Instructor: Krista D. Bridgmon, Ph.D
Email: Krista.Bridgmon@gmail.com
Phone: Will provide 1st day of class
Dates: September 12-14, 2014
       September 26-28, 2014
Times: Fridays: 4:05 PM-10:00 PM
       Saturdays: 8:00 AM – 5:00 PM
       Sundays: 8:00 AM – 4:00 PM

Course Description:

Provides a conceptual foundation of the counseling and school counseling professions, including history, philosophy, and current trends (CACREP 22.k.1.a). Includes a focus on the principles of school counseling and the functions of counselors, administrators, teachers, and parents in meeting students’ needs.

Required Texts:


* I recommend [www.half.com](http://www.half.com) for this title. It’s older so you can probably get a good price.

Course Objectives:

Upon successful completion of this course, participants will:

1. Recognize essential concepts related to the counseling profession’s history, its philosophical underpinnings, the development of standards, contemporary issues, and future trends (CACREP II.K.1.a).
2. Knowledgeably discuss the history, philosophy, and current trends in school counseling and educational systems (CACREP SC A.1).
3. Identify similarities and differences among the professional roles of counselors in a variety of settings.
4. Identify similarities, differences, and complementarily among the various mental health related professions (CACREP II.K.1.b).
5. Demonstrate understanding of the purpose and services provided by the American Counseling Association and its divisions, branches, and affiliates (CACREP II.K.1.d).

6. Identify essential principles and standards of professional, legal, and ethical practices (e.g., ethical behavior, laws, public policy processes, advocacy) (CACREP II.K.1.e; SC A.10). Differentiate between and among professional credentials such as licensure, certification, and accreditation, and recognize relationships between these credentials and public policy (CACREP II.K.1.e).

7. Knowledgeably discuss community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development (CACREP SC A.8).

8. Suggest advocacy strategies directed toward (a) promoting the profession of counseling, (b) calling attention to institutional barriers that may impede access, equity, and success for clients (CACREP II.K.1 f, g; SC B.1). Such strategies will be based on knowledge or current issues, policies, laws, and legislation (CACREP SC A.6), socio-cultural factors (CACREP SC A.7), and community factors (SC A.8).

Such activities will reflect use, management, analysis, and presentation of data from school-based information, surveys, interviews, focus groups, and needs assessments to improve student outcomes (CACREP SC C.1.a).

9. Examine applications of technology within context of counseling (CACREP II.K.5.f).

Knowledgeably discuss current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices (SC A.9).

10. Demonstrate or design an individualized program to attain technological competence and computer literacy (CACREP II.K.1.c).

11. A. Knowledgeably discuss the relationship of the school counseling programs to the academic and student services program in the school (CACREP SC A.2).

B. Knowledgeably discuss roles, functions, 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).

12. Identify strategies of leadership designed to enhance the learning environment of schools (CACREP SC A.4).

13. Identify program components of comprehensive school counseling programs.


15. Demonstrate knowledge of recommendations of Closing the Achievement Gap Commission (Colorado).

16. Demonstrate knowledge of pre collegiate service providers (TRIO programs, GEAR UP, High Horizons, etc.)

17. Demonstrate awareness of CollegeInColorado.org and the College Opportunity Fund stipend program.
18. Critically evaluate own personal interest in the profession of counseling.
19. Demonstrate minimal competency in basic helping skills (e.g., tracking and reflecting, and facilitative inquiry).
20. Demonstrate elements of formal writing according to APA style.

**Instructional Methods:**
A variety of instructional methods will be employed to address the objectives of this course. The instructor will give lectures, facilitate class discussions, and design independent learning strategies. Class participants will also be expected to participate in group activities.

**Course Requirements:**

**Attendance**
Due to the accelerated nature of this course, attendance, punctuality, preparation, and participation are crucial. Students missing more than 10% or 4.5 hours of this course can not earn a grade higher than a “B”. Students missing 20% or 9 hours of this course can not earn a grade higher than a “C”. Students missing more than 9 hours of this course will not earn a passing grade. Please inform the instructor via email or phone prior to being late or missing any portion of the course.

**Late Assignments**
Assignments are due at the beginning of the class. Any assignment that is turned in late will lose a letter grade for each day it is late. Assignments that are more than four days late will not be graded. Assignments that need to be turned in late during times the class is not meeting will need to be turned in as an email attachment.

**Assignment Format**
All assignments are to be typed in Times New Roman or Courier New 12 point font with one inch margins. Each assignment is to have a cover page and reference page (if applicable) in APA format.

**Grading System:**
Course grading will consist of four projects (75 points each), and two literature summary papers (50 points each) for a total of 400 points:

- A = 400-360 points
- B = 359-320 points
- C = 319-280 points
- D = 279-240 points
- F = < 240 points

**Assessment of Student Learning Outcomes**

**Project 1:** Create a resource guide with local agencies (where your internship is located, or where you hope to complete your internship when time comes), as well as, including contact information that could be used for referral sources for children and parents in...
your school. Resources that should be included in the guide include, but are not limited to: school resources, family services, health services, mental health agencies, facilities, and hot lines. There is a 30 contact list minimum on this assignment.

**Project 2:** On-line Resources Research. The Internet provides a vast library of useful information for vocational guidance. Examples would be sites for: (a) financial aide reporting, (b) military recruitment sites, (c) college sites, (d) college-based assessments, and (e) information on vocational training. In addition, many high schools have strong and informative websites (use a search engine such as Google to locate such sites). ASCA also provides much useful information of their web site, [www.schoolcounselor.org](http://www.schoolcounselor.org). Please select two sites, review them, and report back (10-15 min.) to the class regarding the information. Also provide 2 one-page handouts (One for each site), three-hole punched for each class member to develop a resource portfolio.

**Project 3:** Research, plan, and write and outline for an 8-week counseling group. The group would meet once per week for 50 minutes. Remember to include: Icebreakers, Topics/Activities, and Closure. Possible topics for your group could be: Coping with Divorce; Eating Disorders; Self-Esteem; Girl’s/Boy’s Social Skills Group; Freshmen Group; Bully Group. Please address the group within the population you might be working with in your internship. You will be asked to present the details of the group with the class. You will be doing a more extensive version of the assignment in your group course, this is a good starting point for that assignment.

**Project 4:** Select a disability that would qualify a child for special education services under PL94-142. Write a 4-page research report on the disability that includes characteristics of the disability, methods of diagnosis, and treatment or accommodations for the disability. You will also present your findings to the class on the last day of instruction.

**Literature Papers (2):**
You will be required to research two topics of your choice relating to school counseling, preferably related to a particular population, topic, or setting in which you are interested in pursuing. The article must be from a refereed journal, no websites, within the last six years and include an APA reference. The literature papers must include a title page, one page summary of the article, one page reaction to the article, and reference page (four pages total).

**Course Schedule:**
**Before attending the first class students are required to complete the following:**
- Read and print the course syllabus.
- Print ASCA Code of Ethics and bring to each class.
- Print ACA Code of Ethics and bring to each class.
- Obtain required textbooks and bring to each class.
- Complete Project 1
- Complete Project 2
- Complete one literature paper.
Read Studer Chapters 1, 2, 3, 5, and 10.

**September 12-14, 2014**
- Introduction to the Course
- Syllabus Overview
- History of School Guidance/Counseling
- Program Development
- Comprehensive School Counseling Programs
- Professional and Ethical Issues
- Crisis Counseling and Critical Issues
- Suicide Interventions
- Self-Mutilation
- Counseling topics: Pregnancy, substance abuse, bullying, child abuse.
- Group Counseling
- *Project 1 is due on September 12, 2014*
- *Project 2 is due on September 13, 2014 with class presentations*
- *First literature paper is due on September 14, 2014*

**September 26-28, 2014**
- Read Studer Chapters 4, 6, 7, 8, 12, and 14.
- Educational planning and career development
- Special needs students.
- Roles of Administrators, school counselors, social workers, and school psychologists.
- Student Study Teams
- Individual Education Plans
- 504’s
- Consultations
- Letters of Recommendations
- Interviewing skills
- Portfolio development
- *Project 3 is due on September 26, 2014 with class presentation*
- *Literature paper two is due on September 27, 2014*
- *Project 4 is due on September 28, 2014 with class presentation.*

**Academic Conduct:**
Cheating on examinations, submitting the work of another student as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to immediate expulsion from the University. Plagiarism is defined as taking the printed or broadcasted work of another, without citation or reference and using it as your own. This includes but is not limited to copying from websites, books, articles, pamphlets, etc. The student is encouraged to review the UNC Referral Guide and Student Rights and Responsibilities and or the UNC Graduate Bulletin 2001-2002. Both are available from the Office of Student Affairs 970-351-2303 or the Dean of Students 970-351-2796.
**Professional Conduct:**
The student is expected to adhere to the appropriate code of ethics for their particular program. As an intern you represent your self, your profession, and UNC. Any behavior that is 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 Support Services at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. When a student requires any modification to the learning format I am happy to appropriately accommodate his or her needs. As per APCE and UNC guidelines, I need a copy of the letter provided to the student by the Disability Support Services (DSS) on campus PRIOR to class so that I have time to may make the accommodations. The DSS letter outlines the particular needs of the student and appropriate accommodations to meet those needs.