Department of Educational & Clinical Services
Counselor Education Program

UNLV Counselor Education Program Mission Statement
The mission of the program in Counselor Education is to provide all master's level students with the latest methods, theories, and techniques of the discipline and to provide a field experience that will allow for a theory to practice developmental training approach. Indeed, we seek to enhance the requisite clinical skills needed to function as a professional counselor. In addition, and more broadly, we seek to train students to be critical thinkers, scientifically minded, culturally sensitive, promoters of social justice, and above all to be highly ethical and competent in their particular area of specialization. The Counselor Education mission statement embodies the personal and professional commitment that is required for those individuals who are intent on making a difference for people in our society.

CED 713 INTRODUCTION TO SCHOOL COUNSELING

COURSE INFORMATION
Course and Credits: CED 713, 3.0 Credits
Title: Introduction to School Counseling
Term:
Meeting Times:
Dates:
Meeting Location:

TEXT and MATERIALS

Required Texts:

American School Counselor Association (2012). The ASCA national model: A framework for school
    counseling programs (3rd ed.). Alexandria, VA: Author.

AND

Assigned reading(s) on WebCampus.

Course Description:

Study of the roles and functions of the school counselor at the elementary, middle, and high school levels as well as history and current trends in the profession.

Learning Objectives for the Program:

1. Serve as professional counselors, system advocates, educational leaders, team members, consultants, and practitioners who maximize opportunities for individuals, groups, and communities and especially underserved populations.
2. Address the developmental, academic, career, mental health, personal, cultural, social, spiritual, and wellness needs of those we serve within the context of counseling.
3. Help individuals, groups and communities strive to find meaning.
4. Plan and conduct research to further the knowledge base and best practice initiatives of the counseling profession.
5. Consult and interface with various school and community organizations to promote client and societal well-being.

Learning Objectives for the Course:

By the end of semester students:

1. Identify as a school counseling professional and describe essential features of the school counseling profession, including history, role, functions, and relevant professional organizations.
2. Can describe professional credentialing, licensure, and public policy issues in school counseling.
3. Proficient with using technology (e.g., student database systems, email, internet, Word, Excel, and PowerPoint, etc.).
4. Can use research and data to evaluate the school counseling program and counseling interventions.
5. Are able to describe the role of the school counselor in relation to a comprehensive school counseling program.
6. Can describe key features, benefits, goals, and objectives of a comprehensive school counseling program.
7. Will be able to articulate and documents how the school counseling program and counselor activities support the mission of the school and impact student learning.
8. Can articulate the school counselor's role as an active participant in the school improvement planning process to ensure a school climate that supports equitable learning for all students.
9. Can design, deliver, and evaluate a student-centered, data-driven school counseling program that advances the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.
10. Are able to describe components of the ASCA National Model.
11. Will be knowledgeable of, and integrates academic, career, and personal/social student competencies, including state academic standards, and Grade Level Expectations, into the school counseling program.
12. Have learned to address a variety of diversity issues that impact student's academic, career, and personal/social potential.
13. Understand their role as social justice change agents in a K-12 system.

Course Competencies (CACREP Standards covered):

SECTION 5: G. SCHOOL COUNSELING

1. FOUNDATIONS
   a. history and development of school counseling
   b. models of school counseling programs
   c. models of P-12 comprehensive career development
   d. models of school-based collaboration and consultation
   e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS
   a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
   b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
   c. school counselor roles in relation to college and career readiness
   d. school counselor roles in school leadership and multidisciplinary teams
   e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
   f. competencies to advocate for school counseling roles
   g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
   j. qualities and styles of effective leadership in schools
   k. community resources and referral sources
   l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   m. legislation and government policy relevant to school counseling
   n. legal and ethical considerations specific to school counseling

3. PRACTICE
   a. development of school counseling program mission statements and objectives
   b. design and evaluation of school counseling programs
   c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
   d. interventions to promote academic development
   e. use of developmentally appropriate career counseling interventions and assessments
   f. techniques of personal/social counseling in school settings
   g. strategies to facilitate school and postsecondary transitions
   h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
   i. approaches to increase promotion and graduation rates
   j. interventions to promote college and career readiness
   k. strategies to promote equity in student achievement and college access
   l. techniques to foster collaboration and teamwork within schools
   m. strategies for implementing and coordinating peer intervention programs
   n. use of accountability data to inform decision making
   o. use of data to advocate for programs and students

Course Expectations:

Assignments: All assignments are due prior to the beginning of class on the due date. Late assignments will not be accepted, unless for a medical emergency. All assignments must also be completed to successfully pass the class. See WebCampus for more information on assignment details, directions, and grading rubrics/criteria. Note: The guidance unit assignment, in addition to the Personal and Professional Competencies, is a critical decision point in determining whether or not a person is considered eligible for internship.

Attendance: Due to the experiential nature of this course, and the content covered in classes, attendance is required for all classes. Missing a class and/or having a pattern of tardiness/absences will result in a lower grade or failure of the class.

Readings: All assigned readings are to be completed prior to the beginning of class. This will enhance class discussions and understanding of course material. In addition to the assigned readings, throughout the course you are expected to be reading research articles about the effectiveness of school counseling.

Written Work: All written work is to be typed, double spaced (unless otherwise specified as with class reflections for example), and adhere to APA style 6th edition guidelines.

Course Assignments:

1) Reading Quizzes/Brief Summary/Visual Representation of the Readings: At multiple times during the quarter you will be given a reading quiz, required to write a brief summary of the reading, reflect on a question, or asked to create a visual representation that demonstrates your understanding of the week's reading.

2) Self-Care/Stress Inoculation Journaling: Each week you will turn in a written account of (a) your self-care activities for the preceding week, and (b) your self-care plan for the following week. You are encouraged to give yourself permission to go beyond what you would normally do for self-care. Use the five areas of wellness as a way of assessing your self-care and as a framework for organizing the written account (see Webcampus for handout on the 'Five Areas of Wellness').

3) Needs Assessment: You will be given a template to use in developing a needs assessment. Each group will learn to interpret the results of the needs assessment and utilize archival data sources such as disaggregated achievement data to design specific educational interventions. You will be in groups to develop a needs assessment around the following student domains: (1) academic, (2) career, and (3) personal/social development. The group will analyze the needs

assessment and use the results to design and deliver a guidance unit (see Guidance Unit assignment below).

4) School/Community Asset Mapping. You will create a 'School/Community Asset Map' of resources for children/adolescents in reference to a selected educational setting (school). It is recommended that students choose a school where they may be placed for their field experience(s). Using the school as the center of reference, students will create a 'map' of community assets/resources for children/adolescents, including a brief description of each. See the Griffin & Farris (2010) article and assignment examples for additional guidance.

5) Guidance Lesson Design/Delivery: Using data from the needs assessment results, you will design a guidance lesson intended to help students achieve requisite competencies. The design will articulate goals for the lesson related to the school counseling program objectives (see p. 135 of Brown & Trusty, p. 258 Gysbers & Henderson, and p. 93 of Sciarra), the relevant ASCA standards, and student competencies (see page 102 of ASCA text, p. 139 of Brown & Trusty). The template for the guidance lesson is on WebCampus.

6) Crisis Response/Management Paper. Read the Morrison (2007) article on CISM and conduct a web search for information about schools/districts using CISM as crisis response. Write a reflection on the article and your discoveries on researching CISM, answering the following questions: (1) What is CISM? What are the major points of the article? (2) Could CISM be a part of comprehensive school counseling programs? Why/why not? What would the role of the school counselor be in implementing the CISM model?

7) Ethics Paper. - ASCA Ethical Standards Listen to the Sept 29 2012 podcast with Dr. Carolyn Stone and read the ASCA Ethical Guidelines. One of the ethical 'dilemmas' discussed in the involves a pregnant student and confidentiality. Another concept discussed in the podcast is the pressure from principals/vice-principals to reveal confidential information. What strategies does Dr. Stone recommend? Interview a practicing school counselor or a fellow classmate (or a professor) who has been in practicum/internship – what ethical conundrums have they faced around 'confidentiality'? How did they handle it? List the specific ASCA ethic in question and describe the conundrum in light of the ASCA podcast. Write a brief reflection paper (2-4 pages) on what you have learned from the podcast and subsequent dialog.

Here's the link to the ASCA podcasts:
http://ascaway.podbean.com/

Here's the link to ASCA webcasts:
http://www.schoolcounselor.org/school-counselors-members/professional-development/2013-webinar-series

8) "Save our School Counselors" Policy Brief & PPT Presentation: Individually, you will be required to write a policy brief (see bulleted example topics) that discusses the empirical research in support of school counselors. In groups, students will also create a PPT presentation that highlights the research and benefits of a school counseling program. The presentation should use both evidence from the evaluation of the guidance lesson and a fictitious results report based on the needs assessment improvement and the closing the gap action plan.

9) Leadership Paper. You will design questions and interview a leader (preferably a school principal and ideally the principal of the school where you intend to do your practicum or internship). Using the interview and your personal reflection on your own leadership style, you will write a paper that describes the strategies for optimizing school counseling programming within a school. See grading rubric on WebCampus. Through class lecture and activities, students will be provided guidance for developing interview questions and conducting the interviews.

10) Participation. Students will be awarded points for attendance and consistently high quality participation in class activities and discussions. Students are required to check their UNLV email account daily in order to keep apprised of assignment details and/or course updates.

Grading:

Assignment	Points	Percentage of total grade*
1. Reflection papers, reading quizzes, visual rep. of the reading(s)	225 pts	28%
2. Self-Care Journal	75 pts	9%
3. Needs Assessment	70 pts	9%
4. School Community Asset Mapping	50 pts	6%
5. Guidance Lesson	100 pts	13%
6. Reflection Paper – Crisis Management	35 pts	4%
7. Ethics Paper	35 pts	4%
8. Save Our School Counselors - Policy Brief/PPT	100 pts	13%
9. Leadership Paper	35 pts	4%
10. Participation	75 pts	9%
Total	*800*	*100%**

*percentages are rounded

GRADING SCALE

A=94%+; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D = 60-69%; F = 59% & below

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1 8/29/16	Introductions Course Expectations and Syllabus History of School Counseling Mission & Objectives in School Counseling Programs	5:G.1.a, 2.a, 3.a		
Class #2 9/5/16	*Labor Day*			
Class #3 9/12/16	History of School Counseling Role of the School Counselor Mission & Objectives in School Counseling Programs	5:G.1.a, 2.a.b	Syllabus ASCA Position Statement: The Professional School Counselor and School Counseling Preparation Programs	5:G 1.a
Class #4 9/19/16	School Counseling Programs Role of the School Counselor Professional Organizations: ACA, ASCA, NCSCA, TSCI Needs Assessment	2:F.1.a 5:G.1.b.e, 2.b,2.f, 3.b.c	*Readings*: Royce, Thyer, & Padgett Ch. 3 ASCA pp. iii-10	2:F.1.f 5:G 1.b, 2.b, 3.b, 3.n, 3.o

| Class #5 9/26/16 | Comprehensive School Counseling Programs (CSCP) ASCA National Model: Foundation | 5:G.1.b, 2.a, 2.b, 2.k, 3.b | *Readings*: ASCA pp. 11-40 Brown & Trusty, Ch. 5 ASCA Position Statement: Comprehensive School Counseling Programs *Assignment*: School/Community Asset Mapping | 5:G.1.b, 2.a, 2.b, 2.k, 3.b |

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #6 10/3/16	Designing and Implementing a CSCP Developing Guidance Units ASCA National Model: Delivery System	5:G.1.b,3.c	*Readings*: ASCA pp. 83-98 Dollarhide & Saginak, Ch. 8 ASCA Position Statement: School/Community Partners *Assignment*: Needs Assessment	5:G.2.b.d
Class #7 10/10/16	Classroom Management: Principles & Techniques ASCA National Model: Management System	5:G.1.b, 1.d, 2.f, 3.c.	*Reading:* ASCA pp. 41-82 Gysbers & Henderson Ch. 8 ASCA Position Statement: Sch. Couns. & RTI	5:G.1.b, 1.d, 2.f, 3.c.
Class #8 10/17/16	Guidance Lessons Strengths-Based School Counseling	5:G.3.c.	Galassi & Akos, Ch. 1 *Assignment*: Guidance Lesson Plans, Guidance Lesson Feedback ASCA Position Statement: Character Ed	5:G.1.a,1.e, 2.d, 3.b
Class #9 10/24/16	The School Counselor & Safe School Climate Content Area: Personal/Social Stress Inoculation/Burnout	2:F.1.f 5:G.1.b, 3.m	*Readings*: Erford, Ch. 14 Sink Ch. 4 ASCA Position Statement: Safe Schools	5:G.1.b, 3.b
Class #10 10/31/16	ASCA National Model: Implementation Personal & Professional Advocacy Content Area: Career Professional Credentialing	2.l, 1.b 2:F.1.g 5:G.1.b.e, 2.b,2.f, 3.b.c	*Readings*: ASCA pp. 127-160 Perusse & Goodnough, Ch. 4 Wittmer, Ch. 32 ASCA Position Statement: Credentialing	2.l, 1.b 2:F.1.g 5:G.1.b.e, 2.b,2.f, 3.b.c
Class #11 11/7/16	ASCA National Model: Accountability Evidence-Based School Counseling EZanalyze Content Area: Academic	5:G.1.b.e, 2.a, 2.b, 2.f, 3.b, 3.k, 3.n, 3.o	*Readings:* ASCA pp. 99-125 Holcomb-McCoy, Ch. 1 Stone & Dahir, Ch. 4 *Optional extra reading:* Sciarra, Ch. 4	5:G.1.b.e, 2.a, 2.b, 2.f, 3.b, 3.k, 3.n, 3.o
Class #12 11/14/16	Ethics Grant Writing	5:G.3.k	Podcast & WebCampus Reading(s) *Assignment*: Ethics Paper	5:G.2.n
Class #13 11/21/16	Crisis Counseling/Crisis Management Pulling it all together……	2:F.1.c 5:G.2.e	Podcast & WebCampus Reading(s) *Assignment*: Crisis Mgmnt Paper	5:G.2.e
Class #14 11/28/16	Critical Incidents in School Counseling Special Topics	5:G	*Case/Incidents*	5:G
Class #15 12/05/16	'Save Our School Counselor's!' Presentations	5:G.1.b.e, 2.a, 2.b, 2.f, 3.b, 3.c, 3.k, 3.n, 3.o	*Assignment*: "Save Our School Counselors" Policy Brief & PPT Presentation(s) *Assignment*: Leadership paper no later than 12/9	5:G.2.d, 2.j

UNLV Policies:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only**. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

References

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