



**College of Professional Advancement
Department of Counseling**

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|----------------------------|------------------------------------------------------------------|
| Course Title: | COUN 642.1W1: Theories and Methodologies of Brief Therapy – |
| Instructor: | Dr. Karen D. Rowland |
| Credit Hours: | 3 credit hours |
| Semester: | Summer 2023 |
| Office Hours: | <i>By appointment only</i> |
| E-mail address: | rowland_kd@mercer.edu |
| Office Phone: | 678-547-6049 |
| Class Meeting Time: | Web base – <i>online ASYNCHRONOUS (NO Class Meeting)</i> |

Course Description:

Students will be introduced to an in-depth review of the varied theoretical and methodological perspectives on brief therapy. Students will practice the techniques and strategies in Brief theoretical approaches with emphasis on supervised practice sessions that are appropriate to the P-12 school-age children and adolescents.

Course Prerequisites:

COUN 605, COUN 606, COUN 612, COUN 618, COUN 631, COUN 632.

Student Learning Objectives:

The professional school counselor candidate will understand and demonstrate:

| Outcomes | CACREP Standard | Assessment |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------|
| 1. How to locate community resources and referral sources | SCHC Contextual 2.K | - Peer Intervention Program - Counseling Session |
| 2. Creating core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | Practice 3.C | - Counseling Session - Personal Theory - Book Review - Critique/ Questions |
| 3. Creating interventions to promote academic development | 3.D | - Counseling Session - Personal Theory - Book Review - Critique/ Questions |
| 4. Techniques of personal/social counseling in school settings | 3.F | - Counseling Session - Personal Theory |
| 5. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | 3.H | - Peer Intervention Program - Counseling Session |
| 6. Strategies for implementing and coordinating peer intervention programs | 3.M | - Peer Intervention Program |

Required Textbooks:

American School Counselor Association (2013). *The ASCA National Model: A Framework for School Counseling Programs* (3rd ed.). Alexandria, VA: Author.

American Psychological Association (2012). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Banks, S. G. (2009). *Choice Theory: Using Choice Theory and Reality Therapy to Enhance Student Achievement and Responsibility*. Alexandria, VA: ASCA.

Sklare, G. B. (2015). *Brief Counseling That Works* (3rd ed.). Thousand Oakes, CA: Corwin Press

The Conceptual Framework

The conceptual framework of the school counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the Tift College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration** and **Systemic Change**. Mercer's program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the College of Continuing and Professional Studies has developed the School Counseling Program is: **"The Transformational School Counselor: Leader, Advocate, Collaborator and Systemic Change Agent"**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the Tift College of Education Department of Teacher Education has chosen for its conceptual framework the theme ***"The Transformational Educator-To Know, To Do, To Be."***

Combined Conceptual Framework: TIFT COLLEGE OF EDUCATION and PENFIELD COLLEGE

*The Transformational Educator:
To Know, To Do, To Be
Leader, Advocate, Collaborator, & Systemic Change Agent*

To Know

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

Leadership. Professional School counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.

1. Demonstrates knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.
2. Demonstrates an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.
3. Articulates an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

To Do

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Advocacy. Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

1. Assesses, plans, and implements strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student's right to a rigorous curriculum that ensures post secondary success.
2. Demonstrates a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barriers.
3. Consults with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling programs.

To Be

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

Collaboration and Systemic Change. Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

1. Models positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.
2. Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrates an ability to develop and implement educational programs that meet the individual goals of all students.
3. Demonstrates an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.

COURSE REQUIREMENT

Activities and Assessments

- I. Discussion/Critique Questions: Students will read the weekly chapters and respond to the discussion/critique questions posted in Canvas. In your response you will provide a reaction to the chapter read, stating which part of the chapter you liked best and which you liked least giving reasons for your evaluation. Your grade for this assignment will also be based on your response to the response of one other classmate's.
The process for discussion postings is: you will be required to make *two weekly discussion responses* in the Discussion module in Canvas. Your *1st response must be done by Tuesday midnight* and your *2nd response must be done by Thursday midnight*.
- II. Professional Case Study: Each student will choose a case study to read and respond to each question provided. Your response will be from a professional counselor or professional school counselor perspective with a view of the whole child/student (social/emotional, academic, career developments, and school, family, and community influences); attention should be given to the role of advocacy and consultation.
- III. Counseling Session: Students will choose a *school age youth issue* (Kindergarten – 12th grade), to conduct a videotaped individual counseling session with a school-age client. The session should be 15 minutes in length. As the counselor you will use either a ***Solution-Focused Brief Therapy or Reality Therapy approach*** in working with your client. In addition to your videotape, you will write a 2-page reaction paper critiquing the use of your counseling skills, techniques, and theoretical approach by addressing your strengths and areas to grow. **The video will be uploaded into Supervision Assist and LiveText for confidentiality.**
- IV. Personal Theory Paper: You are asked to write a 4-5 pages paper outlining a personal theory of brief counseling (SFBT or RT), appropriate to the clinical or school setting (level) of your choice. Strive for integration rather than a listing of what you like and do not like from the theories that we have studied. Be sure to clearly include the structure and overall goals of your brief counseling approach in light of wellness and prevention as counseling outcomes. Include a case example demonstrating how you would work with a client/student using your brief therapy approach. (You may use the client from your individual counseling as your case example). **This paper will be uploaded into LiveText.**
- V. Peer Helper/Mentoring Counseling Program: Students will create and design a PowerPoint presentation on a peer intervention program appropriate for a *school, afterschool care, or school-based mental health setting (level of their choice)*. The goal is to develop a comprehensive program that is a response to your client/student population need connected to the counseling issue chosen. You are to provide at least four (4) sessions for your peer intervention program (use the Counseling Activity Plan format included in this syllabus). Creativity is expected! Topics may be related to the following issues: *academic support, social skills, healthy behaviors (for substance use, violence, delinquency, suicide, depression, anxiety, etc), student athletes, college readiness, teen parents, homeless or emancipated youth, etc*. **This Presentation will be uploaded into LiveText.**
(Format is provided)

METHODS OF INSTRUCTION

The following methods will be used to facilitate learning in this course:

- *lecture*
- *small group activities*, including discussions and interactions
- *cooperative learning* via group projects and activities
- *use of media*, including video tapes, audiotapes, visual aids
- *research* via library, internet, interviews, case studies
- *simulation* via role play, mock testing
- *critical thinking exercises* - “thinking outside the box”
- *writing* via reaction papers, evaluation of assessments

Writing Expectations:

Introduction to School Counseling is a graduate level course; therefore, professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style, referring to the APA Manual (7th ed.). Papers will be evaluated based on content, writing, and APA style.**

EVALUATION

- Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work.

Assignment Evaluation

| | |
|------------------------------|-----|
| Discussion/Critique Question | 25% |
| Professional Case Study | 20% |
| Counseling Session | 20% |
| Personal Theory Paper | 20% |
| Peer Intervention Program | 15% |

| | |
|--------------|-------------|
| Total | 100% |
|--------------|-------------|

Grading Policy

A grade of **A, B, C, or F** will be earned based on fulfillment of all course requirements

Grading scale:

| | | |
|-----------|--------------|------------------------------------------------------------|
| A | 93-100% | mastery of content/concepts |
| A- | 90-92 | |
| B+ | 87-89 | |
| B | 83-86 | good understanding of material |
| B- | 80-82 | |
| C+ | 77-79 | |
| C | 73-76 | rather basic understanding, more work is needed to perform |
| C- | 70-72 | <i>appropriately and at a professional level</i> |
| F | <70 | |

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work**.
- Grade in the “B+/B” ranges are very good grades, and signify a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.
- Grades in the “C+/C” ranges indicate that the basic objectives of the course have been achieved, that the student has demonstrated satisfactory mastery of the material of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “F” grade is failing.

POLICIES AND EXPECATIONS

- *Participation*: You will be required to demonstrate being engaged in every class period via attentiveness and verbal/nonverbal communication. This includes responding to all discussion questions in a timely manner and in an appropriate and respectful manner.
- *Absences*: missing two class discussions will result in a “F” for the course; missing one class discussion will result in one letter grade reduction.
- *Punctuality*: responding to weekly discussion questions is expected. Consistent lateness will also add up and become inclusive as an absence.
- Attitude also plays a direct role in your grade; therefore, what you put into the course you will get out.
- *Late work*: a 10% penalty will be assessed for late work and each day after another 10% will be deducted. Unless arrangements are made, it will be considered late.
- In *writing papers*: plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade.
- *Academic Honesty*: All students are expected to adhere to the Honor Code as explained in your Mercer catalog. (see the information on Honor Policy below).
- As noted and stated, mutual respect is requested and will be adhered to.

Honor Policy

Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer's Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System.

“The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

- 1) Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted the professor;
- 2) Copying ideas or facts from another's papers during a test situation;
- 3) Giving or receiving facts or ideas either verbally or in writing during a test situation;
- 4) Obtaining test questions which a teacher does not release for further reference;
- 5) Obtaining or giving specific information which will be on a test before the test is administered;
- 6) Using unassigned translations in a reading course in a foreign language.

It is to be emphasized that these examples are not the only possible ones. They are listed in order to give the student a general idea of what constitutes an Honor Code violation.

Plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors” (The Lair Student Handbook and Academic Planner 2000-2001, pp. 59-60).

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

Disability Syllabus Statement for Atlanta, Douglas & Henry Co. Campuses

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the Disability Support Services Coordinator to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the Disability Services Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability or with current disabilities who do not wish to use academic accommodations are still strongly encouraged to register with the Disability Services

Coordinator and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://campuslife.merceratlanta.org/disabilityservices.html>.

Student Conduct

The University expects students to conduct themselves in a manner, which reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University sponsored events held off campus. Please refer to the Mercer catalog for examples and other information.

Diversity

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

The Code of Ethics for School Counselors

“The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.” Ethical Standards for School Counselors, American School Counselor Association (June 24, 2004). Retrieved January 19, 2008. <http://www.schoolcounselor.org/content.asp?contentid=173>

The Code of Ethics for Educators

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards, which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.”

The Code of Ethics for Educators, Georgia Professional Standards Commission (July 15, 2003). Retrieved August 14, 2003,

<http://www.gapsc.com/Professionalpractices/NEthics.asp>

Internet Resources

Jefferson County School Counselor Resources

<http://classroom.jc-schools.net/guidance/>

School Guidance Counseling Sites

<http://www.portup.com/~lburhans/schoguid.html>

Advancing Technological Literacy among School Counselors

<http://www.schoolcounselor.com/>

National Technology Institute for School Counselors

<http://www.techcounselor.org/nti3/nti.htm>

Professional Organizations

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

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

Georgia School Counseling Association (GSCA) <http://www.gaschoolcounselor.org>

Digital Tools

Computer Access: Computer with Macintosh or Windows operating system

Electronic Devices: Printer, Multimedia Projector, Scanner, Digital Camera, CD Burner

Delivery Media: Internet Access (Web Browser, Email, LiveText), CD-ROM, DVD

Current Software: Microsoft Office (Word, PowerPoint, Excel), Adobe (Acrobat) Reader, QuickTime Player or QuickTime

Recommended Professional Journals

ASCA School Counselor

Professional School Counseling

Georgia School Counselor

GSCA Journal

Journal of Counseling and Development

The Career Development Quarterly

The Journal of Multicultural Counseling and Development

Abbreviated Bibliography

American School Counselor Association (n.d.). School counselors: Partners in student achievement. Retrieved November 26, 2005, from <http://www.schoolcounselor.org/files/partners%20in%20achievement.ppt>.

Baker, S.B. (2001). Reflections on forty years in the school counseling profession: Is the glass half full or half empty? *Professional School Counseling*, 5, 75-83.

Campbell, C. & Dahir, R.D. (1997). *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association.

Dahir, C.A. (2000). Principals as partners in school counseling. *The ASCA Counselor*, 38(2), p. 13.

DeVoss, J.A. & Andrews, M.F. (2006). *School Counselors as Educational Leaders*. Lahaska Press: Boston, MA.

- Gysbers, N.C. & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*, 4, 246-256. House, R.M. & Hayes, R.L. (2002). School counselor: Becoming key players in school reform. *Professional School Counseling*, 5, 249-256.
- Litrell, J.M. & Peterson, J.S. (2005). *Portrait and Model of a School Counselor*. Lahaska Press: Boston, MA.
- Paisley, P.O. & McMahon, H.G. (2001). School counseling for the 21st century: Challenges and opportunities, *Professional School Counseling*, 5, 106-115.
- Pederson, P.B. & Carey, J.B. (2003). *Multicultural Counseling in Schools: A Practical Handbook* (2nd ed). Allyn & Bacon: Boston, MA.
- Pérusse R. & Goodnough, G.E. (2001). A comparison of existing school counselor program content with the education trust initiatives. *Counselor Education and Supervision*, 41, 100-110.
- Pérusse, R. & Goodnough, G.E. (2004). *Leadership, Advocacy, and Direct Service Strategies for Professional School Counselors*. Cengage: Upper Saddle River, NJ.
- Pérusse, R., Goodnough, G.E., & Donegan, J., Jones, C. (2004). Perceptions of school counselors and school principals for school counseling programs and the transforming school counseling initiative. *Professional School Counseling*, 3, 152-161.
- Schwallie-Giddis, P., ter Maat, M., & Pak, M. (2003). Initiating leadership by introducing and implementing the ASCA national model. *Professional School Counseling*, 6, 170-173.
- Studer, J.R. (2005). *The Professional School Counselor: An Advocate for Students*. Cengage: Upper Saddle River, NJ.
- Whiston, S.C. & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development*, 76, 412-426.

Assignments to be Uploaded into Livetext

| Class Assignment |
|-------------------------------------------|
| Personal Theory |
| Counseling Session Videotape and Critique |
| Peer Intervention Program |

TENTATIVE CLASS SCHEDULE

| <u>Date</u> | <u>Assignment</u> | <u>Activity</u> |
|--------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 5/22-27 | Banks Sklare | Course Syllabus; Introduction to Brief Therapies that Work in the Schools: Reality Therapy |
| 5/29 | | MEMORIAL DAY HOLIDAY |
| Week 2 5/30-6/3 | Banks | Reality Therapy in the School Techniques that work in the School Setting - discussions |
| Week 3 6/5-10 | Sklare – Chapters 1 – 2 | Brief Therapies that Work in the Schools: Solution-Focused Brief Counseling; Counseling in Schools; Setting Goals – case studies, role plays, discussions |
| 6/9 | | - Professional Case Study due |
| Week 4 6/12-17 | Sklare – Chapters 3 – 4 | Discovering and Constructing Solutions; Connecting the Pieces; Goals – case studies, role plays, discussions |
| Week 5 6/19-24 | Sklare – Chapters 5 – 6 | Abbreviated SFBC Session; Conducting Subsequent Sessions– case studies, role plays, discussions |
| 6/23 | | - Peer Intervention Program Presentation due |
| Week 6 6/26-7/1 | Sklare – Chapter 7 – 8 | Working with Reluctant & Mandated Students; Expanding Solution-Focused Concepts – Goals – case studies, discussions |
| 7/4 | | INDEPENDENCE DAY HOLIDAY |
| Week 7 7/3-7/8 | | - Individual Counseling Session Videotape due |
| Week 8 7/10-15 | | - Personal Theory paper due *Please note that this paper is DUE on Friday, 14th! |
| 7/17 | | - ALL Assignments Uploaded into LiveText |

**ALL Readings MUST be done before the class day and time.*

**Please check course on Canvas every week for updates on class activities and course assignments.*

Note: This syllabus is a guide that may be amended as needed: the schedule, course topics and course requirements. **All Assignments MUST be uploaded in the Canvas assignment module on or before the due date by midnight.**

Note: School Counseling students will need to upload their LiveText assignments into their portfolio in the appropriate place and then submit their portfolio. All others will upload the assignment as an attachment.

Peer Helper/Mentoring Program *Format*

- I. Title Page
- II. Introduction
(Include the Program's Goals and Outcomes – for school counseling students use the *ASCA Mindsets & Behaviors*)
- III. Description and Purpose of Peer Intervention Program
- IV. Detailed (step-by-step) Outline of the Program
- V. Program's Activities
Use the detailed Counseling Activity Plan (*See the Activity Plan template in Canvas*)
- VI. Program Evaluation
(Include the instrument you will use to determine your Program's effectiveness)
- VII. Conclusion

Asynchronous Attendance

What Is Considered Attendance?(From the University Distance Learning Handbook).

To be counted as present, a student must have participated in class or have otherwise engaged in an academically related activity.

While schools and colleges may specify requirements for what defines attendance in distance learning courses, it is important to know the range of activities that are and are not considered attendance. Minimum examples of acceptable evidence of academic attendance and attendance at an academically related activity in a distance education program include:

- attendance at a synchronous web conference class session with the instructor present
- student submission of an academic assignment
- student submission of a quiz or exam
- documented student participation in an interactive tutorial or computer-assisted instruction
- a posting by the student showing the student's participation in an online study group that is assigned by the institution
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

* Attendance for this course will be recorded once a week on Wednesday for the week.



COVID-19 Policies and Protocols Effective May 12, 2023

President Biden ends the COVID-19 national emergency declaration on May 11, 2023. Many federal policies will expire, but it is not the end of COVID-19. The University will continue to take protective measures for the health and well-being of the Mercer community. The following University protocols will be implemented on May 12, 2023:

- Optional masking on campus
- PCR testing at the Macon and Atlanta Campus Health Centers with an appointment for evaluation by a provider (no COVID-19 testing at the Savannah and Columbus campuses)
- Continued operation of Mercer's processing lab
- COVID-19 medical excuses for missed class/work provided by Campus Health or other off-campus provider
- Isolation after testing positive or symptomatic at the time of testing:
 - Students may go home to isolate or isolate in place in their own rooms. They can leave their rooms for medical care or to pick up to-go or delivery meals. On-campus housing is provided for students with extenuating circumstances.
 - Academic accommodations, including recordings of faculty lectures, are provided during isolation with a COVID-19 medical excuse from Campus Health or another off-campus provider. The student must provide the medical excuse to the professor; the employee must provide the medical excuse to the supervisor.
 - Students and employees must make an appointment with Campus Health or another off-campus provider to extend isolation if needed due to persistent symptoms or fever
- Required vaccinations for students in health science programs. Religious and medical exemption requests are accepted.
- Required vaccinations for University-approved international travel
- University COVID-19 information to be posted on the Campus Health webpage