Social Justice Teachings of the Catholic Church

*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.

Text Books and Readings


American School Counseling Association


Professional Organization and Journals for Professional School Counselors

American School Counselor Association (ASCA)

[www.schoolcounselor.org](http://www.schoolcounselor.org)
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 and professional school counseling. Ethical counselor as catalyst, caregiver, communicator, consultant, and collaborator are explored. Students become familiar with the Comprehensive Model, 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 also 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- Can place comprehensive developmental counseling into an historical content;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.

**Professional Standards of Behavior**

**Attendance and Punctuality:** Students are expected to be present for and participate in all class discussions. **80% of class time attendance is mandatory.** Be on time for each class period. **Late arrival (coming 10 minutes after class starts) and leaving early (20 minutes before class ends) is not acceptable** and will result in lowering of **2 points** from overall grade each time its noticed by the instructor. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought. Students are expected to keep the instructor informed via email/phone calls/messages in situations where they are running late or may remain absent to avoid lowering of points.

**Academic Integrity:** Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. **In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered.** Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the Publication manual of the American Psychological Association (6th ed.), (2010). **Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.**

**Late Assignments:** Complete all assignments by the due date. It is the instructor’s policy that late assignments will not be accepted. **Prior permission should be sought from the instructor at-least two days in advance in situations where students are unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment.** Submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.
**Incomplete Grades:** Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

**Professional Conduct:** Students are expected to maintain professional behavior in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. Professional conduct will also incorporate, respect towards the professor and will be gauged in being punctual to class, respectful and professional interactions via email or face-to-face, refraining from using technology for personal purposes when in class and during the class presentations by instructor or colleagues, and adhering to course requirements. Determining professional conduct will be at the discretion of the instructor. Inappropriate professional conduct in any way as mentioned above, will result in lowering of 5 points from the overall grade.

**Use of Personal Technology Devices:** This course expects students to keep their cell phones on silent mode or turned off during class. In emergency situation, students may notify the instructor before class and may step out to attend a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute and could be used only for class purposes. Accessing cell phones or other electronics for personal reasons during class is considered disrespectful towards other students and the instructors. If the instructor notices students accessing electronics for personal reason, it’s would be recorded and documented and result in lowering of grade (5 points). Students will NOT be pardoned if identified using electronics for personal reasons.

**Use of UST email accounts:** All email correspondence will be through the mysthom email system. Please check your email and Blackboard through your mysthom account daily for correspondence and announcements. When turning in any assignment via email or blackboard, students are expected to save the document as:

Last Name_First Name_Name of the assignment.

In addition, emails send by students to the instructor must have a clear subject description along with the purpose of the email. Not adhering to these requirements will affect the attendance and participation grade.

**Language Diversity:** The University of Saint Thomas values the speaking of more than one language. This course 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 this course.

**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. Only informing the professor is not adequate. The professor must
receive a written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. **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. **Please let me know if I can be of any assistance in this regard.**

**Course Evaluation at the End of the Semester:** Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.

**Evaluation and Grade Assignment**

1. **Attendance and Participation (10%):** Students are expected to be present in all classes. **Two or more absences** can result in administrative withdrawal from the course. Consideration for two absences will be provided only under extenuating circumstances only and will be at the discretion of the instructor. An alternate course plan would be created for the student in such situations. Participation and preparation is mandatory for this course. Students are expected to be familiar with the assigned readings, reflect on them in advance of the class for which they have been assigned, and engage in active class participation.

2. **School Counselor Interview Paper (20%):** To complete this assignment students are required to 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 Program Proposal assignment. In situations where a student may be unable to find a school counselor, the guidance director of their school district may be interviewed for this assignment purpose.

   The following questions should be included in your interview, but you may also ask questions of your own choosing. Questions would be framed differently when interviewing the guidance director. The intention would be have clear understanding or their (guidance director’s) perspective on the purpose, role, and overall functioning of a school counselor within a school environment. Please note the intention of this assignment is to not evaluate the school counselor, but to use this interview experience to learn about the role of the school counselor as it relates to the given ASCA model. The instructor could be contacted to seek further help in this regard.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is the name of the school and the school counselor?</td>
</tr>
<tr>
<td>2.</td>
<td>How many school counselors are in the school?</td>
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<td></td>
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<td>---</td>
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<tr>
<td>3.</td>
<td>What is the role and credentials of the school counselor(s)?</td>
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<tr>
<td>4.</td>
<td>What does a typical work day look like?</td>
</tr>
<tr>
<td>5.</td>
<td>How many clients/students they see in a day and how does the counselor make decisions about allocating time with many demands?</td>
</tr>
<tr>
<td>6.</td>
<td>What does the counselor feel about their job/position in the school?</td>
</tr>
</tbody>
</table>
| 7. | In the counselor’s current school setting, which of the following activities are most and least frequently used? Why?  
   - Large group guidance  
   - Small group guidance  
   - Individual counseling  
   - Group counseling  
   - Assessment of students  
   - Strategies for career development |
| 8. | In the counselor’s current school setting, which of the following problems are of greatest concern?  
   - Academic failure  
   - Family Dysfunction  
   - Unwanted pregnancies  
   - Child abuse  
   - Anger management  
   - Peer relationship  
   - Racial and ethnic tension  
   - Drugs and alcohol  
   - Gang Violence  
   - Other |
| 9. | In what ways does the counselor promote the school counseling program to faculty, administration, and community?  
   - How is the program funded?  
   - Has the counselor sought external funding for guidance or counseling project? If so, what and how?  
   - What kinds of records about the program does the counselor keep? |
| 10. | What does the counselor think about school counseling and what measures could be considered for further improvement of school counselors? |

**Written Paper Guidelines:** Students are required to write a 4-5 page paper (double-spaced, using APA format) addressing their overall experience interviewing a school counselor. Students will provide considerable amount of information according to the points assigned. The paper will be based on the following key points:

- **The name of the school and counselor and number of counselors (1 point)** (Minimum 3-4 sentences).
- **The school counselor’s role on a typical day and perceptions about their position in school (2points)** (minimum one paragraph with 5-6 sentences).
- **Key issues at the school and modality of treatment (3points)** (minimum one paragraph with 6-7 sentences).
- **Ways of addressing various problems in school along with the other staff (5points)** (minimum 2 paragraphs of five sentences each).
- **Students should also discuss how the interview impacted their conceptualization of what it means to be a school counselor and if the role of school counselor differs from the given role in the ASCA model. You should be prepared to share important aspects of your interview with the class (4points)** (minimum one paragraph with 7-8 sentences).
- **Clear fragmented sentences, grammar, and adhering to APA standards: title paper, headings, Times New Roman, 12 point font size etc. (2points).**
- **Interview Process (3points).**
3. **Guidance Lesson Plan (20%)**: Students will create a guidance lesson plan for a grade level they don’t teach. This lesson plan will reflect a psycho-social / emotional area of the child. Various topics reflecting the psycho-social and emotional component would be discussed during the first class. A template for the lesson plan and a rubric will be emailed to the students. **Students are expected to turn in their template one week prior to their presentation for feedback from their instructor.** On the assigned day students will present their lesson plan to their individual groups and also provide a copy of the lesson plan to their classmates. At the completion of the course, students will possess a binder of various lesson plans for various grade levels. Further clarity on this assignment will be provided in class.

4. **Campus Program Proposal (15%)**:
   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 2-3 page 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:
   a. Overview of strengths and weakness of campus programming (2 points)
   b. Identify Preferred Consultation Model (Student selection) (2 points)
   c. Describe in detail one campus need (2 points)
   d. Outline the ethical and/or legal ramifications of this problem (2 points)
   e. Propose a 3 Tiered research based suggestion to address the campus need (2 points)
   f. Identify Goals of the Program (1 point)
   g. Outline procedural operations for implementation (2 points)
   h. Identify Method of Evaluation (1 point)
   i. APA formatting is required: Times Romans font, write in 3rd Person, Title Page, Abstract, Citations and Referencing sources (1 point)

5. **Consultation Skill Identification (15%)**: Identify one school personnel, one parent, and one community professional that have received consultation services from your school counseling office. Schedule a date and time to interview them about their experience. The interview could be conducted over the phone. 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?

Create a Power-point on addressing the following:

   - Consultation services received and needed (5 points)
   - Consultation model you would develop (5 points)
   - Identify the 3 skills and your action plan for you to be an effective consultant (5 points)
   - Feel free to incorporate any additional information as you please
6. **Comprehensive District Webpage (20%):** In group format, 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>School Counselor Interview and Written Paper</td>
<td>20</td>
</tr>
<tr>
<td>Guidance Lesson Plan</td>
<td>20</td>
</tr>
<tr>
<td>Campus Program Proposal</td>
<td>15</td>
</tr>
<tr>
<td>Consultation Skill Identification</td>
<td>15</td>
</tr>
<tr>
<td>Comprehensive District Webpage</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

### Final Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
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### Criteria for Grading Written Work

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows 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 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
• Margins - 1” top, bottom, left and right
• Cover page addressing your name, assignment, and name of the university
• Header according to APA standards
• Reference page
• Appropriate citations according to APA Manual 6th edition.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Instructional Focus</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 25th</td>
<td>Introduction to the course Syllabus discussion Sign-in</td>
<td>Erford: Chapter 1 Stone: Chapters 1 and 2</td>
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<tr>
<td></td>
<td></td>
<td>Stone (2015) Introduction to Legal and Ethical Issues Professionalism</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>-Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs</td>
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<tr>
<td></td>
<td></td>
<td>-Outcome Research on School Counseling</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments and Readings</td>
<td>Notes</td>
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<tr>
<td>4</td>
<td>Sept 15th</td>
<td><strong>Erford (2015)</strong>&lt;br&gt;- Ethical, Legal, and Professional Issues in School Counseling&lt;br&gt;- Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression&lt;br&gt;- Leadership and Advocacy for Every Student’s Achievement and Opportunity&lt;br&gt;<strong>Stone (2015)</strong>&lt;br&gt;- Obligation to the Court</td>
<td><strong>Erford: Chapters 7, 8, &amp; 9</strong>&lt;br&gt;<strong>Stone: Chapter 6</strong>&lt;br&gt;<strong>Guidance Lesson Plan Due</strong>&lt;br&gt;<strong>School Counselor Interview Due</strong></td>
</tr>
<tr>
<td>5</td>
<td>Sept 22nd</td>
<td><strong>Erford (2015)</strong>&lt;br&gt;- Developmental Classroom Guidance&lt;br&gt;- Promoting Career Planning&lt;br&gt;- Consultation, Collaboration, and Encouraging Parent Involvement&lt;br&gt;<strong>Stone (2015)</strong>&lt;br&gt;- Child Abuse&lt;br&gt;- Sexually Active Students</td>
<td><strong>Erford: Chapters 10, 12, &amp; 14</strong>&lt;br&gt;<strong>Stone: Chapters 7 and 9</strong>&lt;br&gt;<strong>Guidance Lesson Plan</strong>&lt;br&gt;<strong>Program Proposal Due</strong></td>
</tr>
<tr>
<td>6</td>
<td>Sept 29th</td>
<td><strong>Erford (2015)</strong>&lt;br&gt;- Counseling Individuals and Groups In School&lt;br&gt;- Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems&lt;br&gt;<strong>Stone (2015)</strong>&lt;br&gt;- Sexually Active Students&lt;br&gt;- LGBTQ Students&lt;br&gt;- Sexual Harassment</td>
<td><strong>Erford: Chapters 13 and 15</strong>&lt;br&gt;<strong>Stone: Chapters 9-11</strong>&lt;br&gt;<strong>Guidance Lesson Plan</strong>&lt;br&gt;<strong>Consultation Skill Identification Presentation Due</strong></td>
</tr>
<tr>
<td>7</td>
<td>Oct 6th</td>
<td><strong>Online Class OR Meet Personally (SACES Conference)</strong>&lt;br&gt;Course Wrap Up&lt;br&gt;<strong>Erford (2015)</strong>&lt;br&gt;- The Professional School Counselor and Students with Disabilities&lt;br&gt;- Helping Students with Mental and Emotional Disorder&lt;br&gt;<strong>Stone (2015)</strong>&lt;br&gt;- Violence and Criminal Activity&lt;br&gt;- The Ethics of Advocacy</td>
<td><strong>Erford: Chapters 16 and 17</strong>&lt;br&gt;<strong>Stone: Chapters 13 and 14</strong>&lt;br&gt;<strong>Comprehensive District Webpage Due</strong></td>
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</tbody>
</table>

Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.