University of Northern Colorado  
School of Applied Psychology and Counselor Education  
APCE 602: Foundations of School Guidance  
Fall, 2018  
Course Syllabus

DRAFT

Instructor: Natalie Stipanovic, Ph.D.  
Class Times: August 24/25/26  
September 7/8/9  
F: 4-10, S: 8-5, N: 8-4  
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Phone:  
Office Hours:

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 Text(s):  
SBN-13: 978-0133351897


Additional Readings:  
Additional law and current topic related readings will be assigned throughout the course.

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

1. Discuss technology’s impact of the counseling profession (CACREP II.F).

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, final, 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).

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).

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, crisis plan assignment, confidentiality assignment)

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

7. Identify self-care strategies appropriate to the counselor role (CACREP II.G.1.d).

8. Discuss counseling supervision models, practices, and processes (CACREP II.G.1.e).

9. Demonstrate an understanding of professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.G.1.f).

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)

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 activities, class discussions, and final)

12. Recognize the role and process of the professional counselor advocating on behalf of the profession (CACREP II.G.1.h)

13. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G.1.i).

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).
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 crisis plan assignment, and class activities)*

18. Identify counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b).

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 final)*

21. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).

22. Demonstrate elements of formal writing according to APA style.

**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 basic 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
- **Academic Conduct:** Cheating on examination, 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](http://www.unco.edu/dos/handbook/index.html)

• **Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

• **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](http://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.

• **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.

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

**Course Requirements/Assignments:**

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**Course Readings:** 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. Missing beyond one hour of class will result in a point loss of 5% for each hour missed. Students that provide a doctors note or have an approved university excuse will not be subject to point loss. It is the student’s duty to make up missed work by collaborating with other members of the class.

**Technology in the Classroom:** Students are encouraged to bring a laptop or tablet to this class because you will need to use technology for in-class assignments. The expectation for the use of technology is that students will use technology for classroom work only.

**Course Requirements & Assignments:**

Reading assignments are included in the course schedule and are expected to be completed prior to each class session. In addition to your primary text, you will have supplemental readings that will be included in some week’s learning schedule.

**Leading Class Discussion: (60 total points)** Often administrators, parents, and teachers will turn to you for information regarding the social and emotional needs of their students. Additionally, you may find yourself providing education and training on such topics. The purpose of the project is for you to gain more knowledge and skills in working with a specific population or on a specific issue that you may encounter in your future work as a school counselor. This assignment prepares you for your future role in raising awareness and providing training in such areas. You will select and present to the class a specialty topic (ex: achievement gaps, equity gaps, grief, ADHD, NCAA Clearinghouse, drug use, dyslexia, assets, bullying, cutting, etc.) A one-page fact sheet should be submitted for classmates. The presentation of the issue/problem should be between 15 and 25 minutes

You will identify:

- the issue/problem and its prevalence in schools
- the symptoms or issues associated with the topic
- evidence-based interventions that aid in intervening or preventing the issue/problem
- interventions that school counselors can present to teachers and/ or parents to assist students
- Documented citations of at least 3 scholarly references (Appendix 2 for grading rubric)

Upon completion of the presentation of the issue/problem you will be asked to lead the class in a discussion or demonstration of the issue/problem and to answer questions about the topic. This may include a general Q&A session, or it may include an engagement of the class members in a hands-on activity (e.g., role play, case study review, on-line search, etc.). How you lead this discussion is up to you, but creativity is encouraged.
Professional School Counselor Interview, Career Goal & Wellness Plan:

Each student will interview a school counselor at one school level (Primary/Elementary, Middle, or High School). Find out the joys and difficulties/obstacles the counselor encounters in his/her work. Ask questions that would help you understand more about counseling and the particular field of school counseling. Use the questions included in this syllabus. Students will also provide a description of their goal/s as a professional school counselor, and will end the paper with a detailed description of their plans to remain well/healthy in your profession as a caregiver to an entire school.

A 6 to 8 page paper, including a report of the interview, a description of your professional career goal, your wellness plan, and your perception of the role of the school counselor will be submitted to the instructor.

- The Interview Report should include a brief summary of the interview, and your personal reactions to the interview, the counselor, and the information received.
- For your Professional Career Goal you are to describe your reasons for/and interest in becoming a school counselor; a) what attracted you to this profession, b) what school level you are interested in and why, c) how you envision yourself in your role as a professional school counselor within the next 8 to 10 years, and d) what do you hope students, teachers, administrators, parents, and the community will gain from your expertise as a professional.
- For your Wellness Plan you are to provide specific ways of how you intend to take care of yourself physically, mentally/emotionally/spiritually, socially, educationally with time lines included.
- End your paper with a two to three page summation of your perception of the role of the school counselor (you may use Erford’s text as well as the GA school counselors roles and responsibilities to support your response).

- 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.

School Counseling Program (100 points total)

The school counseling program will be an accumulation of documents that represent the student’s knowledge and skills in developing a comprehensive school counseling program. The documents will be completed throughout the semester and will receive instructor feedback. At the end of the semester, each individual student is responsible for turning in a portfolio. In the portfolio students are permitted to enhance the documents to reflect his or her personal style, as this portfolio may later be used for interviewing for school counseling positions.

School Data (20 points)

As a school counselor you will need to be aware of your community and school demographics to help guide the development of your comprehensive school counseling program. This assignment will provide the data that serve as part of your program foundation. You will use these data to guide you in the development of your future assignments. Furthermore, you need to be able to interpret and make meaning of data to set program priorities.

Select a local school and collect the following information (Most of the information can be collected online via the school website, Colorado School’s report card on Colorado Department of Education
website, and Safe and Drug Free Schools and Communities Report. Any information that cannot be collected online should be obtained by calling the school directly):
- Geographical location of the school
- Population of the school
- Ethnicity by percentage
- Graduation data
- Career outlook data (if available)
- Socio-economic data
- Percentage of ESL students
- Percentage of special education students
- Academic achievement data
- Behavioral problems such as bullying reports
- Problems specific to the community (employment issues, health and safety issues, crime rate, etc.)
- In a one-page single-spaced document provide an outline of the above information as well as the following:
  - Paragraph 1: the strengths of the school
  - Paragraph 2: challenges to student academic success
  - Paragraph 3: areas of need that should be addressed through a comprehensive school counseling program (only include areas that school counselors can directly impact, i.e., you will not be able to terminate an ineffective teacher.)
  - Paragraph 4: provide recommendations for the school counseling program to address the areas of need

Mission Statement (5 points)
As a school counselor, you will need to develop a mission statement to help guide the conceptualization of your school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement you develop will serve as a piece of the foundation for your comprehensive school counseling program; as such it should incorporate key elements from the school mission statement and the ASCA National Standards. You will use this mission statement to guide your program development throughout the semester.

- Develop a mission statement for your school counseling program (1 paragraph)
- Incorporate the themes of the school’s mission statement and the ASCA National Standards.
- School counselor students are encouraged to review existing school counseling program mission statements found on the web for inspiration.

Needs Assessment (15 points)
The needs assessment is a tool that allows you to collect perception data from your constituents; the collected data serve as pieces of information for developing your program. You will use the needs assessments and results to develop curriculum to address your constituents’ needs.

- Using the information you learned about your school from the School Data assignment, develop three assessments that would be distributed to students, teachers, and parents to help better understand the needs of the stakeholders.

Lessons, Evaluations, and Presentation (30 points)
Lessons serve as an important delivery mode for encouraging student competence in the nine ASCA National Standards. Your lessons will tie your previous assignments together. Evaluations are an important measure of how you have impacted students through your developed and delivered curriculum. You will need to ask questions about what students have learned as a result of your curriculum and how they felt about the actual experience. Finally, as a school counselor you will be expected to deliver your curriculum through a formal presentation, typically in a small group, classroom guidance or assembly forums. You will have an opportunity to practice delivering a lesson to your classmates.

Lessons
Based on your fictitious data from your needs assessment, develop the outline for two classroom guidance lessons. Your lessons should be consecutive and make up a portion of a unit. Each lesson will include the following components (an example will be provided):

- Lesson Title
- ASCA domains and standards addressed
- Competencies and competency indicators
- Learning Objectives
- Materials needed
- Developmental Learning Activities
  - Essential Goals/Objectives
  - Introduction
  - Activity
  - Conclusion
- Follow-up Plans

Evaluations (10 points)
- Develop a written evaluation (for each of the two lessons) that will be used to determine what students learned from the lesson. This may involve a pre-test/ post-test method. You will also ask questions to determine how the lesson was received by the students and if changes should be made to the lesson (i.e., this is an evaluation of you).
- Develop a written unit evaluation form to determine what students learned from the lessons and how they received the unit as a whole.

Lesson Presentation (10 points)
- You will present one full-length (25-30 minutes) lesson to the class this can be in the form of a classroom guidance lesson or a lesson within small group counseling. You will also administer any pre-tests/ post-tests and/ or evaluations. Classmates will pretend to be students enrolled in your self-selected grade level. Also, be sure to use the full allotted time without exceeding the allotted time.

Calendar (10 points)
- Develop a content outline of activities for the grade level you are targeting at your school. Indicate which months you will be delivering your services: group counseling, individual counseling, individual planning, classroom guidance

Participation Points (24 pts): Effective participation is an important aspect of this course. Students are expected to, be prepared for class, engage in class discussion, respond to instructor questions/inquiries, engage with group activities, respond to peers in an appropriate and effective manner, and work effectively with their groups. Students will be graded on 1) active participation, 2) relevance of participation to topic under discussion, 3) evidence of level of preparation, 4) listening/cooperation, 5) effectively worked with
peers during group activities, 6) appears prepared for class, 7) effective use of technology (see grading rubric in Canvas).

**Role-Play Case Study (15 pts.):** Create a role-play of a student in a school setting. Provide information about the following: age, grade, gender/gender identity, sexual orientation (if relevant), family structure, disability status, academic performance, as well as difficulties/issues (may be social/emotional, academic and/or career-related) that the student is experiencing and how they affect the student in the school setting. This role-play will be used when we engage in counseling and consultation roleplays.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Maximum Point Value</th>
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<tbody>
<tr>
<td>Professional School Counselor Interview, Career Goal &amp; Wellness Plan</td>
<td>60</td>
</tr>
<tr>
<td>School Counseling Program</td>
<td>100</td>
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<tr>
<td>Leading Class Discussion</td>
<td>50</td>
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<tr>
<td>Midterm and Final Exams</td>
<td>100</td>
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<tr>
<td>Class Participation</td>
<td>24</td>
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<tr>
<td>Role-play</td>
<td>15</td>
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<td><strong>Total</strong></td>
<td><strong>349</strong></td>
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**Grading:** Final letter grades will be assigned based on the following distribution:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<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>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
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## Course Schedule and Assignment Due Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading to be Done by Class Time</th>
<th>Activities, Assignments Due Dates</th>
</tr>
</thead>
</table>
| Friday, August 24 |                                    | • **Chapter 1**-Transforming the School Counseling Profession: Current Models, Historical Roots and Future Issues  
• **Chapter 2**-The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program  
• **Chapter 3**-Transformational Thinking in Today’s Schools  
• Identify a school  
• Review school report card  
• Mission Statement |
| Saturday, August 25 |                                    | • **Chapter 4**-Systemic, Data-Driven School Counseling Practice and Programming for Equity  
• **Chapter 5**-Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs  
• **Chapter 6**-Outcomes Research on School Counseling Interventions and Programs  
• Lesson development  
• Evaluation  
• Calendar |
| Sunday, August 26 |                                    | • **Chapter 7**-Ethical, Legal, and Professional Issues in School Counseling  
• **Chapter 8**-Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression  
• Lesson presentations and pre-test/post-test |
| Midterm   |                                            | Administered via Canvas                                                                        |                                                                      |
| Friday, September |                                    | • **Chapter 9**-Leadership and Advocacy for Every Student’s Achievement and Opportunity  
• **Chapter 10**-Developmental Classroom Guidance  
• **Chapter 11**-Academic Development and Planning | Student Conducted Class Discussion |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>Role-play due</td>
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<tr>
<td>September</td>
<td>Chapter 12 - Promoting Career Planning in Schools</td>
<td>Student Conducted Class Discussion</td>
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<tr>
<td>8</td>
<td>Chapter 13 - Counseling Individuals and Groups in School</td>
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<td></td>
<td>Chapter 14 - Consultation, Collaboration, and Encouraging Parent Involvement</td>
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<tr>
<td>Sunday</td>
<td>Chapter 15 - Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems</td>
<td>Student Conducted Class Discussion</td>
</tr>
<tr>
<td>September</td>
<td>Chapter 16 - The Professional School Counselor and Students with Disabilities</td>
<td>Professional School Counselor Interview, Career Goal, &amp; Wellness Plan Due</td>
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<tr>
<td>9</td>
<td>Chapter 17 - Helping Students with Mental and Emotional Disorders</td>
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<tr>
<td>Final Exam</td>
<td>Administered via Canvas</td>
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Additional Information:
**PowerPoint Presentations**: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

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