

APCE602- Foundations of School Counseling

University of Northern Colorado

School of Applied Psychology and Counselor Education

APCE 602: Foundations of School Counseling

Fall, 2020, Course Syllabus

Instructor: Kristin Myers, Ph.D.

Class Times: September 11-13, 2020 and
September 25-27, 2020

Office: By student request: email, phone,
or video conferencing- (719) 930-
4797. Appointments scheduled by
request.

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24 hours for
response):** Kristin.myers@unco.edu

Welcome! Welcome to APCE 608. *Please note the following requirements are due prior to September 11, 2020:* 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: 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):

Erford, B. T. (2014). *Transforming the School Counseling Profession 4th Ed.* Upper Saddle River, NJ: Pearson Education. SBN-13: 978-0133351897

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

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. (2014, December). *ICAP Toolkit: Process for individual career and academic planning*. Available online at <http://www.cde.state.co.us/postsecondary/icap-implementation>

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:

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).
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).
6. Understand the important role of the school counselor as a system change agent (CACREP SC.O.4).
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).
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).
16. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP SC.C.1).
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).
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).
20. Know the qualities, principles, skills, and styles of effective leadership (CACREP SC.O.1).
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)
- 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> (Links to an external site.)
[Links to an external site.](#)

- **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 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. The instructor reserves the right to require students to watch pre-recorded lectures as needed throughout the course (delivered via Canvas).

Technology Issues: Please note that the instructor is not responsible for solving technology issues. Please contact the technical support management center at: <https://www.unco.edu/information-management-technology/> for any issues that arise. Please note that technology and internet connectivity issues are not an excuse for late assignments. Please contact the instructor if there is an ongoing concern about access to remote learning.

Course Requirements:

Course Readings: It is expected that you complete the course readings and use the texts as necessary to complete the course assignments. 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.

- **September 11**—6 hours (6 points), **September 12**—9 hours (9 points), **September 13**—8 hours (8 points)—23 points available for weekend 1.
- **September 25**—6 Hours (6 points), **September 26**—9 hours (9 points), **September 27**—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.

Assignment Descriptions and Due Dates

Note: The pace of weekend courses does not allow for late assignment submissions. Late assignments without prior approval of the instructor will not be graded and no points will be assigned.

Readings (assessed through attendance points)

Due Date: Completed by end of 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.

Participation Points (46 pts)

Due Date: Points assigned at the end of course

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, and 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 < Assignments* for details).

Special Interest Topic Paper (50 points)

Due Date: Wednesday, September 16 by 11:59pm

Choose from one of the topics listed in the "special interest items" section above, or select a topic of your choosing (must be approved by instructor). Note: the topic selected must be different from the topic selected for classroom discussion. Write a 6-8 page paper, including at least 5 scholarly sources, to address the school counselor's role in working with the special interest topic of choice. This paper must include the following **required elements**:

- 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 5 scholarly references

Special Interest Topics (pick 1):

- ASCA National Model Component(s): Define, Manage, Deliver, Assess
- Becoming a leader, advocate, and systems change agent
- Crisis management
- Students who have experienced trauma
- Suicide prevention/intervention
- Child abuse and neglect
- Substance abuse prevention and/or intervention
- School counselor’s role in assessment
- Postsecondary planning
- Family partnership and engagement
- Engaging school leaders
- Dropout prevention and student engagement
- Working with exceptional student populations (e.g. students with disabilities, gifted students)
- Closing the achievement gap for vulnerable student populations
- Other topic related to school counseling of student’s interest (must obtain instructor approval)

In order to earn full points on this paper, students must follow APA formatting and all elements listed in the assignment description must be included. Please note sources used must be scholarly and peer reviewed. Points will be deducted for grammatical areas and/or failing to fully address all required elements. Students are welcomed and encouraged to submit this paper prior to the due date to obtain feedback and have the opportunity to resubmit.

Comprehensive School Counseling Program (105 points total)

Due Date: September 27 by 5:00pm

This is a small group project (4-5 students per groups). 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 elements of the comprehensive plan are listed below in detail. Students must address all elements of the requirements to earn full points. **Groups are welcomed and encouraged to turn in elements of the program as completed for instructor feedback. Final portfolios will be presented to the class on the last day of the course.**

School Counseling Team Norms (5 points)

It is essential for counseling teams to develop working norms in order to work effectively and collaboratively. Teams will be assigned on the first night of class and the teams will have an opportunity to discuss and develop norms. Keep in mind: this assignment will be scored as a group. Groups are encouraged to develop norms around timeline and quality of work of each member and include how problems will be solved if there is disagreement within the group.

The norms are due on September 12 at the beginning of class.

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 Healthy Kids Colorado Survey):

- Geographical location of the school
- Population of the school
- Ethnicity by percentage
- Graduation data
- Career outlook data (if available)
- Socio-economic data
- Percentage of ELL students
- Percentage of special education students
- Academic achievement data
- Teacher retention data
- Behavioral data such as bullying reports
- Problems specific to the community (employment issues, health and safety issues, crime rate, etc.)
- Strengths of the school and community (e.g., awards, sports, economic benefits, etc.)
- Based on the data that you identified about the school provide 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: **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).
- Consider how the ASCA National Standards and the Mindsets & Behaviors should align with the program's mission statement.

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.

Calendar (10 points)

- Develop a calendar for the school counseling program-related activities in your school. Indicate which months you will be delivering your services. Your calendar should include specific services provided by the school counseling program as well as major activities or awareness days/weeks that affect your student population. Your calendar should be inclusive and should address cultural and diversity issues that affect your student population.

Crisis Management (20 points)

- Develop a crisis management plan for the school counseling program related to how counselors will respond in the event of a school crisis (student death, school violence, threat assessments, crime event in the community, etc.). The crisis plan should include person(s) involved in and outside of the school counseling program.

Lessons and Presentation (30 points)

- Lessons serve as an important delivery mode for encouraging student competence in the nine ASCA National Standards. 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.
- Develop one lesson to deliver as a school counseling team to the class. Topics will be selected in class to avoid overlap with groups.

<p style="text-align: center;">Final Exam (50 points)</p>
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<p style="text-align: center;">Due Date: September 27 by 11:59pm</p>

Students will complete a 50 question final exam to demonstrate competency on course content, readings, and lectures. Students will earn one point for each correct (multiple choice) question.

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

Comprehensive School Counseling Assessment Rubric

Comprehensive School Counseling- Students will demonstrate an understanding of the foundations of school counseling, educational processes, evidence-based prevention and intervention programs that address career, social/emotional development, as well as the evaluation of program outcomes.

Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient
Orientation to School Counseling Student demonstrates an understanding of the history, development and ethical standards of the school counseling profession. Student has knowledge of	Student demonstrates a superior knowledge of the history, development and ethical standards of the school counseling profession in addition to school counseling	Student demonstrates a basic, entry-level understanding of the history, development and ethical standards of the school counseling profession in addition to school counseling and career development models. The student performs equivalent to what	Student demonstrates a limited understanding of the history, development and ethical standards of the school counseling profession. This includes a limited knowledge of school counseling and

<p>school counseling and career development models.</p>	<p>and career development models.</p> <p>The student performs well above what would be expected of an entry-level school counselor.</p>	<p>would be expected of an entry-level school counselor.</p>	<p>career development models.</p> <p>The student performs somewhat below what would be expected of an entry-level school counselor.</p>
<p>System Support & Organizational Structure</p> <p>Student demonstrates an understanding of the organizational structures of schools and the models of school-based collaboration and consultation.</p>	<p>Student demonstrates a superior knowledge of the organizational structures of schools and of the models of school-based collaboration and consultation. The student performs well above what would be expected of an entry-level school counselor.</p>	<p>Student demonstrates basic, entry-level knowledge of the organizational structures of schools and of the models of school-based collaboration and consultation. The student performs equivalent to what would be expected of an entry-level school counselor.</p>	<p>Student demonstrates limited knowledge of the organizational structures of schools and models of school-based collaboration and consultation. The student performs somewhat below what would be expected of an entry-level school counselor.</p>
<p>Comprehensive School Counseling Program & Design</p> <p>Student demonstrates the knowledge and skills necessary to promote the academic, career/college readiness, and emotional/social development of P-12 students through the design and implementation of evidence-based, data-driven, comprehensive school counseling program.</p>	<p>Student demonstrates a superior knowledge of the necessary to promote the academic, career/college readiness, and emotional/social development of P-12 students through the design and implementation of evidence-based, data-driven, comprehensive school counseling program. The student performs well above what would be expected of an entry-level school counselor.</p>	<p>Student demonstrates a basic, entry-level knowledge of the skills necessary to promote the academic, career/college readiness, and emotional/social development of P-12 students through the design and implementation of evidence-based, data-driven, comprehensive school counseling program. The student performs equivalent to what would be expected of an entry-level school counselor.</p>	<p>Student demonstrates a limited knowledge of the skills necessary to promote the academic, career/college readiness, and emotional/social development of P-12 students through the design and implementation of evidence-based, data-driven, comprehensive school counseling program. The student performs somewhat below what would be expected of an entry-level school counselor.</p>

Counseling Practice, Prevention, Intervention & Coordination

Student demonstrates knowledge of effective prevention strategies, counseling interventions, and the has the skills to work with families, staff and faculty. Student demonstrates the knowledge to coordinate programs, projects, and find resources to effect social change.

Student demonstrates a superior knowledge of effective prevention strategies, counseling interventions, and the skills to work with families, staff and faculty. Student demonstrates the knowledge to coordinate programs, projects, and find resources to effect social change. Student is capable of advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success.

The student performs well above what would be expected of an entry-level school counselor.

Student demonstrates a basic, entry-level knowledge of effective prevention strategies, counseling interventions, and the has the skills to work with families, staff and faculty. Student demonstrates the knowledge to coordinate programs, projects, and find resources to effect social change. Student is capable of advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success. The student performs equivalent to what would be expected of an entry-level school counselor.

Student demonstrates limited knowledge of effective prevention strategies, counseling interventions, or the skills needed to work with families, staff and faculty. Student demonstrates limited knowledge to coordinate programs, projects, and find resources to effect social change. Student is limited in the capability of advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success. The student performs somewhat below what would be expected of an entry-level school counselor.

Advocacy

Student demonstrates skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success.

Student demonstrates skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career

Student demonstrates basic, entry-level skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success. The student performs equivalent to what

Student demonstrates limited skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success. The student performs somewhat below what

Instructional Planning & Delivery

Student demonstrates knowledge of core curriculum designs, lesson plan development, classroom management and differential development strategies.

Student is competent in strategies to facilitate transitions and in increasing promotions and graduation rates.

success. The student performs well above what would be expected of an entry-level school counselor.

Student demonstrates a superior knowledge of core curriculum designs, lesson plan development, classroom management and differential development strategies.

Student is competent in strategies to facilitate transitions and in increasing promotions and graduation rates. The student performs well above what would be expected of an entry-level school counselor.

would be expected of an entry-level school counselor.

Student demonstrates a basic, entry-level knowledge of core curriculum designs, lesson plan development, classroom management and differential development strategies.

Student is competent in strategies to facilitate transitions and in increasing promotions and graduation rates. The student performs equivalent to what would be expected of an entry-level school counselor.

would be expected of an entry-level school counselor.

Student demonstrates a limited knowledge of core curriculum designs, lesson plan development, classroom management or differential development strategies.

Student has limited competence in strategies to facilitate transitions and in increasing promotions and graduation rates. The student performs somewhat below what would be expected of an entry-level school counselor.

Program Evaluation

Student demonstrates knowledge and skills related to evaluating student outcomes, including conducting needs assessments, progress monitoring, and evaluating the outcomes of counseling and counseling-related programs.

Student demonstrates a superior knowledge and skills related to evaluating student outcomes, including conducting needs assessments, progress monitoring, and evaluating the outcomes of counseling and counseling-related programs. The student performs well above what would be

Student demonstrates a basic, entry-level knowledge and skills related to evaluating student outcomes, including conducting needs assessments, progress monitoring, and evaluating the outcomes of counseling and counseling-related programs. The student performs equivalent to what would be expected of an entry-level school counselor.

Student demonstrates a limited knowledge and skills related to evaluating student outcomes, including conducting needs assessments, progress monitoring, and evaluating the outcomes of counseling and counseling-related programs. The student performs somewhat below what would be expected of an entry-level school counselor.

expected of an entry-
level school counselor.

Course Topic	Assignment Description/How Topic will be Assessed	CACREP Standard Addressed	Due Date or Date Covered in Class
Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation, contemporary trends.	<ul style="list-style-type: none"> • Course lectures and discussion • Final exam 	II.G.1.a; SC.A.1; II.G.1.c; SC.O.4; II.G.1.f; II.G.1.g; SC.A.4; II.G.1.h; II.G.1.j; SC.A.5; SC.O.1	Weekend 1
Comparison of school counseling with other mental health disciplines (i.e. collaboration & consultation)	<ul style="list-style-type: none"> • Course lectures and discussion • Small group activity • Final Exam 	II.G.1.b; II.G.1.c; SC.A.3	Weekend 1
Introduction to school counselors' roles and responsibilities	<ul style="list-style-type: none"> • Course lectures and discussion • Special interest topic paper • Comprehensive School Counselor Portfolio • Final exam 	II.G.1.c; SC.C.1; SC.C.6; II.G.5.b	Weekend 1
Introduction to counselor impairment and	<ul style="list-style-type: none"> • Course lectures and discussion • Small group activity 	II.G.1.d; II.G.5.b	Weekend 1

self-care strategies	<ul style="list-style-type: none"> • Final exam 		
Introduction to the helping relationship and basic helping skills basic skills, including skills and behaviors that influence the helping process	<ul style="list-style-type: none"> • Course lectures and discussions • Group and partner role play activity • Final exam 	II.G.5.b	Weekend 2
Introduction to advocacy for the profession and clients	<ul style="list-style-type: none"> • Course lectures and discussions • Comprehensive School Counselor Portfolio • Final exam 	SC.O.4; II.G.1.e; II.G.1.f; II.G.1.g; SC.A.4; II.G.1.h; SC.O.1	Weekend 2
Introduction to State and Federal School Law	<ul style="list-style-type: none"> • Course lectures and discussions • Final exam 	II.G.1.i; II.G.1.j	Weekend 2
Impact of Technology on the Counseling Profession	<ul style="list-style-type: none"> • Course lectures and discussions • Comprehensive school counselor program 	II.F;	Weekend 2
Introduction to professional writing according to the	<ul style="list-style-type: none"> • Course lectures and discussions • Special interest topic paper • Final exam 	II.G.8.a; SC.I.1	Weekend 1

Publication Manual provided by the American Psychological Association (6 th)			
Discussion of culture and its influence on counselors and clients	<ul style="list-style-type: none"> • Special interest paper • Class lectures and discussion • Small group activity 	II.G.1.i	Weekend 2

See next page for tentative course schedule: