University of Northern Colorado  
School of Applied Psychology and Counselor Education  
APCE 602: Foundations of School Guidance  
Fall 2015

Course Syllabus

<table>
<thead>
<tr>
<th>Instructor: Molly Strear, PhD, LSC, LPC, NCC</th>
<th>Class Times: August 28-30</th>
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<tbody>
<tr>
<td>Graduate TA: Stephanie Pergantis, MSCP, LSC</td>
<td>September 11-13</td>
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<tr>
<td>Office: McKee Hall 294</td>
<td>Fri (4:00-10:00); Sat (8:00-5:00);</td>
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<td>Sun (8:00-4:00)</td>
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<tr>
<td>Phone: 970-351-4103</td>
<td>Email: <a href="mailto:molly.strear@unco.edu">molly.strear@unco.edu</a></td>
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<td>Office Hours: By Appointment</td>
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Prerequisite: None

Course Description: This course is dedicated to the study of the counseling and school counseling professions, including the history, philosophy, principles and trends in both fields. It also includes information regarding the roles and functions of counselors, administrators, teachers, and parents in meeting students’ needs.

Required Readings:


* You are welcome to purchase an earlier (likely less expensive) edition of the Erford text, however, you will be responsible for understanding the discrepancies (e.g., new information, different page numbers, etc.)


Additional Readings: Additional law and current topic related readings will be assigned throughout the course.
**Important Note:** Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advanced notice and/or accommodations as possible.

**Knowledge & Skill Outcomes (Objectives):** Upon successful completion of this course students will:

1. Discuss technology’s impact of the counseling profession (CACREP II.F).
   *(standard is assessed through class discussion)*

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).
   *(standard is assessed through class discussion and transcript assignment)*

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).
   *(standard is assessed through three relevant role plays, transcript assignment, law activity, and final)*

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).
   *(standard is assessed through relevant role play assignments, transcript assignment, law activity, and class discussion)*

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).
   *(standard is assessed through transcript assignment and relevant role play assignments)*

6. Understand the important role of the school counselor as a system change agent (CACREP SC.O.4).
   *(standard is assessed though transcript assignment and class discussion)*

7. Identify self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
   *(standard is assessed through class discussion and final)*

8. Discuss counseling supervision models, practices, and processes (CACREP II.G.1.e).
   *(standard is assessed through class discussion and final)*

9. Demonstrate an understanding of professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.G.1.f).
   *(standard is assessed through class discussion and final)*

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).
    *(standard is assessed through class discussion and final)*

11. Know professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling, (CACREP.SC.A.4).
    *(standard is assessed through class discussion and final)*

12. Recognize the role and process of the professional counselor advocating on behalf of the profession (CACREP II.G.1.h).
    *(standard is assessed through class discussion and final)*

13. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G.1.i).
    *(standard is assessed through class discussion and activities)*

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).
    *(standard is assessed through class discussion, confidentiality assignment, law activity)*
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).
   *(standard is assessed through transcript assignment)*

16. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP SC.C.1).
   *(standard is assessed through class activities)*

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).
   *(standard is assessed through class discussion)*

18. Identify counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b).
   *(standard is assessed through transcript assignment)*

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).
   *(standard is assessed through transcript assignment)*

20. Know the qualities, principles, skills, and styles of effective leadership (CACREP SC.O.1).
   *(standard is assessed through class activities and discussion)*

21. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).
   *(standard is assessed through transcript assignment)*

22. Demonstrate elements of formal writing according to APA style.
   *(standard assessed through transcript assignment)*

**Course Content:**
- 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, including skills and behaviors that influence the helping process
- Introduction to advocacy for the profession and clients
- Introduction to State and Federal School Law
- 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

**Methods of Instruction:** Instruction will occur via the following modalities: lecture, discussion, experiential activities, and role-play.

**Course Requirements/Assignments:**

**Read:** It is expected that you have read prior to coming to class. Class experiences are designed with the assumption that you have the foundational knowledge of reading the text thoughtfully. Please bring questions/comments that you have about the text to class so we may talk through those.

**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 class activities are
a part of the course requirements. In order to achieve an A in the course students must attend all class periods, return from breaks on time, and arrive to class on time. A portion of your final points will be related to your attendance and participation.

**Relevant Role Plays (Explaining Confidentiality, Suicide Risk Assessment, Child Protection Report) (15%)**: Throughout this course you will participate in various role plays designed to inform your future practice as a school counselor. Active participation, engagement, and reflection on the following three role plays will be required for 15% of your total course grade.

**Explaining Confidentiality**: It is important to be able to explain confidentiality to a variety of stakeholders. As a class we will generate a list of stakeholders that a school counselor might explain how confidentiality applies to the relationship with that stakeholder and or students with whom that stakeholder has a vested interest. We will group these stakeholders into three large groups (1) students, (2) adults within/employed by the school/school system, (3) adults not employed by the school/school system. You will engage in three role plays, one from each group. You will be assigned at random the stakeholder within each group. For the first role play you will work within a dyad. For the second and third role plays we will use a fish bowl approach.

Following the first role play you will write down two aspects of your explanation that went well and one goal for the next role play. Following the second role play you will reflect briefly on the execution of your goal from the last role play, list two things that went well, and a goal for your final role play. After the third role play you will reflect briefly on your readiness to explain confidentiality to a variety of stakeholders and indicate how you can further prepare yourself for this important task.

**Suicide Risk Assessment**: As a school counselor, it is imperative you are familiar with conducting a suicide risk assessment within a school setting. This role play will provide an opportunity to become more comfortable with the language and process of a school-based suicide risk assessment, and the various nuances involved while practicing in a school. You will engage in two suicide risk assessment role plays. For the first role play you will work within a dyad. For the second role play we will use a fish bowl approach.

Following the first role play you will write down two aspects of your role play that went well and one goal for the next role play. Following the second role play you will reflect briefly on the execution of your goal from the last role play, list two things that went well, and a goal for your future growth.

**Child Protection Report**: As a school counselor you are a mandated reporter, meaning you must report any suspicion of child and elder abuse or neglect to child protection services in the appropriate county. In a school, you are also frequently the person other stakeholders seek out to consult about making child/elder protection reports. Therefore, it is important to be knowledgeable and confident about the reporting process. You will participate in two roles plays in which you are presented with a student concern from either a student, guardian, teacher, or administrator. You will then role play how you will respond to the individual, followed by simulating a phone report to child protection services. You will engage in two child protection report role plays. For the first role play you will work within a dyad. For the second role play we will use a fish bowl approach.

Following the first role play you will write down two aspects of your role play that went well and one goal for the next role play. Following the second role play you will reflect briefly on the execution of your goal from the last role play, list two things that went well, and a goal for your future growth.

Grading will be based equally on the following:

1. Accuracy of content in the final role play including responses to questions
2. Use of language appropriate to the stakeholder
3. Progress toward goals that you set
4. Thoughtful completion of each step of the assignments
5. Providing positive and constructive feedback to peers throughout process

Current Issues in Education (10%): Select a current issue in education. This could be a court ruling, a topic that is getting significant media coverage, local school board decision, emerging technology, or other issues along these lines. Read a minimum of three credible sources on the topic. Construct a 15 minute presentation for the class summarizing the topic (2 points), the research (2 points), and what this means for school counselors (2 points) and the system of education (2 points). Turn into the instructor a reference page with the three sources in APA format (2 points). * Note the topic may not overlap with any of the topics for the Colorado Law Activity.

The Role of School Counselors Transcript (30%): In dyads, you will be given scenarios that provide the opportunity for you (as a school counselor) to explain your role as a school counselor to a stakeholder. The scenario will include “concerns” that will be conveyed to you by your partner. Engage in and record (audio) a 10-15 minute role play based on this scenario. Respond to these concerns in a way that is informative and demonstrates your ability to use basic helping skills (e.g., summarizing, reflecting).

1. Transcribe the role-play in its entirety. Type word for word what you and your partner said, indicating clearly when you are speaking and when your partner is speaking.
2. Critique the role-play. Rate each response you made (including minimal encouragers on a scale of 1 – 4). 1 = the statement detracted or was unhelpful, 2 = the response neither detracted nor helped, 3 = the response was helpful but could be improved substantively, 4 = the response met the intended goal.
3. For responses that you rated as 1, 2 or 3, write an alternative response and indicate why the alternative response is likely to be more effective.
4. Label (using track change ‘comments’) 5 examples of basic helping skills and what skill you are demonstrating. A minimum of 3 different skills (e.g., summarizing, reflecting content, reflecting feeling, etc.) need to be noted in the transcript. If you did not demonstrate 3 different skills, note where you could have used them effectively.
5. Based on the scenario, locate and review three credible sources that provide information that might help you better respond to a similar scenario in the future. Provide for each member of the class (and the instructor) a one-page handout that includes a reference in APA format for the resources and key information from these resources. You will walk your peers through your scenario and share what you learned about responding in ~ 5 min. Additional time will be available for discussion facilitated by the instructor.

Grading will be based equally on the following:
1. The demonstrated ability to identify and label helping skills accurately.
2. The demonstrated ability to accurately evaluate the quality of a response and create a stronger response.
3. The quality of the handout including accuracy, clarity, and professional format.
4. Clarity, accuracy, and organization of information conveyed to peers.
5. Performance in the role play when you are the stakeholder or student (i.e., not the counselor) so that your partner has the opportunity to practice responding to appropriately challenging questions and practice her/his helping skills.

Interview and Summary of Interview Paper (25%): Following protocol discussed in class, each course participant 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. Students are encouraged to interview school counselors who practice in diverse settings. This must be a new interview; therefore, interviewing current colleagues, supervisors, family, or friends is strongly discouraged.
Subsequent to the interview, you are asked to (a) send a letter of appreciation, and (b) write a summary of your findings (not a transcript) using APA Style that may be supported by verbatim quotes from the interview. The summary should be well organized and demonstrate a personal reflection of the findings from the interview and include, (a) an introduction to 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.

NOTE: Participation in this activity is clear evidence of counselors' professional generosity. You must regard all information provided to you as confidential. Information they provide should be reported without revealing the identity of the counselors you cite. Failure to maintain the confidentiality of the identity of the counselor you interviewed will result in 0 points on this assignment.

Final Exam (20%): School counselor evaluation is becoming increasingly complex and it is imperative for you to be capable of leading your evaluation, especially at times when your evaluator may not fully understand your role as a school counselor. Your final exam will constitute a culmination of the knowledge you have acquired throughout this course through class participation and assigned readings, and your ability to apply this knowledge to the Colorado Department of Education’s Rubric for Evaluating School Counselors. For your final exam, please select two Elements from each Quality Standard (10 elements total). After selecting your focus areas, you will write a minimum of half a page for each element describing how a school counselor can demonstrate competency for each level including basic, partially proficient, and proficient.

The Colorado state standard for school counselors is proficient; however, please include next steps as to how one can become accomplished in each Element. Please provide a minimum of each of the following components:
1) school counselor activity, behavior, or application of theory;
2) examples of supporting artifacts or possible data collection;
3) one current citation (last 5 years) to support your decision making.

We will be discussing the Colorado Department of Education’s Rubric for Evaluating School Counselors throughout the class, so it is likely you will have notes and ideas as to how to apply your knowledge in this format. For this exam, you may use any collective knowledge obtained from the class; however, your written reflections must be completed individually. Your final exam is due by 5:00 p.m. on Sunday, September 20, 2015. Late exams will not be accepted.

Grading: Final letter grades will be assigned based on the following distribution:

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>Below 60</td>
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Course Schedule:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading to be Done by Class Time</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>August 28</td>
<td>History and Progression of the Field</td>
<td>Erford Chapters 1, 2, 3, 4</td>
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<td>School Counseling in</td>
<td>ASCA National Model</td>
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<td>August 29</td>
<td>Outcomes and Accountability</td>
<td>Erford Chapter 5, 6, 7, 16</td>
<td>Confidentiality Role Play &amp; Reflection</td>
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<td>Legal and Ethical Issues</td>
<td>ASCA Ethical Standards</td>
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<td>Educational Initiatives</td>
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<td>August 30</td>
<td>Individual, Group, &amp; Classroom Guidance Interventions</td>
<td>Erford Chapters 10, 13, 15, 17</td>
<td>Current Issues in Education Assignment Due</td>
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<td>Crisis, Disaster Skills and Plans</td>
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<td>SRA Role Play &amp; Reflection</td>
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<td>Trauma</td>
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<td>September 11</td>
<td>Thinking Systemically</td>
<td>Erford Chapters 8, 9, 14</td>
<td>Confirmation of School Counselor Interview (final due date TBD)</td>
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<td>Collaboration With Other Professionals</td>
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<td>September 12</td>
<td>Facilitating Transitions</td>
<td>Erford Chapters 11, 12</td>
<td>CPR Role Play &amp; Reflection</td>
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<td>ICAP Toolkit</td>
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<td>ICAP Quality Indicators</td>
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<td>September 13</td>
<td>Professional Planning Final</td>
<td>CDE School Counselor Rubric Review</td>
<td>Role of School Counselor Transcript Final (9/20/15)</td>
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**PowerPoint Presentations:** PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

**Academic Conduct:** Cheating on examinations, 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.
Professional Conduct: Students are expected to adhere to the ACA/ASCA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All information shared in a counseling course is confidential; therefore, disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an “F” in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

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.

UNC’s Policies: UNC’s policies and recommendations for academic misconduct will be followed.

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. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.