

COURSE SYLLABUS



COUN 586 –School Counseling Internship

1 – 6 Semester Credits

[term/year]

Meeting Day/Time: [day, time]

Professor:

Email:

Office Phone:

Physical Office:

Virtual Office:

Office Hours: Available on the following days and times:

[Insert Days]	[Insert Times]

Calendly Link: Students should use the following Calendly link to schedule appointments:

<https://calendly.com/>

VIRTUAL CLASSROOM LOCATION:

I. COURSE DESCRIPTION:

This course consists of supervised field experience in a school setting. A total of 6 semester hours and 600 clock hours of clinical work are required. This will include a variety of activities that a regularly employed school counselor is expected to perform. At least 240 clock hours are required in direct client contact, individual counseling, group work, developmental classroom guidance, and parent/community conferences. This will be done under the supervision of a certified school counselor and will also include consultation with an assigned faculty supervisor, research on clinical issues, and attendance at a weekly supervision group. The student, referred in this course as *candidate or counselor candidate*, typically takes 2 semesters to complete this course. The first half of the course is taken during fall semester and the second half during winter semester.

Annual program outcomes reporting and the *Counseling Outcomes Assessment Report* are available online at www.southern.edu/academics/edpsych/counseling/resources.html

II. REQUIRED READING:

American School Counselor Association (2014). *The ASCA National Model: A Framework for School Counseling Programs*, 4th edition. Alexandria, VA: Author.

School of Education and Psychology, Southern Adventist University (2013). *Field Experience Manual for School Counselor Education*. (rev. ed.) Collegedale, TN: Author

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). 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.

Boylan, J. C., & Scott, J. (2008). *Practicum and internship: Textbook and Resource Guide for Counseling and Psychotherapy* (4th ed.). Philadelphia, MA: Brunner-Routledge.

Brown, D., & Trusty, J. (2005). School counselors, comprehensive school counseling programs, and academic achievement: Are school counselors promising more than they can deliver? *American School Counselor Association*, 9(10), 1-8.

Clark, M., & Stone, C. (2000). The developmental school counselor as educational leader. In J. Wittmer (Ed.), *Managing your school counseling program: K-12 developmental strategies* (2nd ed., pp. 75-81). Minneapolis, MN: Educational Media.

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.

Jongsma, A. E., Peterson, L. M. and McInnis, W. P. *TheraScribe v3.0: The Computerized Assistant to Psychotherapy Treatment Planning*, John Wiley & Sons, New York, 1997. (Software Program)

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.

Zuckerman, E. L. (2005). *Clinician's thesaurus: The guide to conducting interviews and*

writing psychological reports (6th ed.). New York: Guilford.

Selected Relevant Websites:

American Academy of Child and Adolescent Psychiatry: <http://www.aacap.org/>

American Association of Christian Counselors: <http://www.aacc.net/>

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

American Psychiatric Association: <http://www.psych.org/>

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

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. Due to the sensitive content of supervision, end-to-end encryption will be used during all sessions to protect confidentiality.

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 Matthew 7:24-27:

²⁴ “Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock. ²⁵ 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. ²⁶ 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. ²⁷ 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. Adhere to ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. Apply and adhere to ethical and legal standards specific to school counseling. ** [CACREP 2.F.1.i and TNSC 9]
2. Apply competencies in multicultural counseling, using approaches sensitive to diversity , equity, and opportunity in student learning and development. ** [CACREP 2.F.2.c and TNSC 2]
3. Differentiate normal and abnormal personality development within recognized theories. ** [CACREP 2.F.3.c]
4. Apply essential interviewing, counseling, and case conceptualization skills. ** [CACREP 2.F.5.g]
5. Apply foundational theories of group counseling and group work. ** [CACREP 2.F.6.1]
6. Follow procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. ** [CACREP 2.F.7.c]
7. Apply techniques of personal/social counseling in school settings. [CACREP SC-5.G.3.f]*
8. Apply and adhere to ethical and legal standards in school counseling. [TNSC 9] [delete, it’s been added to #1]
9. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. [TNSC 3]
10. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. [TNSC 3, 4]
11. Demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. [TNSC 9]
12. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. [TNSC 2] [delete, it’s been added to #2]
13. Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. [TNSC 1, 3]
14. Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. [TNSC 2]
15. Engage parents, guardians, and families to promote student development. [TNSC 10, 12]
16. Make appropriate referrals to school and/or community resources. [TNSC 10, 12]
17. Assess barriers that impede students’ academic, career, and personal/social development. [TNSC 3]
18. Conduct programs designed to enhance student academic development. [TNSC 4]
19. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. [TNSC 4]

20. Work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. [TNSC 10, 11, 12]
21. Locate resources in the community that can be used in the school to improve student achievement and success. [TNSC 12]
22. Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. [TNSC 10]
23. Use peer helping strategies in the school counseling program. [TNSC 4]
24. Use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. [TNSC 12]
25. Plan and present school counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance. [TNSC 12]

* 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.

3. Academic Honesty

- a) 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.

- b) 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.

- 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

- a) 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)

- 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 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.
- b) 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.
- 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 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

- a) 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>

8. All candidates participating in field experiences requiring interaction with children in schools must complete a Tennessee Bureau of Investigation (TBI) background check and affirm that they are not registered sex offenders on the Tennessee Sex Offender Registry. Candidates should have completed this requirement as part of their COUN 582 – Clinical Practicum I. However, if for some reason, they have not done so, they will not be allowed to register for this course until this requirement is fulfilled. Legal declaration and waiver forms are available in the School of Education and Psychology Main Office.

9. Professional Conduct

Candidates are expected to act a professional manner and abide by the ethical principles of the American Counseling Association (ACA) and the American Counselor Association (ASCA). Onsite supervisors are expected to report to the faculty advisor any violation of these ethics codes via email. Any proven violation of these ethics codes will set in motion the following steps:

- a) Onsite supervisor contacts faculty supervisor and explains what happened via email.
- b) Faculty supervisor responds by setting a meeting with onsite supervisor and candidate to discuss the matter.
- c) After communicating thoroughly with the candidate and determining how serious the violation was, both supervisors will submit recommendations for academic discipline to the Counseling Programs Council. The situation could result in a final grade of 0% or F in this course, and it may cause the candidate's permanent dismissal from the program.

10. Punctual Attendance at Internship Sites:

Candidates are expected to be present at their internship sites during the hours for which they have been scheduled to work; be punctual for appointments with students, their families, school staff, supervisors, and other scheduled meetings; be prepared to submit all agency reports and records on time; and be respectful toward students, school staff, supervisors and any individual with whom they have contact.

In the event of a serious emergency that prevents candidate from being on time and/or present at the internship site when expected, candidate is required to make sure the site supervisor is informed about the situation as soon as candidate becomes aware of it. This should be done by speaking with onsite supervisor by phone and following up with an e-mail. Phone text messages will be accepted only if printed copies of the messages are available. If messages are left with the school secretary, candidates are expected to request a confirmation of the received message in writing. Failure to fulfill this requirement will set in motion the following steps:

- a) Onsite supervisor contacts faculty supervisor and explains what happened via email.
- b) Faculty supervisor responds by setting a meeting with onsite supervisor and candidate to discuss the matter.
- c) If it becomes clear that candidate could have informed the onsite supervisor about the situation and failed to do so, 50% will be deducted from candidate's final grade in this course.
- d) If candidate repeats the situation, another 50% will be deducted from the candidate's final grade in this course, resulting in a 0% or F.

11. Dress Code:

It is important to dress professionally each day. Candidates must make a special effort for people to view them seriously and professionally. The professionals that candidates work with during their field experiences will be the people providing important references later.

12. School Counseling Field Experience Manual

Candidates are expected to follow guidelines of the *School Counseling Field Experience Manual*.

13. Familiarity with the School Setting and School Counseling Program

Candidates will need to become familiar with the school setting, policies, calendar, schedules, forms and procedures. Their site supervisors will probably be introducing them to the principal and teachers. Candidates will need to spend time getting to know the school as a social setting with the complexities of interactions that happen in that environment. In addition, they will need to become familiar with the counseling and guidance services office, acquire a good sense of what the school counseling supervisor does on a day-to-day basis, and begin to get an understanding of how the school counseling and guidance program is delivered.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of methods of instruction and supervision, including group discussions, demonstrations, experiential activities, readings, and evaluation of counseling video recordings and case reports.

2. Diversity Considerations

The school counseling practicum and internship experience at Southern Adventist University is designed to ensure that counselor candidates have a high level of exposure to diverse populations. During the course of this semester, candidates will be required to complete direct and indirect hours of counseling and guidance services at schools offering instruction from Pre-K to 12 grade level. These have been chosen as partnership schools because, among other factors, their demographic data demonstrate a significant presence of diverse groups, and onsite supervisors will be assigning the candidates to specific tasks involving diverse students. In addition, during individual/triadic and group supervision, candidates will take a close look at how diversity issues are impacting their practicum experience, the developmental level where they find themselves in terms of diversity concerns, and the personal goals they want to achieve to improve their skills in working with diverse groups.

3. Incorporation of Research

1. *Students:*

Due to the practical nature of this course, candidates will focus their time on practice-oriented over research-oriented activities.

2. *Instructor:*

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

Christensen, T., & Kline, W. (2001). Anxiety as a condition for learning in group supervision. *The Journal for Specialists in Group Work*, 26, 385-396.

Constantine, M., & Ladany, N. (2000). Self-report multicultural counseling competence scales: Their relation to social desirability attitudes and multicultural case conceptualization ability. *Journal of Counseling Psychology*, 47, 155-164

Crether, H. (2008). How shall I evaluate you? Determining supervisee inexperience, impairment, or incompetence. In L. Tyson, J. Culbreth, & J. Harrington (Eds.), *Critical incidents in clinical supervision: Addictions, community and school counseling*. Alexandria, VA: American Counseling Association.

Fleming, L., Glass, J., Fujisaki, S., & Tonner, S. (2010). Group process and learning: A grounded theory model of group supervision, *Training and Education in Professional Psychology*, 4(3), 194-203.

Gillam, S. L., & Crutchfield, L. (2001). Collaborative group supervision of practicum students and interns. *Clinical Supervisor*, 20(1), 49-59.

Lambie, G., & Sias, S. (2009). An integrative psychological developmental model of supervision for professional school counselors-in-training. *Journal of Counseling & Development*, 87, 349-356.

4. eClass

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

- a) *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.

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.

- ii. 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.
- 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. 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.
- v. 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*

- 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

b) *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

- 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). 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.
- b) 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 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.

b) Academic Assignments

- i. [Professor will list assignments here with clear explanations on how to complete them.]

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
Weekly Quizzes (14 quizzes x 20 points)	280	32	1 – 7
Weekly Video Activity (10 videos x 10 points)	100	12	1 – 7
In-Class Technique Demonstration	80	9	3, 6, 7
Reflection Activities (11 reflections x 10)	110	13	1 – 7
Gwen’s Case Conceptualization and Treatment Plan	100	12	1 – 7
Attendance (15 class sessions x 2 points)	30	3	
Evaluation of Professional Dispositions and Conduct	60	7	
TOTAL	860	100	

a) **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
COURSE ORIENTATION AND ORGANIZATION: AUGUST ____ to ____				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Course Syllabus & Expectations ○ Introduction to Course ○ Teams Sign-Up 		<ul style="list-style-type: none"> ✓ Sign up to work in small teams ✓ Read Chapter 1 ✓ Watch Chapter 1 Video: <i>Introduction to the Case of Stan</i> ✓ Take Chapter 1 Quiz 	Sunday 8/28 (12:55 p.m.)
MODULE 1: August ____ to September ____ Chapter 1: Introduction and Overview				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 1 Discussion 	2F.5a Theories and models of counseling 5C.1b Theories and models	<ul style="list-style-type: none"> ✓ Take Self-Inventory ✓ Read Chapter 2 ✓ Take Chapter 2 Quiz 	Sunday 9/4 (12:55 p.m.)

		related to clinical mental health counseling 5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools		
MODULE 2: SEPTEMBER ____ to ____ Chapter 2: The Counselor: Person and Professional				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 2 Discussion ○ Value Matrix 	5C.1c Principles, models, and documentation formats of case conceptualization and treatment planning	<ul style="list-style-type: none"> ✓ Skip Chapter 3 & Read Handout: <i>Developing Case Conceptualizations & Treatment Plans</i> (Berman, 2019) ✓ Take Handout Quiz 	Sunday 9/11 (12:55 p.m.)
MODULE 3: SEPTEMBER ____ to ____ Handout: Developing Case Conceptualizations and Treatment Plans				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Handout Discussion 	5C.1c Principles, models, and documentation formats of case conceptualization and treatment planning	<ul style="list-style-type: none"> ✓ Read Chapter 4 ✓ Watch Chapter 4 Video: <i>Case of Stan</i> ✓ Take Chapter 4 Quiz 	Sunday 9/18 (12:55 p.m.)
MODULE 4: SEPTEMBER ____ - ____ Chapter 4: Psychoanalytic Therapy				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 4 Discussion & Practice 	2F.5a Theories and models of counseling 5C.1b Theories and models related to clinical mental health	<ul style="list-style-type: none"> ✓ Complete Chapter 4 Reflection Activity ✓ Read Chapter 5 ✓ Watch Chapter 5 Video: <i>Case of Stan</i> 	Wednesday 9/21 (12:55 p.m.) Sunday 9/25 (12:55 p.m.)

		counseling 5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools	✓ Take Chapter 5 Quiz	
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MODULE 5: SEPTEMBER ____ to OCTOBER ____
Chapter 5: Adlerian Therapy


Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 5 Discussion & Practice 	2F.5a Theories and models of counseling	 Team 1–Technique Demonstration	In-Class Tuesday 9/27
		2F.5j Evidence-based strategies and techniques	✓ Complete Chapter 5 Reflection Activity	Wednesday 9/28 (12:55 p.m.)
		5C.1b Theories and models related to clinical mental health counseling	<ul style="list-style-type: none"> ✓ Read Chapter 6 ✓ Watch Chapter 6 Video: <i>Case of Stan</i> ✓ Take Chapter 6 Quiz 	Sunday 10/2 (12:55 p.m.)
		5C.3b Techniques and interventions for mental health issues		
		5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools		



MODULE 6: OCTOBER ____ to ____
Chapter 6: Existential Therapy

Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 6 Discussion & Practice 	2F.5a Theories and models of counseling	<input checked="" type="checkbox"/> Complete Chapter 6 Reflection Activity	Wednesday 10/5 (12:55 p.m.)
		5C.1b Theories and models related to clinical mental health counseling 5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools	<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 10/9 (12:55 p.m.)



MODULE 7: OCTOBER ____ to ____
Chapter 7: Person-Centered Therapy

Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 6 Discussion & Practice 	2F.5a Theories and models of counseling	 Team 2–Technique Demonstration	In-Class Tuesday 10/11
		2F.5j Evidence-based strategies and techniques 5C.1b Theories and models related to clinical mental health counseling 5C.3b Techniques and interventions for mental health issues 5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools	<input checked="" type="checkbox"/> Complete Chapter 7 Reflection Activity	Wednesday 10/12 (12:55 p.m.)

MID-SEMESTER BREAK: OCTOBER ___ to ___				
		2F.5a Theories and models of counseling 5C.1b Theories and models related to clinical mental health counseling 5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools	✓ Read Chapter 8 ✓ Watch Chapter 8 Video: <i>Case of Stan</i> ✓ Take Chapter 8 Quiz	Tuesday 10/18 Due Time: 4:00 p.m., before beginning of class
MODULE 8: OCTOBER ___ to ___ Chapter 8: Gestalt Therapy				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 8 Discussion & Practice 	2F.5a Theories and models of counseling 2F.5j Evidence-based strategies and techniques 5C.1b Theories and models related to clinical mental health counseling 5C.3b Techniques and interventions for mental health issues 5G.3f Philosophical basis of	 Team 3–Technique Demonstration ✓ Complete Chapter 8 Reflection Activity ✓ Read Chapter 9 ✓ Watch Chapter 9 Video: <i>Case of Stan</i> ✓ Take Chapter 9 Quiz	In-Class Tuesday 10/18 Wednesday 10/19 (12:55 p.m.) Sunday 10/23 (12:55 p.m.)

		the helping process and techniques of personal/social counseling in schools		
MODULE 9: OCTOBER ___ to ___ Chapter 9: Behavior Therapy				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 9 Discussion & Practice 	2F.5a Theories and models of counseling	 Team 4–Technique Demonstration	In-Class Tuesday 10/25
		2F.5j Evidence-based strategies and techniques	✓ Complete Chapter 9 Reflection Activity	Wednesday 10/26 (12:55 p.m.)
		5C.1b Theories and models related to clinical mental health counseling	<ul style="list-style-type: none"> ✓ Read Chapter 10 ✓ Watch Chapter 10 Video: <i>Case of Stan</i> ✓ Take Chapter 10 Quiz 	Sunday 10/30 (12:55 p.m.)
		5C.3b Techniques and interventions for mental health issues		
		5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools		
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"> • ZOOM CLASS SESSION ○ Chapter 10 	2F.5a Theories and models of counseling	 Team 5–Technique Demonstration	In-Class Tuesday 11/1
			✓ Complete Chapter 10	Wednesday

	Discussion & Practice	<p>2F.5j Evidence-based strategies and techniques</p> <p>5C.1b Theories and models related to clinical mental health counseling</p> <p>5C.3b Techniques and interventions for mental health issues</p> <p>5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<p>Reflection Activity</p> <p>✓ Read Chapter 11</p> <p>✓ Watch Chapter 11 Video: <i>Case of Stan</i></p> <p>✓ Take Chapter 11 Quiz</p>	<p>11/2 (12:55 p.m.)</p> <p>Sunday 11/6 (12:55 p.m.)</p>
<p>MODULE 11: NOVEMBER ____ - ____</p> <p>Chapter 11: Choice Theory and Reality Therapy</p>				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 11 Discussion & Practice 	<p>2F.5a Theories and models of counseling</p> <p>5C.1b Theories and models related to clinical mental health counseling</p> <p>5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<p>✓ Complete Chapter 11 Reflection Activity</p> <p>✓ Read Chapter 13</p> <p>✓ Watch Chapter 13 Video: <i>Case of Stan</i></p> <p>✓ Take Chapter 13 Quiz</p>	<p>Wednesday 11/9 (12:55 p.m.)</p> <p>Sunday 11/13 (12:55 p.m.)</p>

MODULE 12: NOVEMBER ___ - ___ Chapter 13: Postmodern Approaches				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 13 Discussion & Practice 	2F.5a Theories and models of counseling	 Team 6–Technique Demonstration	In-Class Tuesday 11/15
		2F.5j Evidence-based strategies and techniques	✓ Complete Chapter 13 Reflection Activity	Wednesday 11/16 (12:55 p.m.)
		5C.1b Theories and models related to clinical mental health counseling	✓ Read Chapter 14 ✓ Watch Chapter 14 Video: <i>Case of Stan</i> ✓ Take Chapter 14 Quiz	Sunday 11/20 (12:55 p.m.)
		5C.3b Techniques and interventions for mental health issues		
		5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools		
THANKSGIVING BREAK: NOVEMBER ___ - ___				
MODULE 13: NOVEMBER ___ to DECEMBER ___ Chapter 14: Family Systems Therapy				
Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 14 Discussion & Practice 	2F.5b Systems approach to conceptualizing clients	 Team 7–Technique Demonstration	In-Class Tuesday 11/29
		2F.5j Evidence-based strategies and	✓ Complete Chapter 14 Reflection Activity	Wednesday 12/30 (12:55 p.m.)
			✓ Read Chapter 15	Sunday 12/4

		<p>techniques</p> <p>5C.3b Techniques and interventions for mental health issues</p> <p>5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools</p>	<p>✓ Watch Chapter 15 Video: <i>Case of Stan</i></p> <p>✓ Take Chapter 15 Quiz</p>	(12:55 p.m.)
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MODULE 14: DECEMBER ____ TO ____
Chapter 15: An Integration Perspective

Tuesday mm/dd	<ul style="list-style-type: none"> • ZOOM CLASS SESSION ○ Chapter 14 Discussion 	<p>2F.5a Theories and models of counseling</p>	<p>✓ Complete Chapter 15 Reflection Activity</p>	<p>Wednesday 12/7 (12:55 p.m.)</p>
		<p>2F.5b Systems approach to conceptualizing clients</p> <p>2F.5j Evidence-based strategies and techniques</p> <p>5C.1b Theories and models related to clinical mental health counseling</p> <p>5C.1c Principles, models, and documentation formats of case conceptualization and treatment planning</p> <p>5C.3b Techniques and</p>	<p>✓ Submit Final Case Report: Gwen’s Case Formulation & Treatment Planning</p>	<p>Tuesday 12/6 (12:55 p.m.)</p>

		interventions for mental health issues 5G.3f Philosophical basis of the helping process and techniques of personal/social counseling in schools		
FINAL EXAMS WEEK – DECEMBER ____ - ____ GRADUATION DAY – DECEMBER ____				

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.