



College of Professional Advancement

Department of Counseling Atlanta Campus

Course Title:	COUN 910.3W1M - Doctoral Internship
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>Monday 10 – 2PM, Tuesday 11 – 5PM, & by Appointment Only</i>
E-mail address:	rowland_kd@mercer.edu
Office Phone:	678-547-6049
Class Meeting Time:	Fall 2023 Monday 5:00 – 6:30 PM – <i>MS Teams</i>
Course Website:	http://drkdrcounselingcourses.weebly.com/

Course Description:

Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy), where one of these 3 areas **MUST** be Teaching. Internship total hours are to be completed within two(2) semesters where a minimum of 150 hours must be accrued in each semester. You may not take more than TWO(2) tracks per semester. During internship, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a site supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision will be provided each week on campus or synchronously/in a blended format online with other students throughout the internship, led by a university counselor education faculty member.

For a ***teaching internship***; teaching two Master's level courses is the equivalent of 300 hours of internship. Teaching must include preparation and delivery of course materials, in addition to other responsibilities as assigned by the supervising professor. For ***supervision***, supervising one section of Master's level internship or practicum experience is the equivalent of 150 hours of internship. Please be aware that these equivalencies are not a guarantee as it is meant to show you how many hours you can expect. You must still show evidence of any hours you record/report.

***Please note:

- Doctoral students are required to be covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
- Students are not allowed to teach or supervise other doctoral students to remain within CACREP compliance.

Student Learning Outcomes:

By the conclusion of this two-semester course, students will be able to:

1. Develop expertise in **3 of the 5 core CACREP areas** (counseling, teaching, supervision, research and scholarship, leadership and advocacy) through supervised practice.
2. Develop advanced skills and practice regarding teaching (given that Teaching is a required track for all students).
3. Develop advanced skills and understanding in leadership and advocacy (given that everyone, regardless of their 3 tracks will write a paper on leadership and advocacy).

CACREP Standards and Student Learning Outcomes:

Program's Key Performance Indicator	CACREP 2016 Standard	Description	Assessment
Teaching Track (Required)			
Students will investigate and apply theories and techniques of instruction and evaluation which meet the developmental needs of graduate-level students. Students will formulate a personal pedagogical theory and teaching style.	B.3.a	Roles and responsibilities related to educating counselors	Doctoral Internship in CES Agreement
	B.3.b	Pedagogy and teaching methods relevant to counselor education	Intern Self-Assessment of Teaching; Onsite Supervisor Evaluation of Doctoral Intern
	B.3.c	Models of adult development and learning	Intern Self-Assessment of Teaching; Onsite Supervisor Evaluation of Doctoral Intern
	B.3.d	Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	Intern Self-Assessment of Teaching; Onsite Supervisor Evaluation of Doctoral Intern; Weekly and Final Time Log(s); Weekly Student Journal
	B.3.e	Effective approaches of online instruction	Intern Self-Assessment of Teaching; Onsite Supervisor Evaluation of Doctoral Intern
	B.3.f	Screening, remediation, and gatekeeping functions relevant to teaching	Intern Self-Assessment of Teaching; Onsite Supervisor Evaluation of Doctoral Intern; Weekly Student Journal
	B.3.g	Assessment of learning	Intern Self-Assessment of Teaching; Faculty Evaluation of CES Intern: Teaching Activities; Weekly Student Journal
	B.3.h	Ethical and culturally relevant strategies used in counselor education	Intern Self-Assessment of Teaching; Onsite Supervisor Evaluation of Doctoral Intern; Weekly Student Journal
Leadership & Advocacy Track			
*** = Competencies covered within the class no matter what track the student is pursuing	***B.3.i	The role of mentoring in counselor education	Doctoral Internship in CES Agreement; Weekly Student Journal
	B.4.i	Professional conference proposal preparation	Weekly and Final Time Log(s); Onsite Supervisor Evaluation of Doctoral Intern
	***B.5.a	Theories and skills of leadership	Weekly Student Journal; Personal philosophy of leadership and advocacy paper; Onsite Supervisor Evaluation of Doctoral Intern
	***B.5.b	Leadership and leadership development in professional organizations	Weekly Student Journal; Weekly and Final Time Log(s); Personal philosophy of leadership and advocacy paper; Weekly Student Journal; Onsite Supervisor Evaluation of Doctoral Intern
	***B.5.c	Leadership in counselor education programs	Doctoral Internship in CES Agreement; Weekly and Final Time Log(s); Personal philosophy of leadership and advocacy paper; Weekly Student Journal; Onsite

			Supervisor Evaluation of Doctoral Intern
	B.5.f	Leadership roles and strategies for responding to crises and disasters	Weekly Student Journal; Personal philosophy of leadership and advocacy paper; Onsite Supervisor Evaluation of Doctoral Intern
	***B.5.g	Strategies for leadership consultation	Weekly Student Journal; Personal philosophy of leadership and advocacy paper; Weekly Student Journal; Onsite Supervisor Evaluation of Doctoral Intern
Counseling Track			
	B.1.b	Integration of theories relevant to counseling	On-site Supervisor's Evaluation of the Student (final); Case presentation
	B.1.c	Conceptualization of clients from multiple theoretical perspectives	Case presentation; Weekly Student journal
	B.1.d	Evidence-based counseling practices	On-site Supervisor's Evaluation of the Student (final); Case presentation; Weekly and final time log(s)
	B.1.e	Methods for evaluating counseling effectiveness	Doctoral Internship in CES Agreement; Onsite Supervisor Evaluation of Doctoral Intern; Case presentation; Weekly and final time log(s); Weekly Student journal
	B.1.f	Ethical and culturally relevant counseling in multiple settings	Student trainee evaluation of Site; Weekly Student Journal; Case presentation; Weekly Student journal
Supervision Track			
	B.2.d	Skills of clinical supervision	Intern Self-Assessment – Supervision; Onsite Supervisor Evaluation of Doctoral Intern
	B.2.e	Opportunities for developing a personal style of clinical supervision	Weekly Student Journal; Doctoral Internship in CES Agreement; Weekly and Final time log(s); Intern Self-Assessment – Supervision; Onsite Supervisor Evaluation of Doctoral Intern
	B.2.f	Assessment of supervisees' developmental level and other relevant characteristics	Weekly Student Journal; Doctoral Internship in CES Agreement; Intern Self-Assessment – Supervision; Onsite Supervisor Evaluation of Doctoral Intern
	B.2.h	Administrative procedures and responsibilities related to clinical supervision	Weekly Student Journal; Doctoral Internship in CES Agreement; Weekly and Final time log(s); Intern Self-Assessment – Supervision; Onsite Supervisor Evaluation of Doctoral Intern
	B.2.k	Culturally relevant strategies for conducting clinical supervision	Doctoral Internship in CES Agreement; Intern Self-Assessment – Supervision; Weekly Student journal; Onsite Supervisor Evaluation of Doctoral Intern

Research & Scholarship Track			
	B.4.d	Emergent research practices and processes	Weekly Student journal; Weekly and Final time log (s); Onsite Supervisor Evaluation of Doctoral Intern
	B.4.g	Research questions appropriate for professional research and publication	Weekly Student journal; Doctoral Internship in CES Agreement; Weekly and Final time log (s); Onsite Supervisor Evaluation of Doctoral Intern
	B.4.h	Professional writing for journal and newsletter publication	Doctoral Internship in CES Agreement; Weekly and Final time log (s); Onsite Supervisor Evaluation of Doctoral Intern
	B.4.i	Ethical and culturally relevant strategies for conducting research	Doctoral Internship in CES Agreement; Onsite Supervisor Evaluation of Doctoral Intern

Course Pre-Requisites:

Per the CES Handbook, prior to enrolling in COUN910: Doctoral Internship the student must have completed the following courses: *COUN 701, COUN 702, COUN 706, COUN 707, COUN 720, COUN 801, COUN 802, COUN 803, COUN 812, COUN 830, COUN 831, COUN 832, COUN 901.*

Required Textbook:

No textbook is required for this course however readings may be assigned.

Course Assignments:

ALL TRACKS:

- I. Weekly Logs and Semester Summary of Hours – The purpose of the log is to provide a daily record of all time spent in internship activities – record these in Supervision Assist. The log serves as evidence that the student has met the content and time requirements of the internship. The Semester Summary of Hours summarizes hours over the semester.
- II. Field-Site Supervision: Students will also meet with their site supervisor for a minimum of one (1) hour each week in individual or triadic supervision. The site supervisor may also require students to participate in additional group supervision.
- III. Weekly Student Journal of Internship Activities – The purpose of this journal is for students to write a weekly reflection of their internship activities. Prompts that will help guide reflection include:
 - What were some growth opportunities/edges that were identified (by me or others) this week?
 - What were some instances of intentionality?
 - What goals did I meet or exceed? What goals do I still have to work on?
 - In what ways was theory applied to what I did this week?
 - What are some ways/in what areas can I ask for support? Feedback?
 - What would make this experience more meaningful and what steps can I take towards this?

- IV. Leadership and Advocacy Paper – Despite what tracks you choose for your internship experience, in keeping with the *Leadership and Advocacy CACREP requirements* of this course, you will be required to turn in a Leadership and Advocacy paper by the conclusion of your Internship Experience. You will have the option of turning in this paper during either semester of your Internship experience IF you are not officially doing a L & A track. However, if you are officially doing an L & A track, the paper is due at the conclusion of the semester. Details on this paper can be found in “Files” of the Canvas course page.
- V. Forms completed- See Internship File Requirements Checklist in the APPENDIX of this syllabus for a list of forms required for each track.

COUNSELING AND SUPERVISION TRACKS:

- I. Recorded Sessions: It is mandatory for all internship students to record, either audio or video, as many INDIVIDUAL client/supervisee sessions as possible. The sessions should be recorded in compliance with all site regulations and with the approval of the site supervisor. These recordings will be used for self-evaluation and peer group supervision. *** If you are in the supervision track, please make sure that you solicit the supervision class you are working with in order to obtain a volunteer(s) to do individual supervision with. You must do this in order to fulfill your case conceptualization requirement on an individual supervisee. The faculty supervisor should be aware of this, but please share this class expectation so they can offer support.
- II. Students must have a signed consent form from each client/supervisee prior to taping the session. The site may require that you use its own consent form, but the student must also use Mercer’s consent form, which specifies that the client/supervisee is aware that his or her counselor/supervisor is a student at the university. Copies of signed consent forms must be maintained in the students’ portfolios for possible inspection at any time by the faculty supervisor and/or the site supervisor.
- III. When presenting tapes in group supervision, students must complete the Case Conceptualization form (see the APPENDIX of this syllabus) and provide copies for each member of the class. You will also be required to share the full-length counseling/supervision with me by recording in or uploading into Supervision Assist.

TEACHING TRACK:

- I. During the course of the semester you will submit evidence of your teaching activities as agreed upon with your site supervisor and outlined in the Doctoral Internship CES Agreement (see the COUN CES PHD INTERNSHIP Canvas portal.). Evidence could include but is not limited to: syllabus development, teaching presentations, etc.
- II. You will write a 5 pages paper (APA style) on your personal philosophy of teaching and learning due on the last day of class. *See format in the syllabus.*

LEADERSHIP & ADVOCACY TRACK:

- I. During the course of the semester you will submit evidence of your leadership and advocacy activities as agreed upon with your site supervisor and outlined in the Doctoral

Internship CES Agreement (see COUN CES PHD INTERNSHIP Canvas portal).
Evidence could include but is not limited to: committee work, legislative advocacy work, etc.

- II. You will write a 5 pages paper (APA style) on your personal definition and philosophy of leadership and advocacy due on the last day of class. This reflection must include a brief review of the current literature on leadership and advocacy. *See format in the syllabus.*

REASERCH & SCHOLARSHIP TRACK:

- I. During the course of the semester you will submit evidence of your research and scholarly activities as agreed upon with your site supervisor and outlined in the Doctoral Internship in CES Agreement (see the “COUN CES PHD INTERNSHIP” Canvas portal). Evidence could include but is not limited to: conference proposal(s), grant proposal(s), authorship of a book chapter(s), etc.

Assessment:

See Internship File Requirements Checklist in the APPENDIX of this syllabus for assessments related to each of the 5 tracks.

Supervision Assist will host the evaluations and weekly logs needed for this course (please make sure you are familiar with these).

Grading

This class is a S/U class. Receiving a “satisfactory” grade requires a standard of achievement equivalent to that usually awarded the grade of B or better. Below is the percentage value for each assignment and the grading scale that determines the S/U grade.

Attendance and Participation (include journal)	30%
Supervision Assist paperwork	10%
Presentations	30%
Teaching Philosophy paper	15%
Leadership and Advocacy Paper	15%
	<hr/>
	100%

Grading Scale

90-100 = A 80-89 = B 70-79 = C 69 & below = F

Attendance and Participation

Students will meet for internship supervision 1.5 hours/week. The faculty supervisor will provide group supervision at that time. Students are expected to read all assigned materials before coming to class and be prepared to participate in all class discussions. A student’s grade may be reduced for class participation, attendance, and/or tardiness.

Participation includes the following components:

- Preparing for class so that you are able to discuss the assigned topic(s)
- Engaging in class activities in a positive way that focuses on the task of the group
- Openness to personal reflection, positive feedback, and corrective feedback

This class is designed to be participatory in nature with the idea of promoting a community of active, engaged learners; therefore, you are expected to be present at all class meetings for the entire semester. If an emergency should arise and you are unable to be in class, the instructor should be notified prior to class and a makeup session will be scheduled or an alternative assignment may be agreed upon with the instructor. Being late for class or leaving class early may also result in a grade reduction. You cannot pass the class if you are absent from TWO OR MORE CLASSES.

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
- *supervision*, interns will meet in a **small group** throughout the semester with the faculty supervisor. During this time a variety of activities will occur, including discussion of on-site issues, case presentations, discussion of ethical issues, and peer supervision. During this time students may also discuss personal counseling goals, general concerns, and weekly present a tape/case.

Direct Instructional Hours: Total = 2250

Instruction	Time
Classroom and Synchronous Lectures	1260 minutes (90 minutes per week)
Assignments (including students' presentations)	990 minutes (198 minutes per assignment)

Writing Expectations:

School Counseling Internship 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**, where applicable. **Papers will be evaluated based on content, writing, and APA style.**

Course Expectations:

Students should read and understand the requirements for Internship as outlined in the Mercer University Doctoral Internship Manual.

1. The student must have signature approval on the Internship Agreement from the Doctoral Program Coordinator BEFORE actually beginning the internship.
2. Signature Approval on the Internship Agreement by the Program Coordinator for the Ph.D. in Counselor Education must be obtained no later than 7 weeks prior to the date the graduate student counselor desires to begin their internship. When the Internship Agreement has been processed, an approved copy of the Agreement will be sent to the student. The official date after which the graduate student counselor may begin his/her internship will be noted on this copy of the Agreement. In addition, the student will give an approved copy of the Agreement to the On-Site Supervisor. Internship hours completed by the student intern prior to the

official date for the start of the internship will not be counted toward meeting the minimum 600 clock hour requirement.

3. Students are expected to attend class as assigned and to come prepared for weekly discussion of Internship experiences.
4. Students are expected to participate in the process of group supervision, giving and receiving feedback in an appropriate manner.
5. Students are expected to bring a recent artifact(s) representing their progress regarding internship activities (i.e., audio file of a recent counseling or supervision session, progress regarding committee involvement or research endeavors, a class agenda and teaching report of a recent class, etc.).
6. For in-person classes, students should bring enough copies of their artifact to accommodate other group members (For Counseling and Supervision Tracks, please review the Case Conceptualization form listed in the APPENDIX of this syllabus). Presentation of artifacts is required at least ONE(1) TIME per semester, sometimes more.
7. Students should comply with all procedures to ensure confidentiality and protection of client, student, and supervisee rights during the Internship counseling and supervision experience.
8. Students will exhibit professional behavior outlined in the CES Handbook (if doing a clinical track, professional behavior extends to the site's policies and procedures).

Electronic Devices:

For in person classes: As a matter of courtesy, please keep your cell phones in a mode that will not disturb the class. If it is necessary that you be accessible for emergency reasons, please make sure your cell phone is placed in the “vibrate only” mode and that you respond to your call outside of the classroom. As a matter of courtesy, if you think you may need to leave the room during the class period, please sit close to the exit to minimize disruption of fellow students.

Laptop Use for in-person classes: You may bring your laptop to in-person classes and use it to take notes. However, if use of your laptop becomes disruptive or if it impedes your ability to attend to subject matter (i.e., surfing the net, preparing assignments for this or other classes, etc.), you will be asked to shut down your program and leave your laptop at home.

Notification of Course Recording: Course instruction may be recorded using Echo360 or Zoom and will only be available to students registered for the course who need accommodation. Such recordings may include your name, likeness, and participation in class. Recordings of instructional activities will be used solely for class purposes by the instructor and students enrolled in this course during the current semester. Course recordings may not be reproduced or shared in any way (including electronically or posting in any web environment) with those not in the class in this semester.

Office Hours: My office hours may be conducted in person or virtually (synchronously via Zoom). During Zoom office hours you must follow appropriate protocols in terms of audio muting and video enabling as directed by the instructor. Zoom sessions are a professional environment, you must ensure that your username, demeanor, dress, and background are appropriate.

Online Audio/Video Requirements: This course may include online sessions delivered synchronously via Zoom. You must have appropriate internet access, and audio and video capability on your computer for participation. Class protocol requires that your audio remain on mute unless you are responding to the instructor or addressing course participants. Your video must be enabled during such video sessions as this will contribute to your participation grade. As with in-person class, online sessions are an extension of the classroom, you must ensure that your username, demeanor, dress, and background are appropriate.

Communication:

To set up an in-person or virtual appointment, please contact me via e-mail (rowland_kd@mercer.edu) or refer to my posted office hours. If I am unable to respond immediately, I will respond within 24-48 hours of receiving your message. On the weekend or when I am away from campus (i.e., at a conference), my response may be irregular.

Ethical and Professional Conduct:

Student counselors will be expected to behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Students must understand and comply with all laws and ethical standards related to confidentiality and client rights and must understand and respect cultural differences. (CACREP II-G-6-e,g).

Class (Supervision) format:

1. Listening/viewing internship *audio/videotape, lesson plan, etc. presentation* (15 minutes per student) – 2 students per class session.
2. Individual reports on weekly internship activities, issues, etc. (40 minutes).
3. Wrap up with announcements, joys, etc. (10 minutes).

Tentative Course Schedule

Date	Presenter	CACREP Standard	Topic/Assignment Due
Week 1- 8/21	Instructor	G.6.B.1.B-F; 2.C, D, F, H, K; 3.A-I; 4.D, G, H, I; 5.A—C, F	Syllabus Review Doctoral Internship in CES Agreement Due (Electronic copy turned into me via email)
Week 2 – 8/28	All	G.6.B.1.B-F; 2.C, D, F, H, K; 3.A-I; 4.D, G, H, I; 5.A—C, F	Report on specific semester internship experiences expected.
Week 3: 9/4/			LABOR DAY HOLIDAY
Week 4: 9/11	All	G.6.B.1.B-F; 2.C, D, F, H, K; 3.A-I; 4.D, G, H, I; 5.A—C, F	Discussion Activities Check-in
Week 5: 9/18	Intern	G.6.B.1.A-B	Internship Activities
Week 6: 9/25	Intern	G.6.B.1.C-D	Internship Activities
Week 7: 10/2	Intern	G.6.B.1.E-F	Internship Activities
Week 8: 10/9	Intern	G.6.B.1.A-B	Internship Activities
Week 9: 10/16	Intern	G.6.B.1.C-D	Internship Activities
Week 10: 10/23	Intern	G.6.B.1.E-F	Internship Activities
Week 11: 10/30	Intern	G.6.B.1.A-B	Internship Activities
Week 12: 11/6	Intern	G.6.B.1.E-F	Internship Activities
Week 13: 11/13	All	G6.B.3.A-H	<i>Teaching Philosophy Paper DUE!</i>
Week 14: 11/20			<i>THANKSGIVING HOLIDAY</i>
Week 15: 11/27	All	G6.B.5.A-G	<i>Leadership & Advocacy Paper DUE!</i> Reflections on Internship Experiences!
Week 16: 12/4 <i>Asynchronous</i>	Last Day of Class – Wrap Up	G6.B.2.C-K	All Paperwork DUE in Supervision Assist, etc. (See Assignments and Internship File Requirements Checklist)

APPENDIX

Internship File Requirements Checklist

TEACHING TRACK:

- ☐ Doctoral Internship in CES Agreement (view the COUN CES PHD INTERNSHIP Canvas portal) – (Upload to Supervision Assist)
- ☐ Weekly time logs (Upload to Supervision Assist)
- ☐ Intern Self-Assessment – Teaching/Supervision (Upload to Supervision Assist)
- ☐ ONSITE SUPERVISOR EVALUATION OF DOCTORAL INTERN (Upload to Supervision Assist).

To be turned into me via Canvas assignment on the due date:

- ☐ Teaching Philosophy Paper

SUPERVISION TRACK:

- ☐ Doctoral Internship in CES Agreement (view the COUN CES PHD INTERNSHIP Canvas portal) – (Upload to Supervision Assist)
- ☐ Weekly time logs (Upload to Supervision Assist)
- ☐ Intern Self-Assessment – Teaching/Supervision (Upload to Supervision Assist)
- ☐ ONSITE SUPERVISOR EVALUATION OF DOCTORAL INTERN (Upload to Supervision Assist)

COUNSELING TRACK:

- ☐ Doctoral Internship in CES Agreement (view the COUN CES PHD INTERNSHIP Canvas portal) – (Upload to Supervision Assist)
- ☐ Weekly time logs (Upload to Supervision Assist)

- ☐ Intern Self-Assessment – Teaching/Supervision (Upload to Supervision Assist)
- ☐ Student trainee evaluation of Site (Upload to Supervision Assist)
- ☐ ONSITE SUPERVISOR EVALUATION OF DOCTORAL INTERN (Upload to Supervision Assist)

RESEARCH & SCHOLARSHIP TRACK:

- ☐ Doctoral Internship in CES Agreement (view the COUN CES PHD INTERNSHIP Canvas portal) – (Upload to Supervision Assist)
- ☐ Weekly time logs (Upload to Supervision Assist)
- ☐ Intern Self-Assessment – Teaching/Supervision (Upload to Supervision Assist)
- ☐ ONSITE SUPERVISOR EVALUATION OF DOCTORAL INTERN (Upload to Supervision Assist)

LEADERSHIP & ADVOCACY TRACK:

- ☐ Doctoral Internship in CES Agreement (view the COUN CES PHD INTERNSHIP Canvas portal) – *due at the beginning of the semester*
- ☐ Weekly time logs (Upload to Supervision Assist)
- ☐ Intern Self-Assessment – Teaching/Supervision (Upload to Supervision Assist)
- ☐ Final Semester Summary of Hours (Upload to Supervision Assist)
- ☐ ONSITE SUPERVISOR EVALUATION OF DOCTORAL INTERN (Upload to Supervision Assist)

To be turned into me via Canvas Assignment on the due date:

- ☐ Leadership and Advocacy Philosophy Paper

Assessments Format

COUNSELING Track: Case Conceptualization

- I. Demographic Information
 1. Age:
 2. Sexual Orientation:
 3. Gender:
 4. Race/Ethnicity:
 5. SES:
 6. Religious Affiliation:
 7. Session number with client:
- II. Presenting Concern
- III. DSM Diagnosis
- IV. Cultural Questions to Consider (**you must come up with something; it is unacceptable to say "I have no biases." **)
 1. What cultural biases do you have towards your client?
 2. What cultural biases might your client have towards you?
 3. What cultural values might enhance or impede your relationship with this client?
- V. Session Note and Treatment Plan
- VI. Discuss the ways in which your theoretical orientation is coming through during the session and planning and give AT LEAST 3 examples
- VII. At ***least 3*** specific questions you have for the group regarding your approach, interaction, etc.

Remember:

- Email a copy of your case presentation (PowerPoint), to instructor before the class.
- Have the audio queued to the “critical incident”
- Remember to demonstrate theoretical orientation

SUPERVISION Track: Case Conceptualization

1. Description of supervisee
You may include demographics information.
2. Statement of the Problem/concern
3. Cultural Questions to Consider (**you must come up with something; it is unacceptable to say "I have no biases." **)
 1. What cultural biases might you have towards your supervisee?
 2. What cultural biases might your supervisee have towards you?
 3. What cultural values might enhance or impede your relationship with this supervisee?
4. Your theoretical approach to working with this supervisee (aka: what supervision model are you using to conceptualize the supervisee?)
5. Your learning goals for this supervisee
6. Your goal for this session
7. Any ethical considerations for working with this supervisee?
8. At ***least 3*** specific questions you have for the group regarding your approach, interaction, etc.

Philosophy of Teaching and Learning

- I. Paper Elements
 - 1) Give attention to grammar, clarity of expression, consistency, organization, sentence construction, and content indicates analytical thinking, including depth and complexity.
- II. Content Addresses as many of the following:
 - 1) How do I know when I am effectively teaching?
 - 2) What beliefs, theories and/or methods mark my successful teaching?
 - 3) What types of outcomes do I want for my students?
 - 4) How do I develop and maintain positive relationships with students?
 - 5) How do I collaborate with others?
 - 6) How do I create a supportive learning environment?
 - 7) What approach or strategy has worked especially well in my discipline?
 - 8) What are my most important learning goals?
 - 9) How have/can I make a difference in the lives of your students?

Leadership and Advocacy paper

- I. Define what leadership and advocacy means to you and their connection to one another
- II. Describe what your philosophy of leadership and advocacy looks like for you in the present and how you hope it will look in your future as a counselor educator. *Be sure to think about:*
 - 1) Theories and skills of leadership (applied to the area(s) in which you are doing your internship)
 - 2) The role of mentoring in counselor education
 - 3) Leadership and leadership development in professional organizations
 - 4) Strategies for leadership consultation
- III. Discuss the implications of your leadership and advocacy philosophy

College and University Policies

Mercer University Student Handbook <https://provost.mercer.edu/wp-content/uploads/sites/51/2023/06/University-Student-Handbook-6.20.23.pdf>

Email and Communication

All students are assigned a Mercer e-mail address. Mercer University will use this address for any official e-mail correspondence with students. In the event of an emergency, Mercer will utilize multiple methods, including emergency text messaging to notify students. Students are expected to maintain and update their contact information via MyMercer.

Academic Resources

The **Academic Resource Center (ARC)** provides several different services designed specifically to help Mercer's Atlanta campus, Regional Academic Center, and distance-learning students improve performance and accomplish their academic goals. These services include in-person math and writing tutoring, online tutoring ([Online Writing Lab](#), [Online Math Lab](#), and [Online Science Lab](#)), study skills resources, and online workshops. Students can visit the ARC's website to view tutoring for their specific location, assess their study skills, explore study skills resources, learn more about ARC services, and watch online presentations on various topics: <https://arc.mercer.edu>. Students can contact the ARC to schedule an online consultation or to get additional information by emailing arc@mercerc.edu.

Mental Health and Wellness

Mercer University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Because stress is a normal part of the college experience, learning to manage stress effectively is crucial to your well-being and overall success. Please notify your faculty member or academic advisor for academic assistance, as needed. CAPS can also provide support if you're feeling anxious, overwhelmed, depressed, lost or are struggling with personal issues. Please call or visit the [Counseling and Psychological Services \(CAPS\) website](#) for more information. These services are free and confidential, and support non-traditional, graduate, and undergraduate students. Students may access CAPS at the location of their academic program: MACON – Counseling Center (#21 on the campus map, behind the MEP residential complex), 478-301-2862; ATLANTA – 215 Sheffield Student Center, 678-547-6060. Students at Regional Academic Center and other locations may obtain assistance in finding local services by contacting the CAPS Office nearest them, or utilizing [WellConnectForYou.com](#) , 866-640-4777. We also encourage students to call or text 988 to reach the National Suicide & Crisis Line if needed.

ACCESS and Accommodations

Students with a history or newly documented disability visible or invisible or who had an IEP or 504 Plan due to ADHD/ADD, visual or hearing impairments, Chronic Health Condition (ex. Diabetes, seizures, cancer other medical), pregnancy, child birth, lactation and medical condition related to pregnancy, mobility impairment, learning disability or a mental health concern (depression, anxiety, PTSD etc.) should contact the Access and Accommodation Office (AAO) (<https://access.mercer.edu>) to complete the verification process to become approved for necessary accommodations and services.

In order to receive accommodation, each term, students will submit a Semester Request for faculty notification forms through the AAO online system Accommodate. Students are required to meet with each professor (during office hours or by appointment) in a timely manner to discuss implementation of accommodations. Students receiving accommodation for the administration of exams will receive instructions from the course faculty as to the time and location for their exam if different than class time.

Note – Disability accommodation or status are confidential and are not reflected on academic transcripts.

Students with a history of a disability, perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to complete the verification process with the Access Office.

Students must request accommodation in a timely manner to receive accommodations in a timely manner. Please know accommodation is not retroactive. “

Contact information: <https://access.mercer.edu> for information, email access@mercerc.edu main office 478-301-2810 and Atlanta 678-547-6823

Service Animals and Emotional Support Animals

Mercer University is committed to maintaining a fair and respectful environment for living, working, and studying for all, including individuals with disabilities. To that end and in compliance with federal and state laws, the University has developed guidelines regarding Service Animals and Emotional Support Animals while on Mercer property.

The policy can be found at <https://policies.mercer.edu/www/mu-policies/upload/Mercer-Service-Animals-and-Emotional-Support-Animals-Policy-4-10-23.pdf>.

Diversity

Mercer University and the College of Professional Advancement are committed to promoting a community of respect. The 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.

Student Conduct

Community of Respect

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity

We value a community that encourages an academic atmosphere. We believe that honesty is important to learning.

Respect for Other Persons

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

These values are codified into the following Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined here and may be found in supplemental handbooks. Nothing in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.

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.

Code of Ethics for the American Counseling Association

“The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross- cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.”

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

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>

Grievance Policies and Procedures

Academic Grievances and Appeals

Policy: Students have the right to bring grievances against a faculty member or an administrator and to appeal decisions concerning academic matters. A “grievance” is typically a complaint relating to some allegedly improper action or behavior. An “appeal” is typically a request for review of a routine judgment or decision. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).

Time Frame: For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the completion of the term in which the course was offered. Grievances or appeals received after this period will not be honored.

Informal Resolution Procedure: Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.

Formal Resolution Procedure: The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor’s decision.
2. If the grievance or appeal is not satisfactorily resolved by the department chair or program director, the student should meet with the Dean after submitting to the Dean a formal written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the department chair’s or program director’s decision.

3. If the grievance or appeal is not satisfactorily resolved by the Dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Dean's decision.

If the student has a grievance or appeal involving a dean, he or she should schedule an appointment with that dean to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is the final University decision.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on “File a Complaint” for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on “Complaint Procedures Against SACSCOC or Its Accredited Institutions” for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

Nonacademic Grievances

Policy: Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure: Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure: When a student wishes to file a formal grievance that is nonacademic in nature and does not already have a stated appeal or grievance process as prescribed by law or the institution, he or she should follow this procedure:

1. The student should submit the grievance in writing to the supervisor of the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought, and be clearly labeled “Formal Grievance” for tracking purposes. A copy of the statement must also be presented to the Associate Vice President of Human Resources and the Vice President for Student Affairs. The grievance should be submitted to the employee’s supervisor within ten (10) days of the action or event that forms the basis of the grievance.
2. The supervisor will meet with the respondent to discuss the grievance within ten (10) days of receipt of the written grievance. The employee’s supervisor will reply in writing to the student with the results of the discussion and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.
3. If the student is not satisfied with the results from the supervisor and wants the grievance to be considered further, the student will have an opportunity for appeal as follows:
 - (a) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature within a specific school or college, the student may appeal to the Dean with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee’s unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on “complaint form” for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on “Complaint Procedures Against SACSCOC or Its Accredited Institutions” for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

- (b) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature outside of the administrative organization of a specific school or college, the student may appeal to the Vice President with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee’s unit will be the final University decision on the grievance. A copy of the grievance and their response will be submitted to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on “complaint form” for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on “Complaint Procedures Against SACSCOC or Its Accredited Institutions” for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.] The Dean of Students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

GRADUATE HONOR SYSTEM

This document describes policies and procedures for dealing with infractions of the *Honor Code* by students matriculated in Graduate Programs under the jurisdiction of the Graduate Council of Mercer University.

DEFINITION OF THE GRADUATE HONOR SYSTEM

The Graduate *Honor System* is a code established, interpreted, and administered by the Graduate Council of Mercer University. It is based on the Undergraduate *Honor System* and draws on the traditions of integrity and academic freedom which are embodied by that system. Like that system, the aim of the Graduate *Honor System* is to promote complete freedom within the academic community – a freedom which is based on a trust between students and faculty. At Mercer University, the *Honor System* is subscribed to by everyone enrolling in any class, whether during the regular academic year, the summer term, or evening classes. The faculty subscribes to and supports fully the *Honor System*. The *Honor System* places responsibility for honesty where it belongs and ultimately must rest, on the individual. The individual is responsible for reporting any academic dishonesty he or she may observe as well as being responsible for his or her own honesty. By placing the responsibility on the individual, each student becomes the guardian of the *Honor System*. As a pledge to uphold this responsibility, each student assumes the Honor Pledge stating, “I pledge myself to neither give nor receive aid during tests or for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violation of the *Honor System* and that I will give true and complete information before the Honor Committee.”

GRADUATE HONOR PANEL

Policies and procedures regarding graduate student infractions of the *Honor Code* are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the *Honor Code* and to recommend penalties for those found guilty of infractions.

Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on the Honor Panel. The Honor Panel members shall serve for staggered terms so as to provide for continuity of experience.

DEFINITIONS OF VIOLATIONS

Violations A violation of the Honor Code involves: (1) cheating, (2) plagiarism, (3) academic negligence, or (4) other acts of dishonesty in the area of academics and research. Perjury or willful omission of evidence during a COMMITTEE hearing is also a violation.

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. (1) using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;
2. (2) copying ideas or facts from another's papers during a test situation in or out of class;

3. (3) giving or receiving facts or ideas by any means whatsoever during a test situation in or out of class;
4. (4) obtaining test questions which a teacher does not release for further reference;
5. (5) obtaining or giving specific information which will be on a test before the test is administered;

Plagiarism is defined as the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author.

Academic negligence is also a violation of the *Honor Code*. It is unacceptable conduct of a student during a testing situation. (This includes in-class tests, take-home tests, outside assignments, papers, homework, lab reports, etc.) It may include the student's failure to understand the instructor's specific instructions.

Perjury is the falsification of testimony or other evidence presented to the Council. Willfully omitting evidence may also result in a conviction.

PROCEDURE FOR REPORTING HONOR CODE VIOLATIONS

Each student is responsible for reporting any and all infractions of the *Honor Code*. This responsibility is accepted when he or she enrolls in Mercer University and is expected of him or her as a vital participant in the Mercer University *Honor System*. The SYSTEM is so dependent upon this student responsibility that the shirking of this responsibility is considered a serious violation of the *Honor Code*. Faculty as well as students are responsible for reporting any and all infractions of the *Honor Code* which may come to their attention.

The procedure for reporting a violation is:

1. (a) If a student or member of the faculty knows or hears of an act of dishonesty, he or she is responsible for reporting the incident to the Dean of the academic unit. The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.
2. (b) The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by: (1) selecting two members of the Graduate Honor Panel, and (2) naming one additional member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.
3. (c) The Chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

LIVETEXT **REQUIRED FOR ALL STUDENTS**

LiveText:

All students enrolled in the Counseling programs are required to purchase a LiveText account and upload artifacts of completed assignments associated with Key Performance Indicators at designated checkpoints throughout the course of study. The purpose of the LiveText artifact upload requirement is three-fold: 1) to document student developmental progress toward Key Performance Indicators associated with CACREP standards, 2) to provide a student-accessible platform for assessment of the Key Performance Indicators and the associated CACREP standards at multiple points in time, and 3) to establish a comprehensive summary of group-level assessment data for overall program-level assessment.

Failure to comply with the LiveText requirements for this course will result in a grade of “F” and the course will need to be repeated to maintain active status in this degree program. Should your overall GPA fall below 3.0 as a result of this, you will be placed on academic probation and you will be unable to continue in the program until you repeat this course successfully (grade of B or better).

Students are expected to:

(1) Purchase a LiveText membership account. You can purchase your LiveText account at www.livetext.com. OR You can purchase through the Mercer University Bookstore.

For additional instructions on creating your LiveText account, see the LiveText instructions provided below. If you have already purchased a LiveText account for another degree program at Mercer or at another university, you do not need to create a second one; contact LiveText to reactivate your account at a reduced cost and you will use the same account for your current degree at Mercer.

(2) Upload assignment artifacts from courses associated with Key Performance Indicators to LiveText by the deadline listed in the course syllabus. Courses with associated Key Performance Indicator assignments are as follows:

Creating a LiveText Account

Type the following in your address bar in your browser: www.livetext.com

Click on the **Purchase Membership** button

Enter your personal information and list **Mercer-University** as your institution

For your user name, you must use the following format:

First initial of first name, First initial of middle name, First four letters of last name, Last four numbers of Mercer ID #.

EXAMPLE: John K. Smith ID# 1025436 user name: JKSmit5436