<p>Th – 9/29</p>	<ul style="list-style-type: none"> ● Ivey, Ch. 6 – Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening 	<p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (2,3,4,5)</p>	<p>MindTap Exercises</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● The art of listening
<p>Th – 10/6</p>	<ul style="list-style-type: none"> ● Ivey, Ch. 7 – Reflecting Feelings: The Heart of Empathetic Understanding ● Discussion of telehealth limits for reflecting feelings, and best practices 	<p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (2,3,4,5)</p>	<p>MindTap Exercises</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● Reflection of feelings
<p>Th – 10/13</p>	<ul style="list-style-type: none"> ● Ivey, Ch. 8 – How to Conduct a Five-Stage Counseling Session Using Only Listening Skills 	<p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (2,3,4,5)</p>	<p>FALL Break - NO CLASS</p>

T – 10/20	➤Ivey, Ch. 9 – Focusing the Counseling Session: Contextualizing and broadening the story	2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization Skill outcomes (2,3,4,5)	MindTap Exercises IN-CLASS ● Focusing skills
T – 10/27	➤Ivey, Ch. 10 – Empathic Confrontation :Identifying and challenging Client Conflict	2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization Skill outcomes (2,3,4,5)	MindTap Exercises IN-CLASS ● The Art of Confrontation
Th – 11/3	➤Ivey, Ch. 11 – Reflection of Meaning and Interpretation/Reframing: Helping Clients Restory Their Lives	2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization Skill outcomes (2,3,4,5)	MindTap Exercises IN-CLASS ● Practice reflection of meaning and interpretation
Th - 11/10	➤Ivey, Ch. 12 – Action Skills for Building Resilience and Managing Stress	2.F.5.e Understand the impact of technology on the counseling process 2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization Skill outcomes (1,2,3,4,5)	MindTap Exercises IN-CLASS ● Practice Self-disclosure, giving Feedback , and logical consequences ● MicroSkills Analysis
Th – 11/17	➤Ivey, Ch. 13 – Counseling Theory and Practice: How to integrate the Microskills with multiple approaches	2.F.5.e Understand the impact of technology on the counseling process 2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization Skill outcomes (1,2,3,4,5)	DUE: Microskills Analysis #2 MindTap Exercises IN-CLASS ● Crisis Counseling and Suicide Awareness and Knowledge ● Intake Interview
Thanksgiving break 11/21 – 11/26			

<p>Th – 12/21</p>	<ul style="list-style-type: none"> ● Ivey, Ch. 14 – Skill Integration, Determining Personal Style, and Transcendence 	<p>2.F.5.e Understand the impact of technology on the counseling process</p> <p>2.F.5.g Demonstrate Essential Interviewing, Counseling, and Case Conceptualization</p> <p>Skill outcomes (1,2,3,4,5)</p>	<p>DUE: Biopsychosocial MindTap Exercises</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● Writing and formulating Treatment plans ● Microskills Analysis Report #2
<p>12/8</p>	<ul style="list-style-type: none"> ● Developing Treatment plans 		<p>DUE: Microskills Change Paper (12/16)</p> <p>IN-CLASS</p> <ul style="list-style-type: none"> ● Treatment Plan ● Practicum II introduction and Preparation

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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

- D.** *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.
- E.** *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
 2. an informed facilitator,
 3. a reflective decision maker, and
 4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

F. *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.