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

<table>
<thead>
<tr>
<th>Instructor: Dr. Marilyn Adams</th>
<th>Cell Phone: 281-650-8744</th>
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<tbody>
<tr>
<td>Room: B112</td>
<td>Office Hours: Before and After class</td>
</tr>
<tr>
<td>Date/Time: 5:00 – 8:00 PM</td>
<td>Email: <a href="mailto:adamsma@stthom.edu">adamsma@stthom.edu</a></td>
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</tbody>
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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


General 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.

State Adopted Proficiencies for School Counselors.
- 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.

TExES Competencies

Competency 004 (Program Management) The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.
Competency 005 (Developmental Guidance Program) The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling) The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment) The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families) The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community) The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism) The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Instructional Methods and Activities
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. The microskills are practiced in every class.

Assignments

- **Readings:** Weekly Readings in the textbooks.

- **Discussion Board:** Review assigned articles. Outline your district’s policies to address the presented topic and evaluate the alignment of your district to national trends and ethical/legal considerations. The initial posting must be presented in 3rd person using
citations and referencing in APA format. In addition, you are required to respond to at least 2 other peers with a substantial response. Responses should be thoughtful, insightful and well written.

- Initial posting written in 3rd Person (at least 250 words)
- Citations and referencing in APA format
- 2 replies to other learners (at least 100 words each)

**School Counseling Program Implementation Survey:** Interview a campus counselor and research your district and/or campus website to complete the School Counselor Program Implementation Survey. Notes from this survey will be used to complete the Guidance Lesson and Program Proposal assignment. Follow the directions outlined for the survey.

**Guidance Lesson:** Using, ASCA National Model and the local state model, develop a comprehensive K-12 guidance lesson on a specific topic. This topic should reflect a campus need as noted by the School Counseling Program Implementation Survey. The purpose of this assignment is to identify needed guidance content area and skill levels specific to grade span development. Prepare 3 different lessons on the same topic to present to elementary, middle and high school students. Combine all 3 lessons to illustrate the evolution of the development to present on the same topic. Note Guidance Content Area

- Objectives specific to elementary, middle and high school
- Age Appropriate Engaging Activities
- Not less than 20 slides
- Pictures and Graphics
- APA referencing

**Campus Program Proposal:** Evaluate the results of the School Counseling Program Implementation Survey done in week 2 to identify program needs on your campus. Outline all needs presented. Develop a proposal for your administrator to address 1 need using research (journal articles, textbook and ASCA National Model and Texas School Model) on healthy comprehensive developmental program. This proposal should include

- Overview of strengths and weakness of campus programming
- Identify Preferred Consultation Model (Student selection)
- Describe in detail one campus need,
- Outline the ethical and/or legal ramifications of this problem
- Propose a 3 Tiered research based suggestion to address the campus need,
- Identify Goals of the Program,
Outline procedural operations for implementation
- Identify Method of Evaluation.
- APA formatting is required: Times Romans font, write in 3rd Person, Title Page, Abstract, Citations and Referencing sources.

• **Consultation Skill Identification:** Identify one school personnel, one parent and one community professional that have received consultation services from the school counseling office. Schedule a date and time to interview them about their experience. Based on their responses to interview questions, identify which consultation model you need to develop. Develop personal action plans for 3 skills you need to develop to be prepared to be an effective consultant. Once skills are identified note: when, where and how you will receive the needed training. This assignment is not about you evaluating the campus counselor but developing your skills to serve. The following are the interview questions:
  - Did you get the information you wanted in sufficient time, depth and quality?
  - Were the level of resources and support useful?
  - Did it lead to a change in how you service children? Be specific.
  - How many children or parents were affected by the changes?
  - Has the consultation changed the relationship between you and your students?

• **Comprehensive District Webpage:** In a group using, ASCA National Model and the local state model, build a webpage that outlines services provided by the counseling offices in all K-12 schools. Provide short illustration of the purpose of those services. Build in a user friendly way for students, parents and community. Each student needs to create free account with Weebly at weebly.com. To build a webpage follow the directions outlined by weebly.com. The website should illustrate the services provided for:
  - Psychosocial Competencies for K-12 development
  - Tiered levels of Response to Intervention (RtI)
  - Relations to Internal Stakeholders
  - Opportunities for External Stakeholders
  - Program Evaluation Methods
Grading

ASSIGNMENTS    POINTS

1. 6 Discussion Board (40 pts/discussion) 15%
2. Mission Statement Diagram 15%
3. Campus Program Proposal 20%
4. Consultation Skill Identification 15%
5. Guidance Lesson PowerPoint 15%
6. Comprehensive District Website 20%

Total = 100%

FINAL GRADE

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
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<td>90-93%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
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<td>Below 65%</td>
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Criteria for Grading Written Work

See writing rubric: 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 directions
- 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 usually results in grade reduction.

The following APA guidelines must be used for all written papers.

- Times New Roman
- Font 12
- 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 two lines (single spaced) for your name, assignment, date etc. at the top of the page

Student Accommodations
Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should request assistance through UST Counseling Services/Disability Services at 713.525.6953. Please let me know if I can be of any assistance in this regard.

Professional Standards of Behavior for Students and Faculty

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. 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.

### Schedule (subject to change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Instructional Focus</th>
<th>Assignments</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Erford: Chapter 1-3 Stone: Chapters 1-2</td>
<td>Discussion Board: Chapter Readings Class Activity</td>
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<tr>
<td>Week 2</td>
<td>Erford: Chapter 4 - 6 Stone: Chapter 3 - 4</td>
<td>Discussion Board: Chapter Readings Class Activity School Counseling Program Implementation Survey</td>
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<td>Week 3</td>
<td>Erford: Chapters 7 - 9 Stone: Chapters 5 - 6</td>
<td>Discussion Board: Mission Statement Chapter Readings Class Activity – Mission Statement Guidance Lesson PowerPoint Presentation</td>
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<td>Week 4</td>
<td>Erford: Chapters 10 - 11 Stone: Chapter 7 - 8</td>
<td>Discussion Board: Chapter Readings Mission Statement Guidance Lesson PowerPoint Presentation</td>
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<td>Week 5</td>
<td>Erford: Chapters 12 - 13 Stone: Chapters 9 - 10</td>
<td>Discussion Board: Guidance Lesson PowerPoint Presentation Taskstream1 - Consultation Skill Identification</td>
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<td>Week 6</td>
<td>Erford: Chapters: 14 - 15 Stone: Chapters 11 - 12</td>
<td>Discussion Board: Guidance Lesson PowerPoint Presentation Taskstream2 - Campus Program Proposal</td>
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| Week 7 | Erford: Chapters: 16 – 17  
Stone: Chapters 13 - 14 | Taskstream3 - Comprehensive District Website  
Final Exam |