Required Texts


* This is a supplemental

General Description of Course

COUN 5357 Guidance Services investigates the history and significance of guidance and counseling in United States education. Students probe the background and current state of counseling in schools with emphasis on integrated, comprehensive, developmental models of ethical, professional, school counseling. Ethical counselors as catalysts, caregivers, communicators, consultants, and collaborators

This course develops an appreciation for the relationship between clinical mental health counselors and professional school counselors. It enhances the knowledge, abilities, and skills of communication, referral, and issues of confidentiality between professional school counselors and clinical mental health counselors, both of whom interact on behalf of their respective clients and publics.

This course introduces students to professional school counseling and clinical mental health counseling including but not limited to an overview of the principles, theories, professional organizations, ethics, and delivery of counseling services. Students will learn the function, organization, and administrative procedures of counseling and client services. They will demonstrate the ability to identify the basic services, to identify the role and function of professional school counselors, and clinical mental health counselors, and to scrutinize case studies. Students will investigate the philosophy of ethics and the basic principles of consultation. Students will develop and sharpen their micro-skills in counseling.

**Pedagogy**

COUN 5357 Guidance Services uses a Freudian model as its pedagogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally salient. In addition, the professor believes that life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course and in the Counselor Education Program.

**Proposed Integration within the Counselor Education Program**

**For the Coming Academic Year**

**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. Each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.
Professional School Counselor Competencies & Guidelines

The school counselor possesses the personality characteristics, knowledge, and skills required of the effective helper. The school counselor works within professional ethics and standards, and develops, maintains, and provides effective counseling, guidance, consultation, systemic support, and program evaluation that are developmentally appropriate for the school setting. The school counselor works effectively with faculty, students and their families.

The counselor is a skilled professional who is able to:

1. Design and implement a comprehensive developmental counseling and guidance program relevant to all students.
2. Organize, implement, and deliver a guidance curriculum relevant to all students.
3. Provide individual and group counseling relevant to all students.
4. Respond to specific mental health needs in the school setting.
5. Consult with teachers, administrators, and parents/guardians to enhance students’ learning environments.
6. Coordinate services available to students, their families, teachers, and school-related personnel.
7. Facilitate the educational, cultural, and career development of all students, including those who are English language learners, immigrant students, or students from traditionally devalued populations.
8. Coordinate assessment for the school setting and for individual evaluation.
9. Demonstrate leadership and advocacy for the school counseling profession and within the individual school setting.
10. Demonstrate regard for professional development and ethical standards.

Performance Guidelines

According to the Texas State Board of Education, the professional school counselor provides evidence of competence by demonstrating ability to:

1.1 Understand the psychological, emotional, and physiological development of children and adolescents, differentiating between needs of young older children.
1.2 Identify current national and state models of professional school counseling and their impact on provision of school counseling.
1.3 Develop and coordinate a collaborative team approach to program implementation that involves all members of the guidance team (students, counselors, parents/guardians, teachers, administrators, community resource persons, etc.).
1.4 Inform students, parent’s guardians, teachers, and administrators about the comprehensive developmental guidance program and available services.
1.5 Conduct needs assessments of students, teachers, and parents/guardians to determine goals and priorities for the counseling and guidance program.
1.6 Adapt/design, implement, and coordinate a comprehensive developmental guidance curriculum that covers the major areas of developmental needs, namely, personal/emotional, social, academic, and career.
1.7 Develop and maintain a budget for the school counseling program.
1.8 Organize and implement curriculum through guidance, counseling, consultation, and program coordination to reach all students especially those who are in most need.
1.9 Adapt the institution’s comprehensive developmental guidance model to accommodate the specific needs of all student populations.
1.10 Identify and implement accountability measures for the effectiveness of the school counseling program including, but not limited to, pre/post assessments, surveys, grades, discipline referrals, and checklists.
1.11 Evaluate each program implementation component through data collection.
1.12 Modify program goals and procedures as a result of evaluation outcome.
1.13 Develop a library and virtual library of appropriate resources available to meet the needs of all students.
1.14 Create appropriate office space for confidential individual and group counseling.

2.1 Review and choose current guidance curriculum materials for effectiveness and best fit with program goals.
2.2 Plan and conduct classroom guidance activities.
2.3 Understand and implement classroom management techniques for curriculum implementation.
2.4 Provide training and assist classroom teachers in implementing guidance activities.
2.5 Assist students in educational and career planning through individual and group strategies.
2.6 Maintain current knowledge of educational strategies to promote postsecondary success.
2.7 Assist students in transitions between grades or educational levels.

3.1 Identify counseling theories and strategies that are developmentally appropriate for students and effective in the school setting, including theories emphasizing wellness and prevention.
3.2 Prioritize counseling needs of students in order to assess the level of need for individual or group intervention versus referral to outside resources.
3.3 Counsel individual students to meet remedial, preventive, and developmental needs.
3.4 Counsel small groups of students to meet remedial, preventive, and developmental needs.
3.5 Develop and use effective ways to inform students, staff, and parents/guardians about procedures for obtaining individual or group counseling services.
3.6 Develop a referral list and process to refer students to community sources of long-term mental health issues.
3.7 Maintain appropriate confidentiality.

4.1 Assess the need for individual crisis intervention, including but not limited to situations of violence, disaster, physical abuse, suicide, or drug abuse.
4.3 Implement the school counselor role in school wide emergency intervention plans.
4.4 Deliver crisis intervention to individual students, teachers, and parents/guardians.
4.5 Organize community services for school wide intervention in a crisis event.

5.1 Consult with students and parents/guardians concerning family situations that affect school attitude and performance.
5.2 Consult with teachers concerning classroom situations that affect school attitude and performance emphasizing philosophy and strategies for effective teaching/learning related to the cultural and developmental needs of students.
5.3 Consult with teachers, administrators, and staff to meet individual student needs in such areas as attendance, progress, and motivation and issues of privilege and oppression.
5.4 Conduct parent education groups and individual conferences on specific problems/issues related to normal developmental concerns.
5.5 Assist teachers in developing curriculum in areas related to counseling, such as career development and psychosocial development.

6.1 Conduct staff development on problem areas that may affect students in schools, such as depression and suicide, attention-deficit hyperactivity disorder, and eating disorders.
6.2 Conduct staff development in areas such as appreciation of cultural differences, interventions to optimize academic, social, and emotional development, and the impact of privilege and oppression on student success.
6.3 Encourage cooperative relationships among and between the school, businesses, and members of the local community.

7.1 Help students understand interrelationships among and between education, career, culture, and overall human development in context.
7.2 Collaborate in identifying, obtaining, and disseminating appropriate educational, cultural, and career developmental resources.
7.3 Adapt educational, cultural, and career resources for dissemination to students through infusion in all aspects of the curriculum.
7.4 Encourage teachers to integrate career, cultural, and developmentally appropriate activities throughout the curriculum.
7.5 Conduct sessions with students to promote career awareness in culturally appropriate contexts.
7.6 Help students explore and pursue postsecondary school education and training opportunities.
7.7 Encourage parents/guardians to participate in culturally appropriate student planning and decision making.
7.8 Deliver guidance curriculum to students to develop culturally appropriate decision making skills.
8.1 Review the reliability, validity, and practicality of school used assessments for effectiveness and best fit with program goals.
8.2 Make sure standardization samples of assessment instruments are representative of students being tested.
8.3 Serve as a team member in the interpretation of individual and group testing.
8.4 Administer assessment batteries to assist students in understanding personal interests, abilities, and aptitudes to facilitate making culturally appropriate educational, social, and career plans and choices.
8.5 Interpret student information and assessment scores in context to students, parents/guardians, teachers, and administrators.
8.6 Use and interpret appraisal data to assist with decisions on student placement, specifically with response to intervention teams and students support teams in culturally appropriate ways.
8.7 Coordinate interviewing and assessing new students and parents/guardians prior to enrollment, including a preliminary diagnostic appraisal.
8.8 Review students’ progress and make reports to parents/guardians, teachers, and administrators about student development, adjustment, and achievement.

9.1 Articulate a culturally competent, organized, comprehensive developmental guidance and counseling program including program goals, implementation procedures, and accountability measures.
9.2 Provide data to support the use of a school counseling model and its effectiveness.
9.3 Maintain current knowledge of outcome based research for culturally competent school counseling programs as well as historical knowledge of the school counseling profession.
9.4 Participate as a leader on school wide teams that affect student progress such as response to intervention and student assistance programs.
9.5 Advocate for optimal counselor-student ratios for providing culturally appropriate services.
9.6 Develop school wide programs that model absolute respect for all students, teachers, administrators, and community and enhance a positive school climate resulting in student achievement and overall well-being.
9.7 Maintain visibility as a leader in the school, specifically in regard to the mental health of students in context.
9.8 Establish a counseling advisory committee representative of the publics of the school to enhance program delivery and effectiveness.

10.1 Obtain state and national professional credentials.
10.2 Maintain active membership in local, state, and national organizations, such as the American Counseling Association, the American School Counselor Association, and state and local divisions of ACA and ASCA.
10.3 Abide by established laws and ethical and professional standards.
10.4 Adhere to school board and individual school policies as long as they are legal and ethical.
10.5 Attend professional development workshops that will update skills and knowledge in areas that relate to the needs of students.
10.6 Continue to follow current and innovative strategies and theories in the fields of guidance and counseling.
10.7 Maintain knowledge of current technological advances available to help with the school counseling program.

**UST Counselor Education Program Guidelines**

**Retention in the Counselor Education Program**

For retention in COUN 5357 Guidance Services and in the Counselor Education Program “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Academic Catalog 2007-2009, p. 4). The Counselor Education Program functions on the honor system. Students are expected at all times to meet the requirements of the honor system.

**Integrity**

Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics (2005) of ACA, the ASCA Ethical Standards for School Counselors, the
Code of Ethics and Standard Practices for Texas Educators, and the LPC Board. Professional 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. Integrity includes commitment to the Counselor Education Program. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues by sharing and networking in the learning community.

**Plagiarism**
Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from the Counselor Education Program and UST. When writing any paper, reference information, websites, books, etc., the APA Manual (2010) rules for citing and referencing must be followed.

Copying a paragraph or more or changing words here and there is plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work. Plagiarism is a violation of integrity.

**Self-plagiarism.** Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

**Language Diversity**
The University of Saint Thomas values the speaking of more than one language. The Master of Education Program in Counselor Education at the University of Saint Thomas is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Master of Education Program in Counselor Education.
Americans with Disabilities Act
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights.

Evaluating and Grading

**Evaluation**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>1. Erford (2015) Chapter Assignment</td>
<td>150</td>
</tr>
<tr>
<td>2. Counseling Role Play Assignment</td>
<td>150</td>
</tr>
<tr>
<td>3. School Counseling Major Written Assignment</td>
<td>250</td>
</tr>
<tr>
<td>4. In Vivo Assignment</td>
<td>150</td>
</tr>
<tr>
<td>5. Final Examination</td>
<td>300</td>
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</tbody>
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**Total = 100%** (1000 points)

**Grading**

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Grade Points</th>
<th>Averages</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
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<td></td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
<td>88-89%</td>
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<tr>
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<td>74-77%</td>
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<tr>
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<td></td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
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<td>65-67%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td></td>
<td>Below 65%</td>
</tr>
</tbody>
</table>

**On-Time Requirements for Assignments**

All assignments must be submitted on the date required by the syllabus. If students cannot meet these dates for exceptional reasons, students and professor may renegotiate the due date for major assignments. The student and professor must have this conversation before the assignment is due, this does not include the week of the assignment due date.

**Final Examination**
Students will email their final examinations as attachments to the professor. The exam is comprehensive, research based, and founded on sound philosophical underpinnings. There will be application of content and process as experiences in this course.

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 class begins.

Erford (2015) Chapter Assignment

Students will choose chapters with the approval of the professor. Students will teach the content of these chapters using creative, pedagogically sound, technologically sophisticated techniques. Students will include at least 5 peer-reviewed sources other than Erford (2015) as part of the instruction. Students are expected to engage the other students in dialogical conversation. This presentation may not take more than 20 minutes.

Counseling 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 Major Written Assignment

Students will write a major written assignment based on a case in a school setting. If students are unfamiliar with school setting case situations if urge you to research current issues in school counseling. Every part of this paper will be written according to the APA Manual (2010) in Times New Roman with 12-point, and the settings as indicated by the professor in class. A description of each section is indicted below along with the order of your submission.

The Case: Describe your client in one page. Be creative.

Interventions Supported by a Literature Review: Write a 4-page description of your interventions supported by your literature review. Find a minimum of 10 sources.

References: The references must be in accordance with the APA Manual (2010) format. There must be a one-to-one correspondence between the sources cited in the Interventions Supported by a Literature Review section of this research paper and the entries on the reference page.

Dialogue: Write a 2-page dialogue between the counselor and the client. Single-space the words of the counselor and client. Doubles space when speakers change:
Counselor: Cynthia, your voice is shaking. Sharing your story with me is stressful and difficult.

Cynthia: Yes. I have not thought about the beatings that I experienced as a little child for a long time. I can still see the bruises and feel the hurt.

Counselor: You have not experienced this abuse for many, many years. The birth of your daughter has brought it all back. You are afraid that it will interfere with your ability to mother her. Let’s talk about that a little more.


Title Page: Prepare an APA format title page. Be aware of how to change the header from page 1 to the following pages.

Reflections: Write a reflection of 1 page on the experience of writing this major written assignment.

A paper copy of the completed written assignment will be brought to class on.

The order for the paper copy is as follows:

- Title Page
- Abstract
- The Case
- Interventions Supported by a Literature Review
- Dialogue
- References
- Reflection

In Vivo Assignment

Due October 1, 2015

Students will visit a setting other than where they work where counseling services are provided. Students will interview at least one professional staff member, and using the data collected, will write a formal, academic paper of four pages. Every part of this paper will be written in Times New Roman, 12-point, and double spaced with the settings as indicated by the professor in class. The side headings for this assignment are required to be as follows:

- Setting
- Role and Credentials of Professional Interviewed
- Groups Served
- Nature and Extent of Services
- Facilitators of Effective Services
- Inhibitors to Effective Services
Reading Requirements and Assignment Due Dates

**August 27, 2015**
- Introduction
- Syllabus
- Erford (2015) Preface, Authors, Contents
- Erchul & Martens (2010) Preface, About the Authors, Contents
- Stone, C (2013) Contents

**September 3, 2015**
- Erford (2015) Chapter 1 Becoming a Professional School Counselor
- Erford (2015) Chapter 3 Transformational Thinking in Today’s School
- Erchul & Martens (2010) Chapter 1 Introduction to Consultation
- Erford (2015) Chapter 4 Systemic, Data-Driven School Practice and Programming for Equity

**September 10, 2015**
- Erford (2015) Chapter 6 Outcomes Research on Schools Counseling Interventions and Programs
- Erchul & Martens (2010) Chapter 3 Promoting Change in Schools
- Erchul & Martens (2010) Chapter 4 The School as a Setting for Consultation
- Erford (2015) Chapter 7 Ethical, Legal, and Professional Issues in School Counseling
- Erford (2015) Chapter 8 Culturally Competent School Counselors
- Erford (2015) Chapter 9 Leadership and Advocacy for Every Student’s Achievement and Opportunity

**Counseling Role Play:**

**September 17, 2015**
- Erchul & Martens (2010) Chapter 6 Model Description and Application
- Erchul & Martens (2010) Chapter 8 Selecting Effective School-Based Interventions
- Erford (2015) Chapter 13 Counseling Individuals and Groups in School

**Counseling Role Play:**

**September 24, 2015**
- Erford (2015) Chapter 14 Consultation, Collaboration, and Encouraging Parent Involvement
- Erford (2015) Chapter 15 Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems
- Erchul & Martens (2010) Chapter 9 Teachers as Consultees
- Erchul & Martens (2010) Chapter 10 Students as Clients
- Erford (2015) Chapter 17 Helping Students with Mental and Emotional Disorders
- Erchul & Martens (2010) Chapter 11 Consultation Case Study
Erchul & Martens (2010) *Epilog: The Effective Practice of School Consultation*

**Major Written Assignment Due**
Counseling Role Play:

**October 1, 2015**
(*Professional Preparation Session*)
Stone. C (2013) Chapter 1 Introduction To Legal And Ethical Issues
Stone. C (2013) Chapter 3 Cyberspace
Stone. C (2013) Chapter 4 Family Educational Rights And Privacy Act
Stone. C (2013) Chapter 5 Negligence
Stone. C (2013) Chapter 6 Obligations To The Court
Stone. C (2013) Chapter 7 Child Abuse
Stone. C (2013) Chapter 8 Individual And Group Counseling
Counseling Role Play:

**In Vivo Due**

**October 8, 2015**
**Last Class**
Stone. C (2013) Chapter 9 Sexually Active Students
Stone. C (2013) Chapter 12 Bullying, Cyber bullying And Sexing
Stone. C (2013) Chapter 13 Violence And Criminal Activity
Stone. C (2013) Chapter 14 The Ethics Of Advocacy
Counseling Role Play:

**October 10, 2015**
**Final Examination**
Helpful Sources


Professional Organizations

All of the listed organizations have a website you may visit at your convenience.

American Counseling Association (ACA) (Southern Region)
5999 Stevenson Avenue
Alexandria, VA 22304

Texas Counseling Association (TCA)
316 West 12th Street, Suite 402
Austin, TX 78701
512-472-3403
512-472-3756 (fax)

Houston Counseling Association (HCA)
P. O. Box 22069
Houston, TX 77227-2069

Texas School Counselor Association (TASCA)

Professional Organization for Professional School Counselors
American School Counselor Association (ASCA)
www.schoolcounselor.org

Professional Journals

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