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 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- Can place comprehensive developmental counseling into an historical content;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 is 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.

Evaluation and Grade Assignment

- **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.
  
  o Initial posting written in 3rd Person (at least 250 words)

  o Citations and referencing in APA format

  o 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
  - 15 to 20 Slides (5 to 10 Minute Presentation)
  - Pictures and Graphics
  - APA referencing

- **Campus Program Proposal (Taskstream assignment):** 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 (Taskstream assignment):** 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 (Taskstream assignment):** 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 a 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. Attendance, Preparation, and Participation   5
2. 6 Discussion Board (40 pts/discussion)      20
3. Mission Statement Diagram                  10
4. Campus Program Proposal                    20
5. Consultation Skill Identification           10
6. Guidance Lesson                            15
7. Comprehensive District Website             20

Total = 100

FINAL GRADE

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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

IMPORTANT NOTES:

- Late assignments will be deducted 5 pts. per day
- Please do not email or call the professor regarding missed assignments.
- Points are deducted for grammatical and spelling errors (2 pts. for each error).
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.

Emergency Contingency Plan
In the event of a campus evacuation or closure I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement and Email. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using Blackboard tools.

Instructional Methods and Activities
Methods and activities for instruction include:

1. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
2. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
3. Field Experiences (use of community resources)

Teaching Strategies: The varied methods of instruction include lecture, classroom discourse, experiential classroom exercise, audio-visual instructional materials, student presentations and written assignments, internet discussion, and guest presentations when available.

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.

**Incompletes**
No incompletes are granted in this course unless there is evidence of a medical or family emergency (documentation is required).

**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.
- All laptops, iPads, tablets and other electronic devices should be put away unless being used for class purposes.
- 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.
- Students are expected to be present for, and participate in, all class discussions. All reading assignments are to be completed at the time class begins. Students are expected to engage in the class conversation. The written assignments are designed in such a way that students will be able to achieve master’s level work when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class.
- Absence, which means that a student is physically not present in the discussions, can result in the renegotiation of this contract. **After the first absence, you may be administratively withdrawn from the class unless the professor and student have had prior discussions. After a second absence, the professor and student will have a conference to discuss the student’s future in this class.** This conference is not a guarantee of staying in the class. All students are expected to keep abreast of the responsibilities of enrollment in this class.
- Promptness, which means that a student has turned in assignments when they are due (as prescribed), is expected of students in a master’s program. The professor may take any action that she thinks is just when a student is not displaying graduate work and responsibility.
- If a student is going to be absent or tardy, they need to text, email, or telephone the professor as soon as possible.
<table>
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<tr>
<th>Week</th>
<th>Day/Dates</th>
<th>Instructional Focus</th>
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| 1    | August 24 | 1. Introduction  
|      | LM 1      | 2. Syllabus  
|      |           | 3. History of Guidance  
|      |           | Erford: Chapter 1  
|      |           | Stone: Chapters 1-3  
|      |           | 4. Discussion Board: *From Position to Program* |
| 2    | August 31 | 1. CACREP  
|      | LM 2      | Erford: Chapter 2 & 3  
|      |           | Stone: Chapter 4-6  
|      |           | 2. School Counseling Program Implementation Survey  
|      |           | 3. Discussion Board: *ASCA National Model 3.0 When It’s Time to Change* |
| 3    | September 7 | 1. Foundations  
|      | LM 3      | Erford: Chapters 7, 8, & 9  
|      |           | Stone: Chapters 7  
|      |           | 2. Mission Statement  
|      |           | 3. Discussion Board: *Dad’s Duty* |
| 4    | September 14 | 1. Delivery System  
|      | LM 4      | Erford: Chapters 10, 11, 12, & 14  
|      |           | Stone: Chapter 12-14  
|      |           | 2. Guidance Lesson PowerPoint Presentation  
|      |           | 3. Discussion Board: *Addressing Bullying: Who’s in Charge* |
| 5    | September 21 | 1. Management System  
|      | LM 5      | Erford: Chapters 13, 15, 16, & 17  
|      |           | Stone: Chapters 9-11  
|      |           | 2. Consultation Ideas – Taskstream assignment  
|      |           | 3. Discussion Board: *The Brave New World of Social Media* |
| 6    | September 28 | 1. Accountability System  
|      | LM 6      | Erford: Chapters 4, 5, & 6  
|      |           | Stone: Chapters 8  
|      |           | 2. Campus Program Proposal – Taskstream assignment  
|      |           | 3. Discussion Board: *Using Results to Get Results* |
| 7    | October 5  | 1. Themes of School Counseling  
|      | LM 7      | 2. Comprehensive District Website – Taskstream assignment |
| 8    | October 7-8 | 1. Final Exam |