

**School Counseling
EDPC 5321**

**University of Texas at El Paso:
Summer 2020**

Assistant Professor: Carleton H. Brown, Ph.D, NCC, CSC

Class location: *Hybrid* – Online Modules and Virtual Classes
Meeting Time: *Virtual:* Mondays 12pm -5pm
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Office hours: *Online* Office Hour Wednesday 12pm-5pm (via email and/or Blackboard) or *by appointment*.

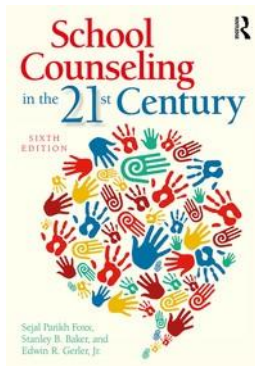
Course Description:

Goal of this course is to equip aspiring school counselors' with the knowledge and understanding of foundational and contextual dimensions of the school counseling profession. Beginning counselors will receive an introduction to the role of the school counselor and the various activities in which school counselors engage in the educational system.

Required Texts:

Foxx S. P., Baker, S. B., & Gerler, E. R. (2017). *School Counseling in the 21st Century: Sixth Edition*. New York: NY: Routledge.

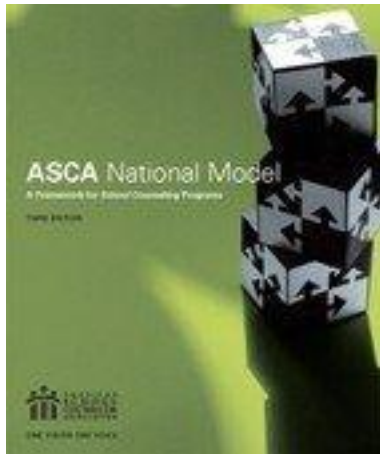
- Print ISBN: 9781138838284, 1138838284
- eText ISBN: 9781317561071, 1317561074



American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs* (3rd Ed). Alexandria, VA: Author.

- ISBN-13: 978-1929289325

□ ISBN-10: 1929289324



****Additional reading assignments will be referred to in class, blackboard or e-mailed to students. *Also, it would benefit students to purchase a USB drive to save work completed inside and outside of the classroom.***

Supplemental Resources:

- American School Counselor Association (2016). *The ASCA National Model Implementation Guide: Foundation, Management and Accountability*. Alexandria, VA: Author.
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. C. M. (2014). *101 Solutions for School Counselors and Leaders in Challenging Times*. Thousand Oaks, CA: Corwin.
- Dollarhide, C. T. & Saginak, K. A. (2017). *Comprehensive School Counseling Programs*. Boston, MA: Pearson Education.
- Erford, B. T. (2015). *Transforming The School Counseling Profession* (4th Ed). Boston, MA: Pearson Education.

Related Professional Standards Course Objectives:

This course is designed to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) professional standards and American School Counselor Association (ASCA) national career standards listed below:

Section 5 -G. School Counseling Specialty Area (SCSA)

Foundations

- 1-a. History and development of school counseling
- 1.b. Models of school counseling programs
- 1.d. Models of school-based collaboration and consultation

Contextual Dimensions

- 2.a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
- 2.b. School Counselor roles in relation to consultation with families, P-12 and postsecondary school personnel, and community agencies.
- 2.d. School counselor roles in school leadership and multidisciplinary teams
- 2.j. Qualities and styles of effective leadership in schools
- 2.f. Competencies to advocate for school counseling roles

Practice

- 3.a. Development of school counseling program mission statements and objectives.

Competency 003

B: Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students' ability to succeed in school and collaborates with school personnel to promote a school environment in which all students may achieve success.

D: Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.

Competency 004

A: Demonstrates knowledge of the components of a developmental guidance and counseling program.

D: Knows how to implement strategies for effective internal and external communication.

E: Understands the roles and responsibilities of the school counselor, counseling staff and other professionals in the school with regard to the guidance and counseling program.

F: Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.

Competency 006

A: Applies knowledge of counseling and consultation theories, principles and practices in a school community

G: Applies knowledge of how to coordinate resources for students within the school and the community

H: Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students (A-G).

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 (A-F).

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal and professional standards relevant to the profession (A-F).

Course Objectives: Student Learning Outcomes (SLO) and Competencies

1. Demonstrate the ability to articulate one's knowledge and understanding of the history and development of school counseling
2. Demonstrate the ability to articulate one's knowledge and understanding of models of school counseling programs
3. Demonstrate the ability to articulate one's knowledge and understanding of models of school-based collaboration and consultation
4. Demonstrate the ability to articulate one's knowledge and understanding of school counselor roles as leaders, advocates, and systems change agents in P-12 schools.
5. Demonstrate the ability to articulate one's knowledge and understanding of school counselor roles in relation to consultation with families, P-12 and postsecondary school personnel, and community agencies.
6. Demonstrate the ability to articulate one's knowledge and understanding of school counselor roles in school leadership and multidisciplinary teams.
7. Demonstrate the ability to articulate one's knowledge and understanding of qualities and styles of effective leadership in schools.
8. Demonstrate the ability to articulate one's knowledge and understanding of competencies to advocate for school counseling roles.
9. Demonstrate the ability to articulate one's knowledge and understanding of the development of school counseling program mission statements and objectives.
10. Demonstrate the ability to articulate one's knowledge and understanding of factors in the school which affect students' ability to succeed in school and collaborates with school personnel to promote a school environment in which all students may achieve success.
11. Demonstrate the ability to articulate one's knowledge and understanding of how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.
12. Demonstrates knowledge of the components of a developmental guidance and counseling program.
13. Demonstrate the ability to articulate one's knowledge and understanding of how to implement strategies for effective internal and external communications.
14. Demonstrate the ability to articulate one's knowledge and understanding of the roles and responsibilities of the school counselor, counseling staff and other professionals in the school with regard to the guidance and counseling program.
15. Demonstrate the ability to articulate one's knowledge and understanding of how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.
16. Demonstrate the ability to articulate one's knowledge and understanding of the application of counseling and consultation theories, principles and practices in a school community

17. Demonstrate the ability to articulate one's knowledge and understanding of how to coordinate resources for students within the school and the community.
18. Demonstrate the ability to articulate one's knowledge and understanding of the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.
19. Demonstrate the ability to articulate one's knowledge and understanding of how to communicate effectively with families and establish collaborative relationships that enhance work with students
20. Demonstrate the ability to articulate one's knowledge and understanding of how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
21. Demonstrate the ability to articulate one's knowledge and understanding of ethical, legal and professional standards relevant to the profession.

Content

This course is designed to introduce students to the school counseling profession

- Orientation to the profession of school counseling
- Introduction to school counseling programs
- Roles of the school counselor
- Consultation, Leadership and Advocacy

Methods of Instruction

Content is offered through lectures, small and large group discussions, small group activities, readings, role-plays, simulated practices, review and feedback.

Major Course Assignments/Projects Evaluated

Demonstration of student learning outcomes or competencies, grades, and CACREP standards are determined by scores on the following assessments (see Appendix 2 for scoring rubric):

- Competency Performance Assessment (CPA) 1** – *Demonstration of knowledge of program statements, components, and leadership.* CPA 1 requires to students to assess and explore the foundation and delivery components of the ASCA model. CPA 1 is designed to assess the achievement of SLO 4, 7, 9, 12, CACREP SCSA 2.a, 2.j, 3.a, and TExES Competency 004.A. **150 points.**
- Competency Performance Assessment (CPA) 2** – *Demonstration of knowledge of prevention programs.* CPA 2 requires students to complete in-depth reflection responses regarding contextual dimensions of school counseling. This CPA assesses CACREP SCSA 2.a, TExES competency 003 B, D, competency 004 F, 006 G and H as well as SLO 4, 10, 11, 15, 17, and 18. **130 points.**
- Competency Performance Assessment (CPA) 3** – *Demonstration of knowledge and understanding of contextual dimensions.* CPA 3 requires

students to complete in-depth reflection responses regarding risk factors, substance abuse and family communication. CPA 3 is designed to assess the achievement of CACREP SCSA 2.a, 2.b, 2.d, 2.j, 2.f, and SLO 1-4.

180 points.

- **Competency Performance Assessment (CPA) 4 – Demonstration and knowledge and understanding of foundation of the school counseling field.** CPA 4 is an exam designed to assess all of the SLOs and competencies listed for this course. **200 points.**

Additional expectations, evaluations and course requirements

Students are expected to read assigned materials, participate in online and virtual class activities and discussions. Participation refers to critical analysis and reflective feedback of subject matter and open involvement in class exercises and/or counseling practices. Any consistent non-participation, late work or revised assignments will be penalized and may be refused credit depending on the instructor's discretion.

Grading Scale

The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points = A

85-89% of Total Points = B

75-84% of Total Points = C

65-74% of Total Points = D

<65% of Total Points = F

Overall Level of Achievement of Student Learning Outcomes & CACREP Standards

4 = Exceeds Expected Outcome = 90% - 100% of possible points

3 = Expected Outcome = 85% - 89% of possible points

2 = Less Than Expected Outcome = 84% - 75% of possible points

1 = Worst Possible Outcome = Less than 75% of possible points

Syllabus Adjustments

The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. ***Class information and online announcements takes precedent over syllabus.***

Academic Honesty

Students are expected not to violate the UTEP Handbook of Operating Procedures especially in respect to academic dishonesty, plagiarism, cheating and collusion. Plagiarism involves failing to cite someone else's work, copying someone else's work (without appropriate citation) and copying self work with correctly citing. For more information regarding plagiarism, please review the latest APA publication manual. Cheating may include engaging in practices that benefit student's test or assessment results that are not appropriate or fair-minded. Collusion includes working with someone else to engage in academic

Accommodations

Please contact the Center for Accommodations and Support Services (CASS) if you are in need of reasonable academic or physical accommodations. Contact information may be found at www.sa.utep.edu/cass.

Students with Disabilities

- 1.If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. **Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis.** Failure to report to this office will place a student on the inactive list and nullify benefits received from being on the active list of disabled students. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).
- 2.Please do not hesitate to contact the professor if you experience difficulty with this course at any time during the semester.

Class Behavior

Class behavior that interferes or impedes class instruction is not tolerated. Disruptive behavior may include inappropriate speech or gestures and intentional negative actions toward another person. Such behavior may result in removal from class and/or disciplinary actions per program decision.

Class Attendance

Class attendance (*virtual and online*) of every class is expected. Engaged involvement is necessary for adequate education at the graduate level. In the case of unusual circumstances such as a family crisis, students should contact the instructor and make appropriate arrangements prior to absence. The instructor may request evidence of documentation for excused absences. ***Failure to turn in two major assignments results in students being dropped from course.***

Class Reflection Assignments

Throughout this term, students will be asked to complete virtual and on-line class assignments. These class assignments are intended to assist students in deepening their understanding of the material. Although, individually, they are not weighed as much as the major assignments, they are important to successfully passing the course. The points for these assignments vary based on each assignment.

Inclement Weather

Unless UTEP has made an announcement to close or delay classes, we are still having class. UTEP's decision is based off of several factors including "current and forecasted weather conditions, street conditions, and any decisions made by the major public school districts to cancel

classes". However, many of you live a considerable distance from UTEP, in your case, you have to consider reasonable safety measures for your situation in terms of coming to class.