CED 7070 - COURSE SYLLABUS

COURSE TITLE: School Guidance, Counseling & Consulting
DIVISION: Theoretical & Behavioral Foundations
DEPARTMENT: Counselor Education
COURSE SECTION: 20341
COURSE CREDIT: 4 Credit Hours
TERM & YEAR: Winter 2014
DAY & TIME: Tuesdays 4:30 p.m. - 8:10 p.m. *(See also p.3)
COURSE LOCATION: COE Room 171
INSTRUCTOR: Dr. Laura Strong
College of Education
(586) 482-0019
az5146@wayne.edu
OFFICE HOURS: Arranged By Appointment
COUNSELING DEPARTMENT: (313) 577-1613

COURSE OBJECTIVES
The course will explore principles and practices of counseling and consultation in school settings. The focus is on the holistic approach to enhance and facilitate student growth, development, and self-awareness. Students fulfilling all requirements upon completion of the course will be able to demonstrate knowledge and/or skills in:

- History and current issues in the practice of school counseling.
- Explore the traditional and modern role of a school counselor.
- Examine a school counselor's function and practice in schools.
- Understand a variety of approaches to accomplish the ASCA National Model objectives.
- Understand legal, ethical, and professional issues that impact practice.
- Explore essential services for students.
- Review and be able to implement the Michigan Comprehensive Guidance and Counseling Program.
- Explore the process of consultation and the school counselor.
- Explore the needs of special populations including children in poverty, and children with disabilities.

REQUIRED TEXTS


**COURSE REQUIREMENTS/ASSIGNMENTS**

1. Attendance is mandatory at all scheduled classes.
2. Late assignments are not accepted.
3. Cell phone use is prohibited. Texting during class is prohibited. If you must bring your phone to class, it should be on silent. In cases of emergency, you should leave the classroom to address the call.
4. All papers are to be submitted in the APA format only.
5. The instructor reserves the right to make modifications to the Syllabus.

**IN PERSON PARTICIPATION/ONLINE SESSION POSTS [28 Points]**

Students will be expected to initiate and engage in discussions of the major topics assigned. All assigned readings should be completed prior to each class session and all assigned activities are completed on time. Please sign in and out on the attendance sheet each week. Participation points will be awarded during the in-person and online sessions for participation in activities, involvement in class discussions, and/or discussion posts. It is expected that students are present for all course sessions. If a student misses more than two sessions earning credit for this course could be in jeopardy. **If a student misses a class session, participation points are not available, however, it is expected the student will complete the reading and the work that was missed.**

**ASCA NATIONAL MODEL PAPER [25 Points]**

Research the ASCA National Model. Questions to consider: Who developed the model? Why was it developed? How is it to be used by school counselors? You will be writing a paper on your findings. Papers should include an introduction paragraph, body paragraphs and a conclusion paragraph and be 3-6 pages in length (not including title or reference page). All papers are to be typed; format, spelling and grammar are important. The paper should be written based on the guidelines provided in the *APA Publication Manual (6th edition).* A grading rubric will be provided.

**Resources:**

- *WSU Writing Center Website:* [http://www.english.wayne.edu/writing/](http://www.english.wayne.edu/writing/)
- *Purdue Owl:* [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/)

**MIDTERM [25 Points Possible]**

The midterm will be 20 multiple-choice questions (1 point each) and one essay question (5 points). All questions will come directly from the readings in your textbook and in class lectures. The midterm examination will cover course content up through the week prior to the exam.

**PRESENTATION [22 Points Possible]**

Students will prepare a 45-minute presentation on a school counselors’ role with regard to one of the following topics:

- A: Assisting Students with Special Needs & Special Education Referral Process
- B: No Child Left Behind
- C: Child Protective Services & Referral Process in Schools
- D: Working with Homeless Children
- E: Empowering Underprivileged Children
- F: Consultation in Schools
- G: Responding to School Violence/Trauma & Crisis Response
- H: Bullying & Cyber-bullying in Schools
- I: Preventing School Drop-out
Each presentation should provide:

a. Overview of the topic.
b. Issues/needs of the students and methods you would use to identify such issues/needs.
c. School counselor’s interventions or actions steps to resolve issues/needs.
d. Resources that could be provided to a students and/or their families.
e. How multicultural competence plays a role.

Consider using an interview with a school counselor to gather relevant information. If you do, be sure to cite him or her as a source.

**FINAL EXAM [25 Points Possible]**
The final exam will consist of 20 multiple-choice questions (1 point each) and one essay question (5 points). All questions will come directly from the readings in your textbook and in class lectures. The final examination will cover course content from the second half of the course.

### SCHEDULE

*IMPORTANT NOTE: We will meet both in-person and online. During the online course, we will utilize Blackboard. If you do not have access to your own computer, there are computers available in labs on campus; please see me if you need assistance gaining access to a computer.*

**January 7, 2014 – IN PERSON**
- Introductions & Review Syllabus
- Sign up for Presentations & Discuss Course Format
- Article: The Role of the Professional School Counselor, ASCA

**January 14, 2014 – BLACKBOARD**
- Chapter 1: History of School Counseling & The School Counseling Profession

**January 21, 2014 – IN PERSON**
- Chapter 2: Diverse Students, Communities & Schools
- ASCA Ethical Standard E2: Multicultural & Social Justice Advocacy and Leadership
- Introduction to Michigan Comprehensive Guidance and Counseling Program AND the ASCA National Model
- School Counseling Organizations
- Planning and research time for Presentation

**January 28, 2014 – BLACKBOARD**
- Chapter 3: School Counselors & Program Leadership

**February 4, 2014 – IN PERSON**
- Chapter 4: Comprehensive & Guidance Program
- Presentation A
- Presentation B
- Presentation C

**February 11, 2014 – BLACKBOARD**
- Chapter 5: Responsive Services & Comprehensive Programs
February 18, 2014 – IN PERSON
- Chapter 6: Program Development
- Presentation D
- Presentation E
- Presentation F
- Mid Term Exam Review

February 25, 2014 – BLACKBOARD
- Chapter 7: Individual Counseling & Group Processes
- Chapter 8: Collaboration & Consultation

March 4, 2014 – IN PERSON
- Mid-Term Exam

March 18, 2014 – BLACKBOARD
- Chapter 10: Career Development, Academic Planning & Educational Development Plans (EDPs)

March 25, 2014 – IN PERSON
- Chapter 9: Student Appraisal
- ASCA National Model Paper Due
- Presentation G
- Presentation H
- Presentation I

April 1, 2014 – BLACKBOARD
- Chapter 11: Evaluating School Counseling Programs

April 8, 2014 – IN PERSON
- Chapter 12: Professional Ethics & Legal Issues in Counseling
- ASCA Ethical Standards for School Counselors, Rev. 2010
- Final Exam Review

April 15, 2014 – IN PERSON
- Chapter 13: School Counseling Today and Tomorrow
- Final Exam
- Course Evaluations

April 22, 2014
- Study Day, Per WSU Academic Calendar

April 29, 2014
- Final Exam, Per WSU Academic Calendar

EVALUATION & GRADING
The following grades will be awarded for a percentage based on your total points (out of 125):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A -</td>
<td>90-94%</td>
</tr>
<tr>
<td>B +</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B -</td>
<td>80-83%</td>
</tr>
<tr>
<td>C +</td>
<td>77-79% (below graduate standards)</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
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</tbody>
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**ATTENDANCE POLICY**

All students are expected to attend class, be punctual, and remain in class until it is over. It is expected that students will participate fully in class, be open-minded and respectful of all viewpoints shared in class. If a student misses more than two sessions earning credit for this course could be in jeopardy.

**ENROLLMENT/WITHDRAWAL POLICY**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**ACADEMIC INTEGRITY**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/codeofconduct.pdf](http://doso.wayne.edu/codeofconduct.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)), the Undergraduate Student Handbook ([http://comm.wayne.edu/files/undergradhandbook.pdf](http://comm.wayne.edu/files/undergradhandbook.pdf)), and in print and online versions of the Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**STUDENTS WITH DISABILITIES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**SEVERE WEATHER CLOSURE**
“Wayne State University will close when severe weather conditions compromise the safety of its students, faculty and staff, both at the University and in-transit to or from the University.” (Wayne State Administrative Policy 10.1) **Call (313) 577-5345 for information regarding class cancellation.**

**RELIGIOUS OBSERVATION POLICY**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**CACREP STANDARDS (Rev. 2009)  www.cacrep.org**
SCHOOL COUNSELING: Students who are preparing to work as school counselors will demonstrate the professional knowledge skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

- **FOUNDATIONS**
  - A. Knowledge
  - B. Skills and Practices

- **COUNSELING, PREVENTION, AND INTERVENTION**
  - C. Knowledge
  - D. Skills and Practices

- **DIVERSITY AND ADVOCACY**
  - E. Knowledge
  - F. Skills and Practices

- **ASSESSMENT**
  - G. Knowledge
  - H. Skills and Practices

- **RESEARCH AND EVALUATION**
  - I. Knowledge
  - J. Skills and Practices

- **ACADEMIC DEVELOPMENT**
  - K. Knowledge
  - L. Skills and Practices

- **COLLABORATION AND CONSULTATION**
  - M. Knowledge
  - N. Skills and Practices

- **LEADERSHIP**
  - O. Knowledge
  - P. Skills and Practice