

MAC520 PRACTICUM & PROFESSIONAL ORIENTATION
FEBRUARY 18 – MAY 20, 2019
SPRING 2019
3-CREDIT HOURS

Last revised: 02/11/2019

**Missio Seminary exists to produce missional Christian leaders-
men and women who incarnate the story of Jesus with humility and authenticity and who
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,
and sensitivity to the needs and aspirations of postmodern culture.**

PROFESSOR

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By appointment

GRADUATE SCHOOL OF COUNSELING PROGRAM PURPOSE

In an effort to equip students to provide wise counsel for hurting people, along with a hope for lasting change, our seminary-based counseling program exists to prepare professional counselors for professional and non-professional ministry, who love people in all their God-given diversity, who engage science and culture with wisdom and discernment, and who skillfully apply the grace and truth of the Gospel first to their own lives and then to their counselees.

CATALOG DESCRIPTION

Based on prior coursework, students will begin to develop their professional identity and skills. The course expands on students' knowledge of professional ethics and responsibilities. In addition, the course provides a supportive learning environment for students to assess strengths and weaknesses as a counselor. Small group sessions will provide instruction on how to get the most out of the practicum experience, group consultation on counseling cases, and discussion of problems and issues relating to the life and work of the counselor. During the course each student will be completing 100 hours of practicum and professional experience at an approved practicum site. In addition, students will complete 3 clock hours of DPW/DHS approved Child Abuse Recognition and Reporting Requirements training.

PERSONAL NOTE FROM THE PROFESSOR

The purpose of this course is to help counseling graduate students develop effective counseling skills that will serve them well in working with a variety of clients. In addition, students will learn to present cases to peers and to offer constructive criticism and ideas in a "treatment team" or "case conference" format. Class sessions will involve experiential exercises; discussions of theories, techniques, common problems, ideas, and analyses of case presentations. Specific counseling issues as addressed in recent professional literature will be reviewed.

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
To have students live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and community.	1. Expand knowledge about the counseling profession. 2. Identify and critique personal strengths and challenges in a professional environment. 3. Implement a personal and professional growth plan. 4. Implement self-care strategies.
To have students demonstrate a commitment to humble, learner-oriented ministry in a world marked by cultural, theological, and philosophical diversity.	5. Name potential beliefs and values that hinder ethical practice. 6. Review and apply ethical principles to common counseling scenarios. 7. Identify the “standard of care” principle.
To have students demonstrate effective evidence-based counseling skills in light of gifting, calling, and context	8. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. 9. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. 10. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. 11. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

	<p>12. Develop multicultural case presentation and consultations skills.</p> <p>13. Develop clinical writing skills and theoretical orientations.</p> <p>14.. Establish identity as a Professional Counselor.</p> <p>15. Recognize of the signs of child abuse and the reporting requirements for suspected child abuse via three hours of DPW/DHS approved training in child abuse recognition and reporting requirements.</p>
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COURSE FORMAT HYBRID

This hybrid course delivers instruction in two or more modes, both asynchronous and synchronous. Students are required to participate in all of the instructional sessions as noted in this syllabus. Outside-of-class instruction is required and not considered part of the course’s homework hours. The delivery of the outside-of-class instruction varies. Online instructional sessions include recorded lectures/videos, narrated slide presentations, instruction guided discussion boards, and weekly quizzes with feedback.

DATES AND TIMES

This class meets face-to-face (or via Zoom) and online and has weekly assignments. Students should log into the course site prior to the first class or promptly once the class begins. Follow the dates in this syllabus & on the course schedule. This hybrid course at Missio Seminary meets synchronously face-to-face thirteen times during the term on Monday’s at 4:30-7:15pm beginning February 18 – May 20, 2019. Additionally, this course meets asynchronously online via e-campus throughout the term (please see course schedule for specific dates).

ONLINE PARTICIPATION STANDARDS

Attendance in this online course constitutes both 1) coming to “class” online asynchronously and 2) logging in to the course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted in the course syllabus and on the E-campus course site throughout the course. Students should login regularly, especially when participating in discussion boards or collaborative assignments. Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students should practice netiquette at all times – in email and in discussion forums. Please review the netiquette and discussion forum guidelines in this syllabus. ***Students may email the instructor at any time if they have questions about the course.***

COURSE INSTRUCTIONAL HOURS

Instructional hours are instructor-led activities that students complete *in addition* to homework. They may consist of a variety of activities from live and/or recorded lectures or web conferences to collaborative work or discussions based on readings.

INSTRUCTIONAL ACTIVITY <i>IN ADDITION</i> TO ONLINE CLASS SESSIONS*	Related Objectives	Percent of Grade	Estimated Time
Classroom/Clinical Supervision Sessions	1-15	Integrated w/Assessment below	36
Faculty written instruction (readings/lecture slides or handouts)	1-15	See below – Assessment and Homework Hours	Varies
Site Supervision	1-15	See below – Assessment and Homework Hours	Up to 13
Total Instructional Hours			Up to 49

COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student's mastery of the course content. *Homework is coursework in addition to the instructional hours listed above.*

ASSESSMENTS AND HOMEWORK HOURS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Readings (see course schedule/weekly assignments)	1-15	15	15
Online Attendance & DPW/DHS approved training in child abuse recognition and reporting requirements.	1-15	10	13
Multicultural Case Presentation, Conceptualization, Treatment Plan, and Tape Transcription (2)	1-15	25	18
Theoretical Orientation Paper	1-15	10	3
Personal & Professional Growth Plan Implementation	3	10	13
Self-Care Implementation Plan	4	10	13
Monthly Practicum Hours Paperwork Foliotek	8-15	10	5
Class/Clinical Supervision Participation & Attendance	1-15	10	na
Total estimated time on homework 3-credits		100%	80 hours total

*Homework is work outside of “instructional hours” (including “classroom equivalent” instructional hours outside of class, below). Assessments are the means by which mastery of content and/or growth in skill, ability, or formation is measured.

REQUIRED READING AND MATERIALS

NOTE: Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other eBook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer eBook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

Course Textbooks & Websites

1. American Association of Christian Counselors. (2014). *2014 American Association of Christian Counselors Code of Ethics* <https://www.aacc.net/wp-content/uploads/2017/10/AACC-Code-of-Ethics-Master-Document.pdf>
2. American Counseling Association (2014). *2014 ACA Code of Ethics* <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
3. Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling & Development*, 69, 248-252. **Available on e-campus**
4. Cashwell, C. S. (1994). Interpersonal process recall. *ERIC Digest*, EDO-CG-94-10. **Available on e-campus**
5. Hodges, S. (2016). *The counseling practicum and internship manual: A resource for graduate counseling students (2nd ed.)*. New York: Springer Publishing Company. **New Book to Purchase. Available at Amazon** <https://www.amazon.com/Counseling-Practicum-Internship-Manual-Resource/dp/0826118321>
6. Lassiter, P. S., Napolitano, L., Culbreth, J. R., & Ng, K. M. (2008). Developing multicultural competence using the structured peer group supervision model. *Counselor Education & Supervision*, 47, 164-178. **Available on e-campus**

NOTE: Each class participant will also receive articles and handouts, via email or through E-Campus, that correspond to the topics to be covered in class. It is your responsibility to read the appropriate handouts in advance of the particular class so you will be prepared to engage in the discussion of each area. Additional readings may be placed on E-Campus or emailed directly to your email account.

ADDITIONAL SUPPLIES

You will need to purchase high quality audiotapes and/or videotapes for use in taping client sessions. You will need a tape recorder/device.

The quality of your recordings is a critical aspect of this class. You, your supervisor, and your class must be able to clearly understand your tapes. Standard cassette players tend to work best but the decision is yours. Test your recorder before purchasing. Additionally, you will want a device that maintains confidentiality and privacy.

ASSIGNMENT DESCRIPTIONS AND GRADING

1. **IN-CLASS AND ONLINE ATTENDANCE, PUNCTUALITY, ACTIVE PARTICIPATION, AND COMPLETION OF ALL ASSIGNED READINGS AND DISCUSSION BOARD FORUM POSTS** are essential for the experiential nature of this class. Since much of the learning in this course occurs in the context of discussion and experiential exercises, you are expected to be present and on time for all class sessions and within the online environment. Tardiness or leaving class early counts as an absence. Students with more than two (2) absences (for any reason, excused or unexcused) will have their final grade dropped one letter, and four (4) absences will result in failure (“F”) of the course. In the event of absence, the student is responsible for all missed work. No credit will be given for participation if absent from class, face-to-face or online. This means, students will **NOT** receive attendance points (see Assessment Procedures on next page) if absent from class. Nor will you receive full points if you are late to class. You are expected to read and reflect upon all assigned materials, attend class, and share your thoughts, during class discussions and activities. For the purpose of class discussion, it is recommended that you write reflective notes for yourself prior to class. These notes should include your observations, ideas, and questions on the main issues and points addressed in the assigned readings.

The professor may call upon students in class. However, it is expected that each student will contribute to the in-class and online discussions ***without the professor having to take the lead at all times***. In-class and online attendance and participation will be evaluated each class session/week in the following way:

Excellent (20 points) - Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

Satisfactory (16 points) - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Fair (12 points) - Passive participation: present, awake, alert, attentive, but not actively involved.

Poor (4 or less points) - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior.

No credit will be given for online participation if absent online during the weekly Discussion Board forums (i.e., online discussions are required weekly). Thus, if you contribute to a weekly discussion after the week the discussion was required, no points will be awarded. If you are unable to maintain the pace of the course, it is your responsibility to inform the professor as soon as possible. The professor will make every effort to accommodate individual learners who have made their needs known.

In online education, students learn from their peers as much as, if not more, than the professor. Students in *Practicum and Professional Orientation* each have a wide variety of experiences, which may benefit others. A major goal of this course is to learn from each other. To achieve that goal, respect for the opinions of others and openness to new ideas are vital for everyone.

Online participation in the Discussion Board forums Instructions: Check the syllabus and the E-campus course site for the specific dates for the discussion boards. Online modules will be available on Monday’s by 12:00noon. You will have until Saturday’s at 11:59pm (EST) to complete your weekly online module requirements, discussion board forum posts and upload any assignments that are due. Follow the guidelines for “Quality Discussion Posts” in this syllabus. The instructions and grading rubric for each discussion board is posted in the discussion board area.

Rubric for evaluating Discussion Board Posts (based on Netiquette and Guidelines for Quality Discussion Posts)

	Excellent	Satisfactory	Fair	Poor
Concise, clear, main point stated early in post, helped readers “see” your ideas	5 points	4 points	3 points	2 points
All quotes, references, and sources cited	5 points	4 points	3 points	2 points
Met criteria for substantive post by advancing an idea, opinion, point of view, etc.	5 points	4 points	3 points	2 points
Met criteria for substantive post by reflecting on meaning, analysis, elaboration, application, synthesis, and/or evaluation.	5 points	4 points	3 points	2 points
Consistent and accurate use of netiquette, correct spelling, etc.	0	-5 points	-6 points	-7 points

2. **THEORETICAL ORIENTATION PAPER:** Although it is not expected-that students will have formulated a clear theoretical orientation thus far, one of the tasks this term will be to actively “try on” a perspective for practice which feels compatible with your thinking. As counselors-in-training it is important that we think about what counseling theory fit closest with our own beliefs, values, and experiences. The purpose of this paper is to give you an opportunity to explore some of your ideas about counseling theories. Your Personal Counseling Theory paper will include the name of the counseling theory you have chosen and will need to address the following six (6) points:

1. **View of human nature:** How does the theory’s view of human nature fit your view of human nature? Does this view fit the needs of your client? Does the theory focus on thoughts, feelings, or actions? Does this focus fit the needs of your population?
2. **The counseling relationship:** What would your relationship with your client look like when working from this theoretical perspective? What is your role? The client’s role? Your responsibilities? The client’s responsibilities?
3. **The counseling relationship:** How would you envision working with a client with this need? How would the counseling process evolve? What stages or marker events would you anticipate?

4. **Techniques:** Based on the theory you choose what specific techniques would you want to use with this client?
 5. **Evaluation of client progress:** How will you know when the client is ready to terminate? How will you evaluate whether counseling has been successful?
 6. **Application:** What would be particularly appealing to you in working with this approach? What are its strengths? What might be problematic for you and/or your client? How applicable is your theory to working with culturally diverse clients? How applicable is this theory in promoting wellness?
3. **MULTICULTURAL CASE CONCEPTUALIZATIONS, PRESENTATION, AND TRANSCRIPTS:** Each student will provide recordings of sessions to the instructor along with a case conceptualization utilizing the *Multicultural Case Conceptualization Outline*. Students should provide an audio or video recording of the session during their case presentations. Additionally, students will transcribe two tapes throughout the term. A written conceptualization will also be given to the instructor at the time of the presentation. Schedule for presentations will be developed during the first night of class. Format for the *Multicultural Case Conceptualization* and presentation will be provided in class. In order to receive credit for each recording a satisfactory rating must be provided to the instructor.
4. **PERSONAL AND PROFESSIONAL GROWTH PLAN & SELF-CARE PLAN IMPLEMENTATION:** Complete a professional growth plan (PGP) for your fieldwork experiences in consultation with the professor and your site supervisor. Use template provided. You will submit a draft hardcopy to your preceptor and a final copy to E-campus. PGPs will be graded based on the following elements: signature of your site supervisor and evidence of at least 3 goals and 3 measurable objectives for the practicum **and inclusion of a self-care plan in the final plan**. (You can use the goals and objectives you created in the ACS class last fall- PGP-Part 3).
5. **FIELDWORK PAPERWORK:** To receive full credit (100%) for the Fieldwork grade every student in a Fieldwork placement must: 1) Turn in all paperwork, including Placement form, Contract form, and monthly hours on time. Requested and granted paperwork extensions are not considered “on time” and will result in a 5% lowered grade. 2) Submit **signed** (by site supervisor) attestation of completed fieldwork hours by the 15th of each month via their Foliotek account. For example, your April hours are due by May 15th; your May hours are due by June 15th, etc. Late monthly hours will reduce your grade by 5% for each month late, and ongoing problems will result in the hours not counting.

ASSESSMENT PROCEDURES

Each student will be evaluated and graded on successful completion of assignments, case presentation, exams, class participation and attendance. All written assignments are evaluated based on content, grammar, organization, and timely submission.

**** All writing assignments must adhere to the formats presented in the *Publication Manual of the American Psychological Association (6th ed.)* (follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication). ****

Evaluation of written assignments will be based on content, grammar, organization, timely submission, adherence to the APA and other criteria established by the instructor. All papers are

to be typewritten, double-spaced and use 1-inch margins, page numbers, and 12-point font. Written assignments must reflect graduate level skill in writing, including appropriate organization with use of topic sentences, and appropriate spelling, punctuation, and grammar.

“A”: Students demonstrate clear and comprehensive understanding of the topic (s); offer a well-written and organized paper; offer evidence for their positions; critically think about the material they draw from sources.

“B”: Students demonstrate some understanding of the topic (s) presented; made effort at analyzing and evaluating the topic (s) and their source materials.

“C”: Students demonstrate understanding of the topic (s) presented, but merely report information, rather than thinking critically about it, evaluating it, or offering evidence for their positions.

“D” or “F”: Paper is inadequate for graduate work. Please meet with instructor to discuss needed improvements and how they might be made.

Students may be required to re-submit written assignments that contain several typographical, grammatical, structural, and/or organizational errors or fail to conform to Turabian style. It is the responsibility of the student to maintain academic integrity with regard to assignments. Cheating, plagiarism, and knowingly assisting others students to violate any of the above are all considered to be violations of academic integrity. You are responsible for following the academic integrity policy as presented in this course syllabus and in the Missio Seminary Academic Catalog. The penalty for plagiarism is the grade of “0” and may result in further disciplinary action. Grades will be based on quality completion of all work. A grade of “A” represents an exceptionally high understanding and demonstration of course concepts as well as good participation in class activities. A grade of “B” represents a solid understanding and demonstration of course concepts, as well as good participation class activities. A grade of “C” represents a minimal understanding and demonstration of course concepts, in which case, you may be required to repeat the class. A grade of “D” or “F” is not a passing grade.

Assignments are due on the dates listed in the course outline. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

It is important to arrive on time and be actively engage in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable)

in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio Seminary's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Technology

This course will utilize technology to its fullest advantage. Students will be **REQUIRED** to have an active email account, access to the Internet and World Wide Web resources, and to participate in all aspects, including technology in this course. There are a number of resources on campus that can assist you with technology. If you need direction, please see the professor at the start of the term. Students should also possess the following: (a) Computer that meets the minimum technical requirements for using E-Campus, (b) internet access, and (c) a basic computer and navigation skills. Course announcements and lecture notes *will be* placed on E-Campus as well as sent to your email address.

Respect for Diversity

The impact of cultural issues will be discussed and analyzed. Collaborative learning and social negotiation with culturally diverse class members will be practiced. Graduate students are expected to conduct themselves in accordance consistent with grace and the double love imperative (Mat 22:34-40). Additionally, mercy ministry is a vital part of the church's mission, and justice is an essential category for the church's theological agenda. Through this course, I hope for us to grow in both our understanding and our praxis of these important, and urgent, matters for the church.

Additionally, it is the intent of the professor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be

well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office of Admissions to receive accommodations
- Will present the Accommodations Request Form to Faculty Mentor(s) when requesting accommodations.
- Might be required to communicate with Professor for accommodations.

Students with disabilities who believe that they may need accommodations are encouraged to contact Missio Seminary's Offices of Admissions or Academic Programs. Students are encouraged to contact the office as soon as possible to better ensure a timely review of their request.

Academic Integrity Policy

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The Seminary has a responsibility for maintaining academic integrity to protect the quality of education, research, and other activities and to protect those who depend on our integrity. It is expected that both faculty and students will honor the principles of academic integrity. The professor will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged. It is the responsibility of the student to refrain from academic dishonesty and from conduct which aids others in academic dishonesty. This responsibility means that all academic work will be done by the student to whom it has been assigned, without unauthorized aid of any kind. Therefore:

- No student shall knowingly, without proper authorization, procure or provide, or accept any materials which contain questions or answers to any examination or assignment to be given at a subsequent date;
- No one shall, without proper authorization, complete, in part or in total, any examination or assignment for another person;
- No student shall, without proper authorization, knowingly allow any examination or assignment to be completed for him/her by another person;
- No student shall plagiarize or copy the work of another person and submit it as his/her own.

Plagiarism is defined as taking and presenting as one's own, a material portion of the ideas or words of another or to present as one's own an idea or words derived from an existing source without full and proper credit to the source of the ideas, words, or work. As defined, plagiarism includes, but is not limited to: copying words, sentences, and paragraphs directly from the work of another (including another student) without proper credit; copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material (including recordings) of another without proper credit; presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers; taking and presenting another's ideas as one's own (including cutting and pasting information directly from internet websites).

COURSE SCHEDULE

The following schedule is to be considered tentative; at the professor's discretion changes may be made throughout the semester as deemed necessary or to accommodate students learning needs.

DATE		OUTSIDE-OF-CLASS AND/OR ONLINE
February 18	Introduction/Overview of Practicum Technology Multicultural Case Presentation Overview APA Style	
Prior to or During the week		<p>Practicum Readiness Documents Due – You cannot begin accruing hours until I have approved in Foliotek</p> <p>Revised Personal & Professional Growth Plan Due (please upload approved copy to Foliotek by March 1)</p> <p>Read the following and be prepared to discuss in this week's class/discussion board:</p> <ul style="list-style-type: none"> • Borders, L. D. (e-campus) • Cashwell, C. S. (e-campus) • Lassiter, Napolitano, Culbreth, & Ng (e-campus) • Hodges 1, 2 & 6

February 25	Case Presentations (2)	
Prior to or During the week		<p>Mentor Form, two peer reviews, resume/CV due in Foliotek by March 1, 2019</p> <p>Read the following and be prepared to discuss in this week's class/discussion board:</p> <ul style="list-style-type: none"> • Hodges 4 & 5
March 4	Case Presentations (2) Ethics	
Prior to or During the week		<p>Discussion Board Post # 1 Due (see instructions posted in the discussion board)</p> <p>Read the following and be prepared to discuss in this week's class/discussion board:</p> <ul style="list-style-type: none"> • Hodges 3, 7, & Appendix A & B • AACC Code of Ethics
March 11	Case Presentations (2)	
Prior to or During the week		<p>Theoretical Orientation Paper Due</p> <p>Read the following and be prepared to discuss in this week's class/discussion board:</p> <ul style="list-style-type: none"> • Hodges 9 & 10
March 18	Case Presentations (2)	
Prior to or During the week		<p>Discussion Board Post #2 Due (see instructions posted in the discussion board)</p> <p>Revised Self-Care Plan Due</p> <p>Read the following and be prepared to discuss in this week's class/discussion board:</p> <ul style="list-style-type: none"> • Hodges 8

March 25	Case Presentations (2)	ACA Annual Conference New Orleans March 27-March 31, 2019
April 1	Case Presentations (2)	
Prior to or During the week		Transcription #1 Due
April 8	Case Presentations (2)	
Prior to or During the week		Discussion Board Post #3
April 15	Case Presentations (2)	
Prior to or During the week		Read the following and be prepared to discuss in this week's class/discussion board: <ul style="list-style-type: none"> • Hodges 11, 12 & Appendix D
April 22 – No Face-to-Face Class		
Prior to or During the week		DPW/DHS approved training in child abuse recognition and reporting requirements Due. More information provided at a later date. Please email me copy of the certificate upon completion.
April 29	Case Presentations (2)	
Prior to or During the week		Discussion Board Post #4
May 6	Case Presentations (2)	
Prior to or During the week		Transcription #2 Due
May 13	Case Presentations (2)	
Prior to or During the week		Discussion Board Post #5: To include Theoretical Orientation
May 20	Case Presentations (2)	Last Night of Practicum
Prior to or During the week		All 100 Hours Must Be Complete (40 hours direct; 60 hours indirect) All paperwork, hours and assignments due

****Online modules will be available on Monday's by noon. You will have until Saturday's at 11:59pm (EST) to complete your weekly online module requirements and discussion board forum posts.**

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under “completion of course work” for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.
5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

Appendix A Tape Transcription Requirements

Tape Transcript: Instructions and Example of Format

- I. Transcription {Column 1) - Actual dialogue is stated with identification of speaker. (CO - Counselor, CL- Client) Body language or other behavior observed can be noted.
2. Type of Skill (Column 2) - Defining counseling skills in areas of Attending skills, Listening skills, and Influencing skills, are defined in attached pages. Use these categories with number and definitions as references to Column 2. Identify which category of skill you are using and indicate skill by category (by letter/number).
(i.e., (A) 1 (Attending skill- Encourager).
3. Analysis (Column 3) - What was your purpose? How do you think the client processed your response? (How were feelings or behaviors demonstrated?) How might you improve this intervention?

Sample Transcription

Student Name (CO):
 Client Name/Code (CL):
 Session #:

Transcription	Type of Skill	Analysis
CO: What can I help you with today?	A-3. Open question	Purpose is to get interview started.
CL: I'm having some problems with my boyfriend.		
CO: What kind of problems are you having?	A-3. Open question	Get more information from client about problem.
	L-2. Stay on client topic	Client's topic was the problem with her boyfriend.
CL: Awhile ago he moved to Cincinnati and since he's been down there he's thinking about dating other women.	L-4. Client Verbal Behavior	Client seems hesitant to say it, (behavior), which suggests it is embarrassing (<i>feeling</i>) to her.
CO: Uh-hum.	A-1. Encourager	Let the client know it's all right to talk about their topic and that she should continue.
CL: And that really bothers me a lot because we have been going out for three years,	L-3. Non-verbal behavior	Client looks away and mouth quivers (behavior) suggesting she's on the verge of crying and this is very sad (<i>feeling</i>) for her.
CO: He has <u>disappointed</u> her and <u>hurt</u> you.	A-5. Reflection of feeling	To label what is bothering her and get her to explore her feelings more. It was effective since CL agreed and said more about problem and feelings about it.
	L-1. Increase client talk time	Reflection of feeling got the client to talk more.

	L-6. Focus- main theme	Main theme is the problem in the relationship.
CL: Yeah, he has. Cause we had talked about indicating marriage and it was and it's really a, a <u>serious relationship</u> . And I would still consider us to be going out.	L-4. Client verbal behavior Client underlines "serious relationship" (behavior) that that is important to her loss hurts (feelings) her.
client client statements. On the one saying he We talk on the phone and is all the time and he still says he loves me women It's just that he wants to <u>disappoints</u> see other women. I don't is really understand why. about	L-5. Discrepancy	Discrepancy is between two two ... hand his talking to her and .. loves her (behavior) she <u>loves</u> ... <u>happy</u> about (feelings). On the .. other hand, his dating other .. (behavior) <u>hurts</u> and .. (feelings) her. The discrepancy .. between two feelings she has .. him.
CO: His wanting to date essence other women doesn't her to make sense given the kind of relationship agreed. you have.	A-4. Paraphrase	To capture the content of her concern and to allow to explore it further. It was effective because CL
confusion.	L-6. Focus-Client	Focuses on client's
CL: Right! I don't really understand anything. What he's thinking or anything.		
CO: What does he say about	L-6. Focus-Other	Focuses on boyfriend and

dating other women?

CL talks about him.

CL: He says it doesn't mean anything.

CO: Are you hurt because he wants to date other women?

A-2. Closed question

Wanted her to talk more about her main feeling connected with the problem.

CL: Yes, very much so.

DEFINING COUNSELING SKILLS

ATTENDING (A) SKILLS

1. Encourager
 - a. Use "uh-hum" to reinforce behavior you want to reinforce
 - b. CL should continue or expand
2. Closed Question
 - a. Needs to be closed in form and function
 - b. CL responds minimally
3. Open Question
 - a. Needs to be open in form and function
 - b. CL expands or elaborates
4. Paraphrase
 - a. Summarizes essence of content and is less than what client said
 - b. Utilizes content from clients immediately preceding statement only
 - c. Contains no feeling words
 - d. CL expands or elaborates on content
5. Reflection of Feeling
 - a. Labels client's major feeling and context utilizing words in client's immediately preceding statement only
 - b. Underline feeling word in CO statement
 - c. CL agrees or expands on feeling
6. Summarization
 - a. Summarizes major content and two feelings of previous interaction
 - b. Covers at least five CL-CO exchanges
 - c. Feelings and content must not be new. They must have been previously mentioned by CO or CL
 - d. Underline feeling words in your statement
 - e. CL agrees or expands
7. Elicit Meaning
 - a. "What does (problem) mean to you?"
 - b. Obtain meaning or value, not definition from CL
8. Reflect Meaning
 - a. After eliciting and obtaining meaning, summarize essence of meaning
 - b. CL agrees or expands

LISTENING (L) SKILLS

1. Increase Client Talk-Time
 - a. Any CC) skill that results in the CL 'saying more words after it than before it. (Count them)
2. Stay on Client Topic
 - a. Any CO skill that stays on client's main theme or topic
3. Note Non-Verbal Behavior
 - a. Identify CL behavior and label it: (behavior)
 - b. Must be behavior that has no sound as part of it
 - c. Identify CL feeling that you infer from behavior and label it: (feeling)
 - d. Must be acceptable feeling word
 - e. Underline feeling word in "Analysis" section
4. Note Verbal Behavior
 - a. Must be sound CL makes or words CL says
 - b. Identify CL behavior and label it: (behavior)
 - c. Identify CL feeling that you infer from the behavior and label it: (feeling)
 - d. Must be acceptable feeling word
 - e. Underline feeling word in "Analysis" section
5. Note Discrepancy
 - a. Use "on the one hand..." and "on the other hand..." format in analysis section.
 - b. Clearly identify what the discrepancy is for the client
 - c. Identify behavior and feeling on both sides of the discrepancy and label both: (behavior), (feeling)
 - d. Underline feeling words

INFLUENCING (I) SKILLS

1. Advice, suggestion, etc.
 - a. Label which one it is and say why in analysis column
 - b. They must be appropriate and not something CL has already done
2. Directive
 - a. Use an imperative verb form
 - b. Do not be abusive
3. Self-disclosure
 - a. Convey a counselor feeling and appropriate context
 - b. At end, shift focus back to client
4. Logical consequences
 - a. Use an "if-then" statement, with two specific behaviors
 - b. Indicate a result of a client action

- c. Can be stated by client or counselor, but counselor must produce it and reflect it afterwards, if CL does it

5. Feedback

- a. Identify a behavior the client can change
- b. Identify feeling it conveys or impact it has
- c. Preferable, how counselor "sees" client
- d. Must be here and now

6. Influencing summary

- a. After minimum of five counselor-client interactions
- b. Do not introduce new material
- c. Summarize from counselor's perspective
- d. Need to summarize at least two different influencing skills, not including Directives

7. Confrontation

- a. Label discrepancy occurring within the interview
- b. Must be a CL statement/non-verbal discrepancy
- c. Note CL acknowledgment or acceptance of discrepancy or irrational belief

8. Interpretation

- a. Client needs to get insight or view issue in new light or from new perspective
- b. Interpretation must be of client's behavior, not other's behavior
- c. Redefine reality from new point of view
- d. CL must agree or label the new perspective