

APCE608- Organization, Administration and Consultation in Guidance Services

University of Northern Colorado

School of Applied Psychology and Counselor Education

APCE 608: Organization, Administration and Consultation in Guidance Services

Spring, 2020, Course Syllabus

Instructor:	Kristin Myers, Ph.D.	Class Times:	February 4, 5, 6 and February 18, 19, 20, 2022
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Prerequisite: APCE 602

Welcome! Welcome to APCE 608. *Please note the following requirements are due prior to February 4, 2022:* students in this course are only required to order and receive required texts prior to the start of the course. Required reading is at the discretion of the student, and must be completed prior to the completion of the course. Reading topics will be referenced throughout the course and students are required to have the required reading text to reference for in-class activities, and small/large group reading assignments.

Course considerations: Attendance is mandatory and is a part of student's grade in this course. Students earn one point per hour in class. Students will not be permitted to continue or compete this course if more than one day of the course is missed for any reason (e.g. illness, family emergency, personal matters).

Course Description: The major focus of this applied course is on the design, development, and implementation, and evaluation of a comprehensive school counseling program that meets national standards. The American School Counseling Association's (ASCA) Model for School Counseling Programs provides the foundation of content.

Required Text(s): American School Counselor Association. (2019). *ASCA National Model* (4th ed.). Alexandria, VA: Author.

American School Counselor Association. (2016). *The ASCA National Model Implementation Guide: Foundation, Management and Accountability*. Alexandria, VA: Author.

Davis, Tamara E. (2015). *Exploring School Counseling: Professional Practices and Perspectives* (2nd ed.). Stanford, CT: Cengage.

Additional Required Readings

ASCA. (2010). *Ethical standards for school counselors*. Available online at <http://www.schoolcounselor.org>.

ASCA. (2014). *ASCA mindsets & behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Author. Available online at <http://www.schoolcounselor.org/>

Colorado Department of Education. (2018-19). *Rubric for evaluating Colorado's special service professionals: School counselors*. Available online at <http://www.cde.state.co.us/educatoreffectiveness/specialservicesproviders>

Colorado Department of Education. (2017-18). *ICAP quality indicators*. Available online at <http://www.cde.state.co.us/postsecondary/icapqualityindicators>

Additional Readings:

Additional law and current topic related readings will be assigned throughout the course at the discretion of the instructor.

Knowledge & Skill Outcomes (Objectives): Upon successful completion of this course students will demonstrate competency, skill and mastery of the following standards:

1. History and development of school counseling (CACREP SC Standard: 5.G.1.a).
2. Models of school counseling programs (CACREP SC Standard: 5.G.1.b).
3. Models of P-12 comprehensive career development (CACREP SC Standard: 5.G.1.c).
4. Models of school-based collaboration and consultation (CACREP SC Standard 5.G.1.d).
5. Assessments specific to P-12 education (CACREP SC Standard 5.G.1.e).
6. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP SC Standard 5.G.2.a).
7. Counselor roles in consultation with families, P-12 and postsecondary school personnel and community agencies (CACREP SC Standard 5.G.2.b).
8. School counselor roles in relation to college and career readiness (CACREP SC Standard: 5.G.2.c).
9. School counselor roles in school leadership and multidisciplinary teams (CACREP SC Standard: 5.G.2.d).
10. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP SC Standard: 5.G.2.e).

11. Competencies to advocate for school counseling roles (CACREP SC Standard: 5.G.2.f).
12. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP SC Standard: 5.G.2.g).
13. Common medications that affect learning, behavior, and mood in children and adolescents (CACREP SC Standard: 5.G.1.h).
14. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP SC Standard 5.G.2.i).
15. Qualities of effective leadership in schools (CACREP SC Standard 5.G.2.j).
16. Community resources and referral sources (CACREP SC Standard: 5.G.2.k).
17. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling (CACREP SC Standard: 5.G.2.l).
18. Legislation and government policy relevant to school counseling (CACREP SC Standard: 5. G.2.m).
19. Legal and ethical considerations specific to school to school counseling (CACREP SC Standard 5.G.2.n).
20. Development of school counseling program mission statements and objectives (CACREP SC Standard: 5.G.3.a).
21. Design and evaluation of school counseling programs (CACREP SC Standard: 5.G.3.b).
22. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (CACREP SC Standard: 5.G.3.c).
23. Interventions to promote academic development (CACREP SC Standard 5.G.3.d).
24. Use of developmentally appropriate career counseling appropriate career counseling interventions and assessments (CACREP SC Standard: 5.G.3.e).
25. Techniques of personal/social counseling in school settings (CACREP SC Standard: 5.G.3.f).
26. Strategies to facilitate school and postsecondary transitions (CACREP SC Standard: 5.G.3.g).
27. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP SC Standard: 5.G.3.h).
28. Approaches to increase promotion and graduation rates (CACREP SC Standard: 5.G.3.i).
29. Interventions to promote college and career readiness (CACREP SC Standard: 5.G.3.j).
30. Strategies to promote equity in student achievement and college success (CACREP SC Standard: 5.G.3.k).
31. Techniques to foster collaboration and teamwork within schools (CACREP SC Standard: 5.G.3.l).
32. Strategies for implementing and coordinating peer intervention programs (CACREP SC Standard: 5.G.3.m).
33. Use of data to inform decision making (CACREP SC Standard: 5.G.3.n).
34. Use of data to advocate for programs and students (CACREP SC Standard: 5.G.3.o.).

Course Content:

- History and theory of school counseling.
- School counseling and program evaluation.
- Postsecondary planning, career development, and postsecondary transitions.
- Collaboration and consultation with teachers, school staff, administrators, parents, and caregivers.
- Core counseling skills and mental health responsiveness in a school setting.
- Lesson planning and effective delivery of guidance curriculum.
- Dropout prevention and student engagement strategies for historically underserved student populations.
- School counselors as leaders, advocates, and agents of systemic change.
- Professional organizations that support school counselors and enhance the school counseling profession.

Methods of Instruction: Instruction will occur via the following modalities: lecture, discussion, experiential activities, and role-play. The instructor reserves the right to require students to watch pre-recorded lectures as needed throughout the course (delivered via Canvas).

Course Requirements:

Course Readings: It is expected that you complete the course readings and use the texts as necessary to complete the course assignments. Class experiences are designed with the assumption that you have the foundational knowledge from APCE 602. Please bring questions/comments that you have about the text to class so that we can address them.

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. Students that are more than 15 minutes late to class or back from breaks will be deducted 1 point.

- **February 4**—6 hours (6 points), **February 5**—9 hours (9 points), **February 6**—8 hours (8 points)—23 points available for weekend 1.
- **February 18**—6 Hours (6 points), **February 19**—9 hours (9 points), **February 20**—8 hours (8 points)—23 points available for weekend 2.
- Total attendance and participation: **46 total points for the course.**

***Note: Students may take brief bathroom breaks as needed. Comfort breaks are built into the course schedule. Breastfeeding mothers will not have points deducted for breaks needed.

Assignments: (table below). **Legend:** **Green** items are addressed in-class through classroom discussions, small and large group activities and discussions (nothing posted on Canvas,

assessed in class. **Yellow** items are assignments that will be submitted through Canvas, (in presentation format, if applicable). Red text indicates competencies tied to required readings (to be completed at the completion of the course). Points for items in italics are descriptions of required elements of assignments and corresponding point distribution. **Late assignments will be deducted points at the instructor's discretion and require prior approval.**

Course Topic	Assignment Description/How Topic will be Addressed	CACREP Standard Addressed	Due Date or Date Covered in Class	Total Points
History and theory of school counseling	Addressed through: Course lecture and discussion (see attendance policy above).	5.G.1a, b, c, f, m, n.	Addressed throughout through the course readings.	(Participation Points—46 total possible points)
School counseling and program evaluation	<p>Assignment: Comprehensive School Counselor Program Framework</p> <p>Description: Students will select groups of 3-4. Groups will complete a strategic plan using the Colorado School Counselor Framework (provided in class). Note: this framework was adopted using ASCA National Standards, CACREP Standards, and the Colorado School Counselor Evaluation Rubric). Groups will address each of the seven core framework elements through the development of a comprehensive guide. This assignment will be assessed through the group's ability to address and deliver all elements of the Colorado School Counselor Framework. More information regarding this assignment will be provided on the first week of class.</p>	5.G.1.b, c, d, e; 2.a, b, c, d, e, f, g, h, i, j, k, l, m, n; 3, a, b, c, f, e, f, g, h, j, k, l, m, n, o.	<p>Optional interim due dates: Groups may choose to submit interim benchmarks prior to the due date for feedback prior to the final presentations on January 19, 2020.</p> <p>Final due date: February 20.</p> <p>Note: all members of the group are required to be present during the presentation. If a member of the group is absent, participation</p>	<p>Total Points: 100</p> <p>Adherence to framework 1-6 (10 points per framework): 60 points</p> <p>Presentation Quality: 30 points</p> <p>* Visual representation: 10 points- assessed through handouts, Power Point, Prezi, etc.</p> <p>* Presenter professionalism-10 points: assessed through: Clear and concise plan delivered in a manner the audience can understand.</p> <p>* Content-20 points: assessed through addressing all elements of the Colorado School Counselor Framework in the presentation.</p>

			points will be impacted for the absent student, and group members in attendance will be responsible for presenting. Addressed throughout through the course readings.	
Postsecondary planning, career development, and postsecondary transitions	Addressed through/assignment: The Comprehensive School Counselor Program Framework and in-class lecture/group discussions evaluated by the instructor.	5.G.1.c, e, b, e, kl; G.3.h, I, j, k, l, m, o.	<i>(Due with final projects on the last day of class—addressed in comprehensive plan).</i> Addressed throughout through the course readings.	<i>(See points for related assignments—no additional points assigned for this competency).</i>
Collaboration and consultation with teachers, school staff, administrators, parents, and caregivers.	Assignment: Collaboration and Consultation Case Study —In small groups, students will develop a scenario where a student is struggling academically and/or behaviorally. Groups will create a consultation plan in collaboration with necessary school stakeholders (e.g. student, teachers, parent, school administrator, or any relevant school personnel). Each group	5. G. 1. D. n. c. d. f; 5.G.2, a, b, d, j; 5.g.3.d, f, g, h, I, j, k, l, n, o.	February 6, 2022 (presented in class). Addressed throughout through the course readings.	20 points total Groups will be scored based on their ability to demonstrate ASCA-based standards and professional qualities in the role play.

	will conduct a 20-30 minute role-play to demonstrate how the student will be provided with resources and appropriate support.			
Core counseling skills and mental health responsiveness in a school setting.	<p>Addressed through: course lecture, small and large group discussions, and assignments.</p> <p>Assignments: Core Counseling Skill and Mental Health Considerations Role Play—Students will get in pairs of two and develop a scenario of a young person in crisis. Pairs will take turns being the counselor and the young person in a role play.</p>	5.G.1.b, d, a; 5.G.2., d, e, f, g, h, i, k, l, m, n; 5.3.a,d, f, h, I, j, k, l, m.	<p>Completed in-class on the second weekend of the course.</p> <p>Addressed throughout through the course readings.</p>	<p>20 points total</p> <p>Students will be assessed individually based on their ability to adhere to core counseling skills and knowledge of the mental health problem demonstrated in the roleplay.</p>
Lesson planning and effective delivery of guidance curriculum.	<p>Addressed through: Lecture, in-class discussions, course readings, large group, and small group activities.</p> <p>Assignment: In-class activity regarding classroom management and effective course delivery.</p>	5.G.1.b, d, a; 5.G.2., d, e, f, g, h, i, k, l, m, n; 5.3.a,d, f, h, I, j, k, l, m.	<p>Addressed in the first weekend of the course and throughout course readings.</p> <p>Assignment will be planned by small groups and completed in class.</p>	<p>10 Points—Assessed in-class in small groups through the group’s ability to communication</p>
Dropout prevention and student engagement strategies for historically underserved	<p>Addressed through: Lecture, in-class discussions in small and large groups.</p> <p>Assignment: Dropout prevention and student engagement case study (Individual Student Assignment). Students will create a case study of a student who is considering dropping out</p>	5.G.1.b, d, a; 5.G.2., d, e, f, g, h, i, k, l, m, n; 5.3.a,d, f, h, I, j, k, l, m.	<p>Content Addressed in the first weekend of the course.</p>	<p>30 Points—Assessed through written case study and plan submitted individually through Canvas.</p>

student populations.	of school. Utilizing the Educational Milestones model presented in the first weekend of the course to address how the school counselor will assist the student in the case study to create a plan in relation to Attendance, Behavior, and Course Completion.		Date Due: February 18	
School counselors as leaders, advocates, and agents of systemic change.	Addressed through: Lectures, in-class activities and discussions in small and large group formats. <i>Assignment (see above):</i> Included in Comprehensive School Counselor Framework, Collaboration and Consultation Case Study, and Core Counseling Skill and Mental Health Considerations Role Play.	5.G.1a, b, c, f, m, n.	Addressed in all days of the course and throughout course readings.	<i>(See points for related assignments—no additional points assigned for this competency).</i>
Professional organizations that support school counselors and enhance the school counseling profession.	Addressed through: Lectures, in-class discussions in small and large group format.	5.G.1a, b, c, f, m, n.	Addressed in the first week of class and throughout course readings.	<i>(No additional points assigned for this competency—included in attendance points).</i>

Total Points **226**

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

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

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

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.

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

Professional Conduct:

Students are expected to adhere to the appropriate code of ethics for the Applied Psychology and Counselor Education Program. Any behavior deemed unethical will be grounds for dismissal from the program.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC’s Student Code of Conduct (BEAR Code).

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 in 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.

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off the sound on your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. Please excuse yourself from the room if you need to answer a text message, email someone, or take a personal conversation on your phone. There will be a deduction in participation points if your electronic devices are a distraction to other students or the instructor. Thank you for your cooperation.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to

identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness, or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system: www.unco.mywconline.com. You will need to create a new account if you've never visited the Writing Center before. We also have walk-in session times available during our

scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230. We also have walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.