

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE602: Foundations of School Counseling
Fall, 2024_Lowry Campus
Course Syllabus

Instructor: Bernadine Knittel, Ph.D., LPC, NCC

Class Times: September 27-29; October 11-13 (Fridays 4 pm-10 pm; Saturdays 8 am-5 pm; Sundays 8am-4 pm.)

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Office Hours: By appointment (zoom meetings)

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 Texts:

American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs, fourth edition*. Alexandria, VA: Author.
Erford, B. T. (2019). *Transforming the school counseling profession, fifth edition*. Boston, MA: Pearson Education.

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

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

1. Discuss technology's impact on the counseling profession (CACREP II.F.1.j)
2. Understand the history and philosophy of the counseling profession and the history and development of school counseling (CACREP II.F.1.a & CACREP V.G.1.a).

3. Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP II.F.1.b).
4. Recognize counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP II.F.1.c).
5. Recognize school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP V.G.2.e).
6. Understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP V.G.2.a).
7. Know school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP V.G.2.b).
8. Understand school counselor roles in relation to college and career readiness (CACREP V.G.2.c).
9. Identify school counselor roles in school leadership and multidisciplinary teams (CACREP V.G.2.d).
10. Identify self-care strategies appropriate to the counselor role (CACREP II.F.1.l).
11. Demonstrate an understanding of professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.F.1.f).
12. 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.F.1.g).
13. Know professional organizations, preparation standards, and credentials relevant to the practice of school counseling (CACREP V.G.2.l).
14. Recognize the role and process of the professional counselor advocating on behalf of the profession and competencies to advocate for school counseling roles (CACREP II.F.1.d & CACREP V.G.2.f).
15. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e).
16. Understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i).
17. Understand legal and ethical considerations specific to school counseling (CACREP V.G.2.n).
18. Identify models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b&c).

19. Identify and implement ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP II.F.3.i).
20. Identify counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f).
21. Recognize qualities and styles of effective leadership in schools (CACREP V.G.2.j).
22. Develop and implement core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (CACREP V.G.3.c).
23. Identify and implement strategies to facilitate school and postsecondary transitions (CACREP V.G.3.g).
24. Develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP V.G.3.h).
25. Identify and implement approaches to increase promotion and graduation rates (CACREP V.G.3.i).
26. Adopt and implement interventions to promote college and career readiness (CACREP V.G.3.j).
27. Adopt and implement strategies to promote equity in student achievement and college access (CACREP V.G.3.k).
28. Identify community resources and referral sources (CACREP V.G.2.k).
29. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).
30. Demonstrate elements of formal writing according to APA style.

Course Content:

- Introduction to the school 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 and 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 students
- Introduction to the ASCA National Model
- Introduction to ASCA Mindsets & Behaviors for student Success

- Introduction to student management systems and career and postsecondary software programs (O*Net, Naviance, Xello, YouScience)
- Introduction to ICAP (Individual Career and Academic Plan)

Methods of Instruction: Instruction will occur via the following modalities: lectures, discussions, experiential activities, individual & group work and role-play.

Course Requirements/Assignments:

Attendance/Class Participation (40 points): Attendance and participation related to academic content are expected at all class meetings. You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” It is expected that you participate in a professional manner and your interpersonal interactions are respectful to others, as well as you maintain a professional attitude. Self-Awareness (e.g. self-assessment, self-care, self-reflection, openness to feedback) will also be needed to actively participate in class. Attendance is vital and each student is accountable for class participation requirements, lecture, content, and other classroom work. Missing class, being late, or a lack of participation will result in a lower final grade. If emergencies occur, please notify me before class. **Forty** points of your total grade will be assigned to your attendance and participation in classroom discourse and activities.

Classroom Guidance Lesson and Presentation (100 points): Teams of two will develop a classroom guidance lesson focused on one of the domains (Academic, Career, Social/Emotional). **A lesson plan template will be provided.** In addition to a written lesson plan, each team will present the classroom guidance lesson (45minutes).

Due Date: Sunday, October 13

Professional School Counselor Career Goal(s) & Wellness/Self-Care Plan (60 points): Each student will provide a description of their goal(s) as a professional school counselor, a detailed description of their plans to remain well/healthy in their profession as a caregiver for an entire school, and end with each student providing their perception of the professional school counselor.

A 4-to-6-page paper, including a description of your professional career goal(s), your wellness plan, and your perception of the role of the school counselor **will be submitted by Sunday, October 6, 2024.**

- 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 timelines included (daily, weekly, monthly, and annually).
- 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 and the ASCA Model to support your response).

Activities Sheet (150 points): Throughout the course, a variety of activities will be assigned based on the content or topics of discussion. Many of these graded activities will be completed in class. **An activities sheet will be provided detailing the specifics.**

Current Issues in Education (25 points): 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 10-minute presentation for the class summarizing the topic (5 points), the research (5 points), and what this means for school counselors (5 points) and the system of education (5 points). Turn into the instructor a reference page with the three sources in APA format (5 points). **Due Date: Saturday, October 12, 2024.**

Quizzes (25 points): Much of the time spent in class will be supplementary to the reading(s) assigned. The quizzes will be based primarily on assigned readings and is your opportunity to demonstrate that you have read and understood the material covered in the text(s). Please be sure to ask questions to clarify concepts in the reading throughout the course. I will try to encourage such questions; however, you are accountable for content in the textbooks. **Scheduled 9/27 and TBD.**

Assignment	Maximum Point Value	% of Total
Attendance/Class Participation	40	10
Classroom Guidance Lesson & Presentation	100	25
Current Issues in ED Presentation	25	06
Career Goal(s) & Wellness Plan	60	15

Activities Sheet	150	38
Quizzes	25	06
Total	400	100%

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

Course Schedule/Assigned Readings/Due Dates:

Date	Topic	Textbook	
		Erford	ASCA
9/27	Introductions Activity Course & Course Syllabus Overview Becoming a Professional SC The ASCA National Model Transformational Thinking Implementing the Developmental SC Core Curriculum Quiz	Chapters 1-3; 10	vi. (Preface)- page 31 DEFINE MANAGE
9/28	SC Core Curriculum Cont'd Accountability Gallery Walk Activity Outcome Research Data-Driven SC Practice & Programming for Equity Guest Speaker(s)	Chapters 4-6	Pages 32-76. Pages 85-114 MANAGE ASSESS

9/29	Ethical, Legal, Professional Issues Academic K-12 Development & Planning for College and Career Readiness Promoting Career and Individual Planning in Schools Legal Articles Activity	Chapters 7; 11-12	DELIVER
10/11	Planning For College & Career Readiness Cont'd Guest Speaker: Lauren Jones Counseling Individuals & Groups Basic Helping Skills Activity	Chapter 13	Pages 77-80 DELIVER
10/12	Helping Students with Mental & Emotional Disorders Activity Counseling Students Experiencing Complex and Specialized Problems Students with Disabilities Leadership Culturally Competent SC Current Issues in Education Presentations	Chapters 8-9; 15-17	Pages 77-80 DELIVER
10/13	Classroom Guidance Presentations Consultation & Collaboration	Chapter 14	Pages 81-84 DELIVER

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

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.

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).

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.

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 the Division of Diversity, Equity and Inclusion, 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

Knowing that food insecurity is experienced at higher rates among college students, 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 (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office 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, Lakota 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 by visiting our website (below). 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 as well as 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.

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 or communicated via email or posted on CANVAS.