University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5357- Guidance Services  
Summer 2015

Social Justice Teachings

**Subsidiarity**
Integrated in each course in the Counselor Education program is a sense of *community*. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

**Dignity and rights of children**
The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

**People have a right to an education**
Equality is a major theme integrated in the Counselor Education program. In each course *equality* is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

Textbook(s) Required


Downloaded Documents (Required)
A Model Comprehensive, Developmental Guidance and Counseling Program For Texas Public Schools: A Guide for Program Development Pre-K-12th Grade, Revised 2004

Course Description
COUN 5357 Guidance Services investigates the history and significance of guidance and counseling in United States education. Students probe the background and present state of counseling in schools with emphasis on integrated, comprehensive, developmental models of ethical, professional, school counseling. Ethical counselor as catalyst, caregiver, communicator, consultant, and collaborator are explored. Students become familiar with the A Model Comprehensive, Developmental Guidance and Counseling Program For Texas Public Schools (2004) published by the Texas Education Agency.

COUN 5357 Guidance Services introduces students to professional school counseling (PSC) including an overview of the principles, theories, professional organizations, ethics, and delivery of counseling services. They will demonstrate the ability to identify the role and function of the counselor, and to scrutinize case studies. Students will investigate the philosophy of ethics and the basic principles of consultation. Students will develop and sharpen their microskills in counseling.

Professional School Counselor Competencies
- Can place comprehensive developmental counseling into an historical content;
- Have expertise in understanding and creating an integrated, comprehensive, developmental counseling program in schools;
- Effectively work with colleagues, families, and communities in culturally appropriate ways;
- Use the principals and theories of counseling ethically in the delivery of counseling services;
- Are actively involved in their professional organizations;
- Interact with caregivers, teachers, and administrators in such a manner that they are empowered to be actively engaged in students’ development as successful students, emotionally whole people, and productive citizens;
- Use counseling microskills in culturally appropriate ways;
- Demonstrate behavior that manifests the highest degree of integrity;
- Can interface with other professionals in mental health, and other agencies serving their clients with confidence and competence;
- Sharpen consultation skills to be used with all their publics as necessary.

Based on these assumptions, students will work successfully:
- To learn the historical context in which school counseling developed in the United States;
- To become familiar with integrated, comprehensive, developmental counseling programs in schools;
- To understand self in the context of counselor as catalyst, caregiver, communicator, consulter, and collaborator in culturally sensitive ways;
- To become familiar and possibly become a member of the American Counseling Association (ACA), the American School Counseling Association (ASCA), the Texas Counseling Association (TCA), and the Texas School Counseling Association (TSCA);
To become thoroughly acquainted with the ethical standards of the American Counseling Association (ACA) and the American School Counseling Association (ASCA);

To become sensitive to and to develop skills for fruitful interaction with caregivers, family members, and community members for the purpose of enhancing the academic, social, emotional, and personal success of students;

To tailor the use of the microskills to the needs of clients in age appropriate, diversity sensitive, and in culturally meaningful ways;

To demonstrate in class behavior and the fulfillment of assignments and examinations to the highest degree of integrity at all times;

To develop understanding of agencies in the community which service the publics of professional school counselors;

To understand the theories representing the foundations of consultation and demonstrate the successful use of consultation skills.

Pedagogy
COUN 5357 Guidance Services involves three equally important components, namely, cognitive, affective, and professional. The cognitive includes but is not limited to instruction, class seminar, and writing assignments. The affective includes but is not limited to role-playing, videotaping, and reflection on class and program experience. Analysis of and reflection on attitudes, beliefs, and behavior is ongoing throughout the class program. The professional includes but in not limited to the study of ethics and issues of confidentiality and competency and development of computer technology skills. There is a special emphasis on language diversity and how it impacts the therapeutic relationship. Consultation theories and skills are included. Counseling microskills are practiced in every class.

Integrity
Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of St. Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics of the American Counseling Association (2014). Professional school counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession.

Language Diversity
The Counselor Education Program at the University of St. Thomas is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Counselor Education Program.

ADA Statement on Disabilities
The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

Professional Standards of Behavior for Students and Faculty

- Use of personal technology devices: Cell phones shall be silent or on vibrate during the class. When necessary, students should step outside the classroom to take a call and return to the classroom as quickly as possible.
- Use of UST Email Accounts: All email correspondence will be through the mystthom email system. Please check your email through your mystthom account daily for correspondence and announcements.
- Late Assignments: It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.

Course Requirements

Attendance, Preparation, and Participation
Students are expected to be present for and participate in all class discussions. All readings are expected to have been completed at the time the class begins. Please be in class on time and prepared to participate.

Role Play Assignment
Students will form dyads in efforts to role-play a client and a counselor. The role-play will focus on current issues in school counseling ranging from early childhood to higher education. Students will email a one-page reflection paper on this experience to the professor no later than midnight the day following their role-play.

School Counseling Program Implementation Survey
The student will interview a campus counselor and research your district and campus website to complete the School Counselor Program Implementation Survey.

Campus Program Needs Assessment
Evaluate the results of the School Counseling Program Implementation Survey to identify program needs on your campus. Make recommendations to address the needs of your campus. This can be done through interviews, journal articles, textbooks, ASCA National Model and Texas School Model. These suggestions will be beneficial in the implementation of a healthy comprehensive developmental program. APA formatting is required for citing and referencing sources.
Guidance Lesson Individual Presentation
Using section 4 in *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre – K – 12th Grade*, students will choose a grade level (elementary, middle, or high) of their choice and develop a guidance lesson specific to the grade level selected. This guidance lesson will be presented to the class in a presentation format and a written copy will be provided for the professor the day of the presentation. This document can be downloaded via: [http://www.schoolcounselor.org/files/Texas.pdf](http://www.schoolcounselor.org/files/Texas.pdf).

- APA citations and referencing
- Engaging Activities
- 20 minute individual presentation
- Pictures and Graphics
- Be creative
- Powerpoint, Prezi, Glogster, etc…

Program Proposal to Administrators Group Presentation
In groups of three students will write a formal proposal specific to the chapter assigned in Erchul & Martens and a collaboration of campus needs. This proposal should include the (1) Name of Program, (2) Purpose (a) identify whether it is a research based program, (b) Give rationale for its implementation, and (c) Goals, (3) Services Provided, (4) Role Players (5) Evaluation Method. This proposal will be presented to the class in a presentation format and the written copy will be provided to the professor.

- APA citations and referencing
- Engaging Activities
- 15 minute group presentation
- Pictures and Graphics
- Be creative
- Powerpoint, Prezi, Glogster, etc…

Grading

<table>
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<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Attendance, Preparation, and Participation</td>
<td>5</td>
</tr>
<tr>
<td>2. Role Play Assignment</td>
<td>20</td>
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3. School Counseling Program Implementation Survey 15
4. Campus Program Needs Assessment 15
5. Guidance Lesson (20 minute: Individual Presentation) 25
6. Program Proposal (15 minute: Group Presentation) 20

Total Possible Points 100

Criteria for Grading Written Work
- APA guidelines are required for any written assignment
- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follow guidelines described in syllabus
- Presents material in a clear and logical manner
- Gives evidence of ability to synthesize information from various sources to support the topic
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly
- Is on time. Late work will result in grade reduction.

General APA guidelines must be used for all written papers
- Times New Roman
- Font 12 pt
- Indent new paragraphs five spaces or tab.
- Double space the entire paper, including between paragraphs
- Margins - 1" top, bottom, left and right
- Use no more than three lines for your name, assignment, date on title page
- Be sure to use your APA 6th edition manual

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<tr>
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<td>87-89</td>
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## Summer - Course Session Schedule

**(Subject to Change)**

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<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
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| 1       | Thursday May 28 | Introduction to Course  

  Review Syllabus & Course Standards  

  Erchul: Chapters 1-4  

  Wittmer: Chapters 1-4  

  Stone: Chapters 1-3  

  *Sign-up for Group & Individual Assignments* |
| 2       | Thursday June 4 | Erchul: Chapters 5-8  

  Wittmer: Chapters 5-8  

  Stone: Chapters 4-6  

  *Role Play*  

  *Guidance Lesson Individual Presentations (3 Presentations)* |
| 3       | Thursday June 11 | Erchul: Chapters 9-10  

  Wittmer: Chapters 9-13  

  Stone: Chapters 7-8  

  *Role Play*  

  *Guidance Lesson Individual Presentations (3 Presentations)*  

  *School Counseling Program Implementation Survey Due* |
| 4       | Thursday June 18 | Erchul: Chapters 11-12  

  Wittmer: Chapters 14-18  

  Stone: Chapters 9-11  

  *Role Play: Address Bullying: Who’s in Charge*  

  Review assigned article (please refer to learning module #4). Outline your district’s policies to address the presented topic and evaluate the alignment of your district to national trends.  

  *Guidance Lesson Individual Presentations (3 Presentations)*  

  *Campus Programming Needs Assessment Due* |
| 5       | Thursday June 25 | Wittmer: Chapters 19-35  

  Stone: Chapters 12-14  

  *Role Play*  

  *Campus Programming Needs Assessment Due*  

  *Program Proposal Group Presentations (3 Presentations)* |
**Professional Organization for Professional School Counselors**
American School Counselor Association (ASCA)
www.schoolcounselor.org

**Professional Journals**
*Journal of Counseling and Development*
*Professional School Counseling*

**References**


