

Master of Science in School Counseling

**GAC/COU 512 Professional Relationships Between Parents, Students, and Teachers
Spring -3 credits**

University Mission

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse *Trust in the Lord with all your heart, and do not rely on your own understanding; think about Him in all your ways and He will guide you on the right paths. Proverbs 3: 5-6 (HCSB)*

Instructor Name:
Phone Number:417-
Email:
Office:

Class Time:
Location:
Office Hours:

Teaching Philosophy and Methods

This is a hybrid course which utilizes Course Commons software. Strategies include quizzes, assignments, discussion boards, readings, and instructional video clips. This course is learner-centered, meaning that every student is both a learner and a teacher. Students learn from themselves and from each other as well as from the instructor. Students are expected to share insights and give careful attention to the insights of their peers.

Course Catalogue Description:

This course provides strategies for communicating and collaborative problem solving with parents and other teachers as members of the multidisciplinary team. Students will focus on the use of communication models to assist parents in relating feelings and needs, in accessing resources, and in advocacy. Additional topics will be determined by current legislative and school trends.

Required Text(s):

Turnbull, A., Turnbull, H., Erwin, E., Soodak, L. & Shogren, K. (2015). Families, professionals, and exceptionality: Positive outcomes through partnerships and trust (7th ed). Upper Saddle IBSN 10: 0-13-341824-3

GAC/COU 512, Professional Relationships

Recommended Text(s):

American Psychological Association, (2011). *Publication manual of the American Psychological Association* (6th ed.). Thousand Oaks, CA: BN Publishing.

Course Objectives:

STANDARD CACREP 2016	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
G.2.B	School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies	Cooperative Learning In Class Activities; Problem Solving Group Work; Vignettes	Discussion board posts, Supporting Families Project paper and presentation, Family Systems Research Paper
G.2.D	School counselor roles in school leadership and multidisciplinary teams	Cooperative Learning In Class Activities; Problem Solving Group Work	Discussion board posts, assignment papers
G.2.K	Community resources and referral sources	Cooperative Learning In Class Activities	Supporting Families Project paper and presentation
G.3.G	Strategies to facilitate school and post-secondary transitions	Cooperative Learning In Class Activities; Problem Solving Group Work; Vignettes	Discussion board posts, Supporting Families Project paper and presentation
G.3.L	Techniques to foster collaboration and teamwork within schools	Cooperative Learning In Class Activities; Problem Solving Group Work; Vignettes	Discussion board posts

Grading: The Supporting Families Project will be graded using a rubric located in Course Commons. The discussion board posts and Family Systems Theory Research Paper will be graded using specific rubrics located in Course Commons.

TOTAL POINTS: 710

GAC/COU 512, Professional Relationships

Grading Scale:

A*	94 -100%	B-	80 – 82%
A-	90 – 93%	C+	77 – 79%
B+	87 - 89%	C	73 - 76%
B	83 – 86%	F	Less than 73%

*An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.

Course Assignments:		
(Assignment)	(Total Points)	(Percent of Grade)
Quizzes	140	20
Assignments	140	20
Discussion Board posts	150	21
Supporting Families Presentation	30	4
Supporting Families Project	100	14
Family Systems Paper	50	7
Final Exam	100	14
Total Points	710	100

Tentative Course Schedule:				
Date	Lecture/ Activity	Reading	Assignments	Due Date
Week 1 SEATED	Review Ch 1PPT and course syllabus, Cooperative Learning In Class Activities; Problem Solving Group Work	Chapter 1	Syllabus quiz online, Assignment	Wednesday Week 2
Week 2 ONLINE	Review 2 PPT, Instructional Video(s) Clips	Chapter 2	Discussion Board	Wednesday Week 3
Week 3 SEATED	Review Ch 3 PPT, Cooperative Learning In Class Activities; Problem Solving Group Work, Instructional Video(s) Clips	Chapter 3	Quiz Ch 1-2	Wednesday Week 4
Week 4 ONLINE	Review Ch 4 PPT, instructional video clip(s)	Chapter 4	Discussion Board	Wednesday Week 5
Week 5 SEATED	Review Ch 5 PPT, Cooperative Learning In Class Activities; Problem Solving Group Work, Instructional Video(s) Clips	Chapter 5	Quiz Ch 3-4 Assignment	Wednesday Week 6
Week 6 ONLINE	Review Ch 6 PPT, Instructional Video(s) Clips	Chapter 6	Assignment	Wednesday Week 7
Week 7 SEATED	Review Ch 7 PPT, Cooperative Learning Activities; Problem Solving	Chapter 7	Quiz Ch 5-6	Wednesday Week 8

GAC/COU 512, Professional Relationships

	Group Work, Instructional Video(s) Clips		Assignment	
Week 8 ONLINE	Review Ch 8 PPT, Instructional Video(s) Clips	Chapter 8	Discussion Board	Wednesday Week 9
Week 9 SEATED	Review Ch 9 PPT, Cooperative Learning In Class Activities; Problem Solving Group Work, Instructional Video(s) Clips	Chapter 9	Quiz Ch 7-8 Family Systems Paper Due	Sunday Week 9
Break	Spring Break	Spring Break		
Week 10 SEATED	Review Ch 10 PPT, Cooperative Learning In Class Activities; Problem Solving Group Work, Instructional Video(s) Clips	Chapter 10	Quiz Ch 9 Assignment	Wednesday Week 11
Week 11 ONLINE	Review Ch 11 PPT, Instructional Video(s) Clips	Chapter 11	Assignment	Wednesday Week 12
Week 12 SEATED	Review Ch 12 PPT, Instructional video(s) clips	Chapter 12	Assignment	Wednesday Week 13
Week 13 ONLINE	Review Ch 12 PPT, Instructional video(s) clips		Quiz Ch 11-12 online	Wednesday Week 14
Week 14 SEATED	Presentations		<u>Supporting Families Project & PPT Due</u>	<u>Wednesday Week 14</u>
Week 15 SEATED	Presentations Final Exam		Final exam	Week 15 in class

EU ACADEMIC AND CMHC PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see Graduate catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus.

Disability Accommodation

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify me as soon as possible. You will be required to have appropriate documentation on file with Academic Support in the Center for Student Success (Zimmerman Hall 208).

Note: If you are disabled or are attending college under extenuating circumstances and require special consideration, *it is your obligation to notify me* before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. See the following for more information: <http://web.evangel.edu/community/?p=ASC&i=1437&t=>

University Policy Regarding Electronic Devices In Class

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Your laptop or other electronic device can become a distraction to you and to those around you if it is not used for proper academic purposes. Proper academic purposes include taking notes, following along with the instructor on PowerPoint, as well as working on assigned in-class activities, projects, and discussions that require in-class laptop use. Texting, Internet surfing, emailing, gaming and other such activities are not permitted in class and can result in losing the privilege to bring devices to class. Cellular phones and pagers must be turned off during class unless extenuating circumstances are discussed with the professor and approval to have the phone activated is given prior to class. It is not permissible to answer telephones in class or to engage in text messaging at any time while class is in session. Students who violate this rule will be counted absent for the class period.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in clinical mental health counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it the student's attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind.

Students have the right to appeal any decision under the Student Handbook procedures.

Course Commons (Canvas):

This course will be conducted through the CANVAS LMS (learning management system) generally referred to as *Course Commons*. All information needed to access and interact with the LMS can be found on the CANVAS login page using the link <https://courses.Evangel.edu>. Course content (example: PPTs, Projects, data, Assignment details, etc.) will be located within modules at the course site. The course calendar will also direct students to the assignments.

Access to Canvas Before the Class Begins. Students who have academically registered will have access to CANVAS and this course seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, CANVAS access will be revoked and all submitted work will be lost. When financial registration is then completed, CANVAS access will be granted, again. Make-up work for items lost will be at the discretion of the professor. Please contact the Registrar's office with questions about your registration status: (417) 865-2815 x7203.

Access to *Course Commons* After the Class Ends. At the end of a semester, students will have access to *Course Commons* for seven (7) days after the last official day of class. After the seven (7) days, students will not have access to the course or *Course Commons* until next semester's financial registration is complete. If you have questions about work submitted on after course access is withdrawn, please contact the instructor directly.

CED Common Core & General Curriculum Guidelines

Foundations

Characteristics of Learners

Instructional Content and Practice

Learning Environments and Social Interactions Assessment, Diagnosis, and Evaluation Professional and Ethical Practice Collaboration

Knowledge: (Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

Professional and Ethical Practice- Standard 9

CC9K1 Delineate personal cultural biases and differences that affect one's teaching.

GC9K1 Articulate sources of unique services, networks, and organizations for Individuals disabilities.*

GC9K2 Access organizations and publications relevant to individuals with disabilities.*

Collaboration- Standard 10

CC10K Models and strategies of consultation and collaboration.

CC10K Roles of individuals with exceptional learning needs, families, and school and personnel in planning of an individualized program.

CC10K3 Concerns of families of individuals with exceptional learning needs and strategies to address these concerns.

CC10K4 Culturally responsive factors that promote effective communication and with individuals with exceptional learning needs, families, school personnel, and community members.

GC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.*

GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.*

GC10K3 Roles of professional groups and referral agencies in identifying, assessing, and services to individuals with disabilities.*

Dispositions: (Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth- guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice).

CC9S2 Uphold high standards of competence and integrity and exercise sound judgment

CC9S4 Conduct professional activities in compliance with applicable laws and policies.

CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

Performance: (The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures all students are learning.)

CC9S10 Access information on exceptionalities.

CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

GAC/COU 512, Professional Relationships

CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

SS10S7 Use group problem solving skills to develop, implement and evaluate collaborative activities.

CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

GC10S1 Access local community, and state and provincial resources to assist in programming with individuals with disabilities.*

Course Policies and General Suggestions

1. Please check the course Announcements frequently. Information/assignment reminders related to this course will be posted in the Announcements section of the course on Blackboard.
2. **Make sure your e-mail address in Course Commons/CANVAS is correct.**
3. When e-mailing the instructor for anything related to this course, make sure you type, "GAC/COU 512" plus the topic of your e-mail and your name in the subject line.
4. Use the class schedule to budget your time. Work ahead when you have the time.
5. Students are responsible for compliance with the policies stated in the Student Handbook.
6. The instructor reserves the right to make changes in the class schedule as deemed necessary to facilitate the learning experience.
7. Students may make appointments with the professor as needed by emailing or calling.
8. All student work must be posted in Course Commons by 11:59 pm CST on the day it is due, unless otherwise specified, or it will be considered late.
9. **LATE WORK POLICY:** Late work is highly discouraged based on the compressed time format of classes and the need for student professionalism as displayed in timeliness of work. All course assignments, writing, quizzes, etc., **will not** be accepted after a period of 48 hours past the due date, unless arrangements **prior to the due date** have been made with the course instructor. During that 48-hour period, 10% will be removed daily for each day the assignment is late. After 48 hours, acceptance of assignments is up to the individual course instructor's discretion. **If the assignment is accepted after 48 hours the maximum credit to be awarded is 50% of the total assignment value.**
10. All written work must be submitted in a Word® document through Modules in Course Commons. PowerPoint® presentations will also be submitted through Modules in Course Commons. **Hard copies and e-mail submission of work will not be accepted.**
11. Your name must be on each paper/assignment submitted. **Failure to put your name on a paper/assignment will result in a 5% reduction of points for that assignment.**
12. Student papers become the property of Evangel University. If students wish to have their own copy, they should make a duplicate before submitting the original.
13. Papers that have a similarity report of greater than
14. Grades are figured by a simple percentage of the total points, without being rounded.

Plagiarism: Each student's work must be his or her own product. Plagiarism will result in an automatic "0" for all papers and assignments. Recycling of assignments is not allowed. You may not use papers from previous courses for assignments in another course unless specified by the instructor in the directions. When ideas, concepts, or words are used from someone else (which should happen a lot in a research paper), credit must be given to the source of the information. Please review the EU policy on

GAC/COU 512, Professional Relationships

“Academic Dishonesty.” All papers should have no more than a 30% Similarity Index on Safe Assign. A high similarity index is generally from too many direct quotes, inappropriate citations, or direct/indirect plagiarism. This could result in an automatic “0” being earned for your grade. Exceptions can be made on a one-time basis when an incident is identified as being a learning opportunity for the student. If approved, the student can resubmit an assignment for up to 50% of the total points. The second incidence will result in an automatic zero. Should this occur, it is the student’s responsibility to contact the instructor.

Assignments will be graded after the due date has passed.

ATTENDANCE

Students are expected to attend all scheduled classes. Each student will be granted 1 excused absence per semester. Each additional absence will result in 1 letter grade reduction for the student.

Discussion Board Guidelines

The minimum expectations for class discussions are to respond directly to each part of the discussion prompt and to reply to at least two other posts, either to a student or the instructor, by the end of the week. Requirements are listed on course commons.

Discussion Board Grading Rubric

Criteria	Requirements Consider the following:	% of Grade
One Main Post	*Student’s Main Post follows the provided instructions, is substantive, and addresses each part of the Class Discussion prompt *Student’s Main Post is supported by references to the week’s required reading and other Learning Activities (if applicable). Correct APA 6 th Edition in-text citations and a reference page used appropriately. *Student’s Main Post is free of errors related to sentence structure, capitalization, and spelling.	Up to 70%
First response post	*Student’s first response is substantive and is an expansion of the classmate’s or instructor’s post. It identifies the differences between the two and explains why the student agrees or disagrees with the previous post. *Student’s first response is supported by references to the week’s required reading and other Learning Activities (if applicable). Correct APA 6 th Edition in-text citations and a reference page used appropriately. *Student’s first response is free of errors related to sentence structure, capitalization, and spelling	Up to 15%
Second response post	*Student’s second response post is substantive and is an expansion of the classmate’s or instructor’s post. It identifies the differences between the two and explains why the student agrees or disagrees with the previous post. *Student’s second response is supported by references to the week’s required reading and other Learning Activities (if applicable). Correct APA 6 th Edition in-text citations and a reference page used appropriately. *Student’s second response is free of errors related to sentence structure, capitalization, and spelling	Up to 15%

Family Systems Theory Paper Grading Rubric

Grading Criteria	Points			
	Unacceptable	Acceptable	Good	Excellent
Relevance and comprehensiveness of questions asked and theory applied	0 Paper lacks theory or is unclear or doesn't meet the criteria.	1-5 Paper answers some of the questions but shows little inclusion of theory as evidence of support. Or use of theory is unclear, incorrect or incomplete in some areas.	6-8 Good clearly written paper. Acceptable and appropriate use of theory. All questions answered. May be weak in one area.	9-10 Well thought out, thoroughly addresses the topic and a clearly written paper. Strong inclusion of theory - appropriately applied. Shows objectivity into the topic. Questions thoroughly addressed.
Quality of thought - did you go beyond the surface.	0 Paper does not meet the criteria for this assignment.	1-2 Paper lacks some understanding of the assignment and meets bare minimum standards.	2-3 Paper is clear and offers a few insights into the topic. Paper demonstrates an understanding of the assignment as it relates to the discussion questions.	3-4 Paper shows insight into the topic and advances the level of thought. Furthers the understanding beyond the surface elements of the assignment.
Writing mechanics	0 Poor spelling, grammar, typos and incomplete sentences. Doesn't meet length requirement.	1 Paper regularly has spelling errors and/or incomplete sentences.	2 Paper has few spelling errors and no incomplete sentences.	3 Paper has no or one spelling error and no incomplete sentences. Adheres to length and format requirements.
In-Text Citations and Reference page	0 Poor formatting or no formatting. No reference page or citations.	1 Regular formatting errors and missing citations. No reference page.	2 Format has few errors. Citations both in-text and reference page are included.	3 Format has no or one error. Citations both in-text & reference page are included.
		Total Points	Available	20 x 2.5 = 50 pts.

EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Supporting Families Project Grading Rubric

The Supporting Families Assignment details and grading rubric are located in the Supporting Families Module Folder in Course Commons.

SAMPLE SYLLABUS