SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

COURSE SYLLABUS

Title of Course: **Applications of School Counseling (3 cr)**

Course No. **CP 632**
　　Reviewed Spring 2017

Semester:　　Summer 2021
Instructor: Dr. Holly H. Wagner
Office: 409C
Phone: 573-651-2091
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Office Hours:
Class Room:
Class Dates:
Class Times:

I. Catalog Description and Credit Hours of Course:

Professional and ethical issues in school counseling. Focus on current issues, trends, and applications in the field of school counseling. (3)

II. Prerequisite(s):

　　1) CP- 630

　　2) Graduate Standing

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
	Required		Elective	

IV. Course Level Outcomes: (CACREP Standards are in Italics)

　　A.　　The student will analyze how specific school counseling related issues affect the academic, career, and social-emotional development of students and impact their overall success in school and life.

　　　　(SC. 5-G.3.c-m.Practice)

　　B.　　The student will analyze how the role of the school counselor impacts the school system (culture and climate), all stakeholders (students, parents, teachers, administration), as well as the broader community.

　　　　(SC. 5-G.2.b-k Contextual Dimensions)

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C.	The student will comprehend and apply legal and ethical considerations related to the practice of school counseling.

(SC. 5-G.2.m,n Contextual Dimensions)

V. Course as Relates to External Requirements

Council for Accreditation for Counseling & Related Educational Programs Requirements (2016)	Department of Elementary & Secondary Education Requirements (2012)	Licensed Professional Counselor Requirements	National Board Certified Counselor Requirements
Section 5-G School Counseling, 2. Contextual Dimensions Section 5-G School Counseling, 3. Practice	MO School Counseling Standard 2: Program Implementation: The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students. MO School Counseling Standard 4: Leadership and Advocacy: The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program and the school. MO School Counseling Standard 5: Ethical and Professional Conduct: The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.		

VI. Course as Relates to External Standards

Council for Accreditation for Counseling & Related Educational Program Standards (2016)

SC. 5-G.2 Contextual Dimensions

b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
c. school counselor roles in relation to college and career readiness
d. school counselor roles in school leadership and multidisciplinary teams
f. competencies to advocate for school counseling roles
g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
k. community resources and referral sources 32
m. legislation and government policy relevant to school counseling
n. legal and ethical considerations specific to school counseling

SC. 5-G.3 Practice

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development
f. techniques of personal/social counseling in school settings
g. strategies to facilitate school and postsecondary transitions
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
i. approaches to increase promotion and graduation rates
j. interventions to promote college and career readiness
k. strategies to promote equity in student achievement and college access
l. techniques to foster collaboration and teamwork within schools
m. strategies for implementing and coordinating peer intervention programs

Department of Elementary & Secondary Education Standards (2012)

(MO School Counseling Standards 2.3; 4.2; 4.3; 4.5; 5.4)

(MO School Counseling Standard 2.3) Technology: The school counselor knows and understands how to integrate and utilize technology for program delivery and management to promote the academic, career and personal/social development of all students.

(MO School Counseling Standard 4.2) Leadership and Professionalism: School counselors know, understand, model and promote personal leadership and professionalism.

(MO School Counseling Standard 4.3) Student Advocacy: School counselors know and understand the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.

(MO School Counseling Standard 4.5) School Climate and Culture: School counselors use

knowledge of comprehensive guidance and counseling program concepts to contribute to the development of a positive and safe school climate and culture.

(MO School Counseling Standard 5.4) Legal Requirements: The school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.

VII. Purposes or Objectives of the Course:

A. The student will connect the relationship of the school counseling program to the academic and student services program in the school;

B. The student will identify current issues, policies, laws, and legislation relevant to school counseling and ethical considerations related specifically to the practice of school counseling;

C. The student will assess the impact of community, environmental, and institutional characteristics that enhance school climate and culture;

D. The student will identify the application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and social-emotional choices;

E. The student will utilize methods of planning for and presenting school counseling related educational programs to administrators, teachers, parents, and the community;

F. The student will identify student academic, career, and social-emotional competencies and the implementation of processes and activities to assist students in achieving these competencies;

G. The student will create individual and small-group counseling approaches that promote school success, through academic, career, and social-emotional development for all;

H. The student will create individual, group, and core curriculum approaches that are systematically designed to assist all students with academic, career and social-emotional development;

I. The student will construct approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

J. The student will identify issues that may affect the development and functioning of students and put students at-risk (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide);

K. The student will identify developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

L. The student will analyze how the role of the school counselor extends to creating

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constructive relationships and partnerships with parents, guardians, families, and communities promote each student's academic, career, and social-emotional success;

M. The student will analyze approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs;

N. The student will construct strategies and methods of advocating for children within the school, community, and society, as well as working with parents, guardians, families, and communities to empower them to act on behalf of their children;

O. The student will utilize knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

VIII . Course Content or Outline: <u>**Class Hours**</u>

A.   Special Issues & Topics in School Counseling   15

       1.   Students Who Are At Risk
           a.   ADHD
           b.   Behavior/ Emotional Disorders
           c.   Abuse/ Neglect
           d.   Eating Disorders
           e.   Depression/ Suicidality
           f.   Substance Abuse
           g.   School Failure/ Dropout
       2.   Resources for Students
           a.   Community Resources and Referrals (Compiled for Portfolio)
           b.   Personal Resources (Compiled for Portfolio)

B.   Professional Issues in School Counseling   15

       1.   School Counseling Trends
           a.   Professional Organizations- Local, State, & National
           b.   Legislation Affecting School Counseling
           c.   College & Career Readiness
           d.   Technology
       2.   School Climate & Culture
           a.   Cultural Competence
           b.   School Violence

C.   The Role and Function of Counselors in the School   6

1. The School Counselor's Role as Coordinator of the Comprehensive School Counseling Program
2. The Counselor and Relationships with Other Helping Professionals in the School
3. Public Relations with Various Stakeholders:
    a. School Personnel
    b. Students
    c. Parents
    d. Community Helping Professionals

D. Ethical and Legal Aspects in the School Setting   9

1. Ethical Standards of the Counseling Profession
2. Laws, Rules, and Regulations of the Educational System

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                                                    45

IX. Textbook(s):

Dreikurs, R., Grunwald, B. B., Pepper, F. C. (1998). Maintaining sanity in the classroom. Bristol, PA: Accelerated Development.

McWhirter, J. J., McWhirter, B. T., McWhirter, A. M., & McWhirter, E. H. (2012). At-Risk youth: A comprehensive response (5th ed.). Belmont, CA: Thomson Brooks/Cole.

X. Expectations of Students:

A. The student is expected to actively participate in class.
B. The student is expected to complete the required readings and assignments.
C. The student is expected to demonstrate satisfactory performance during presentations.
D. The student is expected to know about and use a variety of technological strategies to enhance learning
E. The student is expected to know about legal issues and ethical standards in school counseling.

XI. Basis for Student Evaluation

A. School Counseling Program Portfolio (40%) – You will construct a portfolio around your School Counseling Program. It is intended that you will convert your SCP into a file cabinet drawer of resources. Most of these resources will pertain to the Delivery System. You will be expected to:
- Develop a year-long calendar for School Counseling Lessons
- Compile or develop Individual Planning forms and resources
- Compile resources for Responsive Services that will help with individual and group counseling

(SC. 5-G.3.c-m.Practice)

B. Special Issues Presentations (40%)- Students will present **twice** throughout the semester on an issue of special significance to the field of School Counseling. The issue must be approved by the instructor and may include the following topics:
   a. The School Counselor & Technology
   b. The School Counselor & Classroom Management (up to 5 students may choose this)
   c. Working with Students Who Have Been Abused
   d. Working with Students Who Have Witnessed Violence
   e. Working with Students Who Have Eating Disorders
   f. Working with Students Who Have Attention Deficit Hyperactivity Disorder
   g. Working with Students Who Have Behavior and Emotional Disorders
   h. Working with Students Who Are Depressed
   i. Working with Students Who Have Suicidal Ideation
   j. Working with Students Who Are Abusing Substances
   k. Working with Students to Promote Academic Achievement
   l. Working with Students to Promote College and Career Readiness (Post-Secondary Transitions)

   (SC. 5-G.2.b-n Contextual Dimensions)

C. Moodle Online Forums (20%) – Students will post online throughout the semester regarding the role of the school counselor and the relationships that the school counselor fosters with students, parents, school personnel, administration, and the community.

   (SC. 5-G.2.b-n Contextual Dimensions; SC. 5-G.3.c-m.Practice)

   Final letter grade:
   91% to 100% -- A
   81% to 90% -- B
   71% to 80% -- C
   0% to 70% -- F

XII. Methods of instruction

   A combination of:
   Classroom lectures and discussions
   Classroom experiential exercises and presentations
   Web-assisted instructions and forums

Additional Course Information:

All course information is included in the Keys to Success Booklet included on the class Moodle site, which includes grading rubrics, weekly assignment formats, and contact information. Policy on late work is based upon individual faculty discretion. Every effort will be made to respond to

emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
Cheating includes copying from another person or source of information to meet the requirements of a task.
Contract cheating is paying someone else or a company to do your work.
Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct http://www.semo.edu/responsibleredhawks/code-of-conduct.html or the Faculty Handbook Section (D) on Academic Honesty http://www.semo.edu/facultysenate/handbook/5d.html

Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit http://www.semo.edu/ds/ or contact Disability Services at 573-651-5927.

Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0 and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1)

before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

Student Success – This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIII. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of ***competence, reflection and caring***, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See http://www.semo.edu/pdf/EduLeadCounsel-StudentHandbook2016.pdf

XIV. Knowledge Base References:

Akos, P., & Galassi, J. P. (2008). Strengths-based school counseling: Introduction to the special issue. *Professional School Counseling*, *12*(2), 66-68.

American School Counselor Association (ASCA). (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Borders, L. D. (2002). School counseling in the 21st century: Personal and professional reflections. *Professional School Counseling*, *5*, 180-185.

Fisher, G. L. (2000). Substance abuse: Information for school counselors, social workers, therapists, and counselors (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Gysbers, N., Bunch, L.K., Magnunson, C., and Starr, M. (2002). *Missouri Comprehensive Guidance Program Manual*. Columbia, MO: Instructional Materials Lab. Available online at: http://missouricareereducation.org/curr/cmd/guidanceplacementG/mcgp.html

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Paisley, P. O. (2001). Maintaining and enhancing the developmental focus in school counseling programs. *Professional School Counseling*, *4*(4), 271.

Sink, C. (2011). *Mental health interventions for school counselors*. Belmont, CA: Brooks/Cole

Sink, C., Edwards, C., & Eppler, C. (2012). *School based group counseling.* Belmont, CA: Brooks/Cole.

Vernon, A. (2009). *Counseling children and adolescents.* (4th ed.). Denver, CO: Love Publishing.

XV. Course Schedule (TBD)

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Odegard-Koester, Chair, Department of Psychology and Counseling.