

University of Northern Colorado
School of Applied Psychology and Counselor Education
Foundations of School Guidance APCE 602-Three Credit Hours
Fall 2009

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Course Dates/Hours: Dec. 4-6, 18-20
F-4:05-10, Sat-8-5, Sun-8-4

Credit Hours: 3

Prerequisites: None

Course Description:

Provides a conceptual foundation of the counseling and school counseling professions, including history, philosophy, and current trends. Includes a focus on the principles of school counseling and the functions of counselors, administrators, teachers, and parents in meeting student needs.

Required Texts: The first two texts can be purchased individual or in a course pack from the publisher. Students must have all three texts. *If students choose to purchase an earlier edition of any text, they are still responsible for the information contained in the version of the text chosen by the instructor.*

Erford, B. (2007). *Transforming the School Counseling Profession*, 2/E Merrill ISBN-10:0131702750

Parsons (2007). *Counseling Strategies that Work! Evidence-based Interventions for School Counselors* ISBN-10: 0205445586

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs (2/E)*. Alexandria, VA: Author.

Required Readings: Students are expected to demonstrate technological competence per the CACREP standards; therefore students will be expected to secure these articles prior to class via the UNC library website or at the ACA Meta Press Portal at www.counseling.org

Akos, P., Cockman, C. R., & Strickland, C. A. (2007). Differentiating classroom guidance. *Professional School Counseling, 10*, 455-464.

Bryan, J. & Holcomb-McCoy, C. (2007). An examination of school counselor involvement in school-family-community partnerships. *Professional School Counseling, 10*, 441-454.

Clemens, E. V. (2007). Developmental Counseling and Therapy as a model for school counselor consultation with teachers. *Professional School Counseling, 10*, 352-359.

Methods of Instruction: This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (small group discussion, lecture and discussion, and videos). The reading and discussion schedule is contained in this syllabus and thus students have been informed of these deadlines in advance and are expected to adhere to them.

Attendance: Readings and classroom discussion are critical. Because of the interactive format students are expected to attend all class sessions. *You are expected to notify your instructor, via email, of any need to be absent from class.* A student who misses more than four hours (consecutive or otherwise) will automatically receive a full letter grade reduction in the final grade and or may receive an incomplete for this course for this semester. Incompletes are to be completed in the next academic term.

All cell phones and pagers are to be turned off during class time. If a student has a particular need (is on-call for work or has children at home) he or she is expected to notify the instructor prior to the beginning of class so that accommodations can be made.

CACREP Standards; KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. Discuss technology's impact of the counseling profession (CACREP II.F).
2. Understand the history and philosophy of the counseling profession and trends school counseling and educational systems (CACREP II.G.1.a & CACREP SC.A.1).
3. Understand professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP II.G.1.b).
4. Recognize counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event (CACREP II.G.1.c).
5. Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school, (CACREP.SC.A.3).
6. Understand the important role of the school counselor as a system change agent (CACREP SC.O.4).
7. Identify self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
8. Discuss counseling supervision models, practices, and processes (CACREP II.G.1.e).
9. Demonstrate an understanding of professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.G.1.f).
10. Demonstrate an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II.G.1.g).
11. Know professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling, (CACREP.SC.A.4).
12. Recognize the role and process of the professional counselor advocating on behalf of the profession (CACREP II.G.1.h).

13. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G.1.i).
14. Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.G.1.j).
15. Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program, (CACREP.SC.A.5).
16. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP SC.C.1).
17. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP SC.C.6).
18. Identify counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b).
19. Understand the importance of research in advancing the counseling profession and how to critically evaluate research relevant to the practice of school counseling (CACREP II.G.8.a & CACREP SC.I.1).
20. Know the qualities, principles, skills, and styles of effective leadership (CACREP SC.O.1).
21. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).
22. Demonstrate elements of formal writing according to APA style.

Content Areas:

Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation, contemporary trends.

Comparison of school counseling with other mental health disciplines (i.e. collaboration & consultation)

Introduction to school counselors' roles and responsibilities

Introduction to counselor impairment and self-care strategies

Introduction to the helping relationship and basic helping skills basic skills, including skills and behaviors that influence the helping process

Introduction to advocacy for the profession and clients

Impact of Technology on the Counseling Profession

Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (6th ed.)

Discussion of culture and its influence on counselors and clients

Course Schedule:

All students are expected to have read the materials prior to class time. The topics will be covered in the order listed here. Please have readings listed for each class meeting completed *prior* to when class meets. As adult learners students are expected to come to class with questions, inquiry and ideas about

the readings. Students are responsible for all the information presented in the readings, whether or not it is specifically addressed in class.

Date of Class	Discussion Topics	Readings	Assignments Due
Dec. 4	Introductions, syllabi, course expectations,	Erford—Chapters 1 & 2 Akos & Cockman article	Meaningful class discussion
Dec. 5		Erford-Chapters 3 & 4 Parsons Chapter 11	Meaningful class discussion
Dec. 6		Erford- Chapters 5-7; Holcomb-McCoy Article	Meaningful class discussion Interviews conducted during class time with peers.
Dec. 18		Erford- Chapters 8-10 ; All of the ASCA National Model text Clemens article	Meaningful class discussion Interview/Reflection Paper Annotated Bibliography
Dec. 19		Erford- Chapters 11 & 12 Parsons— all chapters in Section 2	Meaningful class discussion
Dec. 20		Erford- Chapters 13-16 Parsons- Students will read any two chapters from Section 3 of the text	Meaningful class discussion Advocacy Project Interview/Transcript/Reaction Paper

**This is a general outline of the dates that these topics will be discussed in class. These schedule may change based on class needs and the time necessary to fully cover each topic. Please refer to your textbooks to determine topics for each class meeting time. The instructor reserves the right to adapt the syllabi to the needs of students.

Course Requirements/Assignments

Attendance and Participation: Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be replicated. In order to achieve an A in the course students must attend 90% of the class time and return from breaks on time as well as arrive in class on time.

Interview and Summary of Interview Paper: Students will interview one school counselor who (a) holds a master’s degree in counseling, (b) is licensed or certified as a school counselor, and (c) is

currently employed as a school counselor. Further, students are encouraged to interview school counselors who practice in diverse settings. Students should not interview current colleagues, supervisors, family, or friends. Permission to audiotape the interview must be secured prior to engaging in the interview.

Subsequent to the interview, students are to (a) send a letter of appreciation, and (b) write a summary of your findings using APA Style that is supported by verbatim quotes from the interview. The summary should be well organized and demonstrate a personal reflection of and reaction to the results of the interview and at a minimum are to include (a) brief description of the school setting and counselor, (b) a summary of the content, and (c) reactions to the interview experience, including comments regarding compliance with national standards and the *ASCA Model*, (d) school counselor role(s); and (e) outlook on the profession.

NOTE: You must regard all information provided to you as confidential. Tapes/digital copies are be erased after you have completed your summary. Information provided should be reported without revealing the identity of the counselor/location.

Annotated Bibliography: An annotated bibliography using APA Style reflecting two (3) articles that are selected from various American Counseling Association journals (*Journal of Counseling and Development*, *Professional School Counseling*, or *Counselor Education and Supervision*). The articles must relate to school counseling current issues, research, or techniques. One of the three articles for this assignment must relate to the grade levels you intend to work. Students are encouraged to retrieve articles from either the ACA Meta Press website (ACA membership required) or the UNC library's website. This assignment should include brief and relevant summary of the article, including the strength or weaknesses of the ideas/concepts presented, the student's personal and professional reflection on the article/topic and a statement describing the degree of usefulness of the information to other school counselors in training.

Active Listening Audiotape/Transcript: Students will prepare an audiotape reflecting a minimum of 20 minutes sustained dialogue related to the student's desires and beliefs about becoming a school counselor. A relevant section of the interview that relates to the course content will be transcribed by the interviewing student outside of class. The interaction will be conducted with a member of your class during class time.

Performance on the audiotape will reflect students' initial beliefs about appropriate and effective counselor responses.

The reflection and transcript of this tape should reflect understanding of course content. The segment must be transcribed and reflected upon.

Advocacy Project: Students will prepare a personally designed project using research, personal experiences, and course materials to outline their advocacy plan for influencing the removal of "systematic barriers that prevent all students from succeeding and advocating for policies and practices that promote the academic success for all students" when you are working in a school setting (Education Trust, 2008, p. 4). Globally each plan will include how the school counselor in training intends to advocate for a specific population and the manner of advocacy in which the student will

engage on behalf of the school counseling profession. Specifically, all advocacy plans must, at a minimum include: a personal philosophy of advocacy, at least three suggested activities or events (see Parsons' text for some ideas), instructional strategies, and specific ideas or behaviors such as collaboration with other professionals. All plans will identify will advocacy goals related to personal growth, individual student advocacy, institutional advocacy and social advocacy.

Evaluation Rubrics:	Total Points
Attendance and Participation:	15 points
Attendance at all class meetings	
Active and appropriate involvement in small group and large group discussions	
Utilize computers and cell phones appropriately	
Active listening during lectures and discussions	
Respectful and professional interaction with instructors and peers	
 Interview and Written Summary:	 15 points
Thoroughness (5 points)	
Quality of Interview Summary Organization/composition (5 points)	
Reflection - relate finding to personal & professional standards (5 points)	
 Annotated Bibliography:	 25 points
APA Format, including composition (5 points)	
Summary and synthesis of main points (10 points)	
Personal and professional reflection (10 points)	
 Active Listening Audiotape Paper:	 15 points
Completion of transcript as required (5 points)	
Reaction to process (10 points)	
 Advocacy/Special Topic Research Project:	 30 points
Organized and professionally presented/APA Style as needed (5 points)	
Quality of ideas presented (10 points)	
Synthesis and application of ideas, critical thinking and research (15 points)	

Learning Activity	Points for the Assignment
Meaningful Class Discussion	15
Interview and Reflection/Reaction Paper	15
Annotated Bibliography	25
Active listening transcript/reflection	15
Advocacy Project	30

Grading:

Final letter grades will be assigned as follows:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

For suggestions on APA Style you may want to visit:

<http://www.apastyle.org/styletips.html>

Additional Information

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. Portable electronic devices are not to be used during class. Please inform the instructor if a situation exists which may require you to accept an emergency phone call during class. If you need to take a phone call during class, please step out of the classroom while you complete your call.

The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.

