University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5357- Guidance Services  
Spring 2017

Instructor: Serena Flores, PhD, PSC, LPC  
Office: UST Main Campus, Malloy 118

Online Learning Format  
Office Hours: T W TH 10a-1p

Dr. Flores is reachable by Phone/Email/ Skype ID: 713-942-5945/ saflores@stthom.edu/ serena.flores3

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- Can place comprehensive developmental counseling into an historical content;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

Evaluation and Grade Assignment

- **Discussion Board & Readings:** 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. If your campus does not have a school counselor, network within your district personnel for an available school counselor. Notes from this survey will be used to complete the Guidance Lesson and Program Proposal assignment. Follow the directions outlined on the survey. This survey may be located in Course Information within Blackboard.
• **Guidance Lessons:** Using, ASCA National Model and the local and state model, develop a comprehensive K-12 guidance lesson on a specific counseling related 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 potentially present to elementary, middle and high school students. Combine all 3 lessons to narrate the evolution of the development on the same topic.

  - Objectives specific to elementary, middle and high school
    - Your lesson plans may be in listed or bulleted format
    - Age Appropriate Engaging School Counselor related Activities
  - Narrative illustrating the evolution of development on your chosen topic
  - APA referencing, if needed

• **Campus Program Proposal:** Evaluate the results of the School Counseling Program Implementation Survey done in week 2, in efforts to identify program needs on your campus. Outline all needs presented. Develop a proposal for your administrator to address one 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
    - In essence, what would you do first, then second, lastly third
  - 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 and one community professional that has 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 (noted below), identify which consultation model you would be most likely to develop. Develop personal action plans for 3 skills based upon your consultation model you need to develop to be prepared as 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 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 the students?

- **Comprehensive District Webpage:** Using the ASCA National Model and the local including the state models, build a webpage that outlines school counselor services provided by the school counseling offices in K-12 schools (services listed below). You may emphasize an elementary, a middle, or a high school theme. Provide a short illustration of the purpose of those services. Build in a user-friendly communication for students, parents, and community. **Each student will create a free account with Weebly at weebly.com. To build a webpage follow the directions outlined by weebly.com.** When submitting your assignment, please submit the website link provided when you build your site using Weebly. I will then be able to click the link for assignment evaluation. The website should illustrate the following school counseling services:
  - Psychosocial Competencies for K-12 development
  - Tiered levels of Response to Intervention (RtI)
  - Relations to Internal Stakeholders (Faculty, Staff, etc.)
  - Opportunities for External Stakeholders (Parents, Community Members, etc.)
  - Program Evaluation Methods

### Grading

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5 Discussion Board (3 pts/discussion)</td>
<td>15</td>
</tr>
<tr>
<td>2. Mission Statement Diagram</td>
<td>15</td>
</tr>
<tr>
<td>3. Campus Program Proposal</td>
<td>20</td>
</tr>
<tr>
<td>4. Consultation Skill Identification</td>
<td>15</td>
</tr>
</tbody>
</table>
5. Guidance Lesson 15
6. Comprehensive District Website 20

Total = 100

**FINAL GRADE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-88</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>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>65-67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

**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.

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.
<table>
<thead>
<tr>
<th>Session</th>
<th>Instructional Focus</th>
<th>Assignments</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>History of Guidance</td>
<td>Discussion Board: <em>From Position to Program</em></td>
<td>March 26</td>
</tr>
<tr>
<td></td>
<td>Erford: Chapter 2 &amp; 3 Stone: Chapters 1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>CACREP</td>
<td>Discussion Board: <em>ASCA National Model 3.0 When It’s Time to Change</em> School Counseling Program Implementation Survey</td>
<td>April 1</td>
</tr>
<tr>
<td></td>
<td>Erford: Chapter 2 &amp; 3 Stone: Chapter 4-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Foundations</td>
<td>Discussion Board: <em>Dad’s Duty</em> Mission Statement</td>
<td>April 9</td>
</tr>
<tr>
<td></td>
<td>Erford: Chapters 7, 8, &amp; 9 Stone: Chapters 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Delivery System</td>
<td>Discussion Board: <em>Addressing Bullying: Who’s in Charge</em> Guidance Lesson Presentation</td>
<td>April 16</td>
</tr>
<tr>
<td></td>
<td>Erford: Chapters 10, 11, 12, &amp; 14 Stone: Chapter 12-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Management System</td>
<td>Discussion Board: <em>The Brave New World of Social Media</em> Consultation Skill Identification</td>
<td>April 23</td>
</tr>
<tr>
<td></td>
<td>Erford: Chapters 13, 15, 16, &amp; 17 Stone: Chapters 9-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Accountability System</td>
<td>Discussion Board: <em>Using Results to Get Results</em> Campus Program Proposal</td>
<td>April 30</td>
</tr>
<tr>
<td></td>
<td>Erford: Chapters: 4, 5, &amp; 6 Stone: Chapters 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Themes of School Counseling</td>
<td>Comprehensive District Comprehensive Website</td>
<td>May 7</td>
</tr>
</tbody>
</table>