**CHD 642 – SPRING 2017**

 **Professional Identity & Ethics for School Counselors**

**Instructor: Karen Moore Townsend, Ph. D., NCC Office: 414 Stevens Hall**

**Phone: 256-765-5091 e-mail:** **kmtownsend@una.edu**

**Office Hours: M 3:15 p.m. – 4:15 p.m.; W 3:00 p.m. – 6:00 p.m.; Th 3:00 p.m. – 6:00 p.m.;**

T, F by appointment

\*Additional hours are available by appointment. *Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.*

**Course Description:** A study of the history of the school counseling profession; ethical and legal issues in school counseling; professional school counselor roles, standards and functions; professional organizations and credentialing practices.

**Conceptual Framework**

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

4. Use technology to support assessment, planning and instruction for promoting student learning:

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

**Referenced Standards**

AL-SDE 290-3-3-.50 (3)(a)1.(i) – Knowledge of history, philosophy, and trends in school counseling and educational systems.

AL-SDE 290-3-3-.50 (3)(a)1.(ii) – Knowledge of professional roles and responsibilities including relationships and collaborations with other service providers.

AL-SDE 290-3-3-.50 (3)(a)1.(iii) – Knowledge of ethical and legal standards, as determined by appropriate professional organizations, legislation, and court decisions.

AL-SDE 290-3-3-.50 (3)(c)1.(iii) – Knowledge of a general framework for understanding exceptional abilities and strategies for differentiated interventions.

AL-SDE 290-3-3-.50 (3)(c)1.(iv) – Knowledge of the influence of multiple factors, (such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

AL-SDE 290-3-3-.50 (3)(e)1.(iii) – Knowledge of a general framework for understanding and practicing consultation.

AL-SDE 290-3-3-.50 (3)(i)1.(i) – Knowledge of ethical and legal considerations specifically related to the practice of school counseling.

AL-SDE 290-3-3-.50 (3)(i)1.(ii) – Knowledge of roles, functions, settings, and professional identity of the school counselor.

AL-SDE 290-3-3-.50 (3)(i)1.(iii) – Knowledge of current models of school counseling programs (such as American School Counseling Association, ASCA National Model) and their integral relationship to the total educational program.

AL-SDE 290-3-3-.50 (3)(k)1.(i) – Knowledge of cultural, ethical, economic, legal and political issues surrounding diversity, equality, and excellence in terms of student learning.

AL-SDE 290-3-3-.50 (3)(k)1.(iii) – Knowledge of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

AL-SDE 290-3-3-.50 (3)(k)1.(iv) – Knowledge of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

AL-SDE 290-3-3-.50 (3)(l)1.(ii) – Knowledge of models of program evaluation for school counseling programs.

AL-SDE 290-3-3-.50 (3)(l)1.(v) – Knowledge of the outcome research data and best practices identified in the school counseling research literature.

AL-SDE 290-3-3-.50 (3)(m)2.(iii) – Ability to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

AL-SDE 290-3-3-.50 (3)(n)1.(i) – Knowledge of coordination, placement, and referral procedures.

AL-SDE 290-3-3-.50 (3)(n)1.(ii) – Knowledge of consultation models and their application in assisting teachers and administrators to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, and agency personnel to enhance students’ learning.

AL-SDE 290-3-3-.50 (3)(o)1.(iii) – Knowledge of the important role of the school counselor as a system change agent.

AL-SDE 290-3-3-.50 (3)(o)1.(iv) – Knowledge of the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

CACREP – 2009.G.1.a - history and philosophy of the counseling profession;

CACREP – 2009.G.1.b - professional roles, functions, and relationships with other human service

providers, including strategies for interagency/interorganization collaboration

and communications;

CACREP – 2009.G.1.f - professional organizations, including membership benefits, activities, services

to members, and current issues;

CACREP – 2009.G.1.g - professional credentialing, including certification, licensure, and accreditation

practices and standards, and the effects of public policy on these issues;

CACREP – 2009.G.1.h - the role and process of the professional counselor advocating on behalf of the

profession;

CACREP – 2009.G.1.i - advocacy processes needed to address institutional and social barriers that

impede access, equity, and success for clients; and

CACREP – 2009.G.1.j - ethical standards of professional organizations and credentialing bodies, and

applications of ethical and legal considerations in professional counseling.

CACREP – 2009.G.3.e - a general framework for understanding exceptional abilities and strategies for

differentiated interventions;

CACREP – 2009.G.5.f - a general framework for understanding and practicing consultation; and

CACREP – 2009.SC.A.1 - Knows history, philosophy, and trends in school counseling and educational systems.

CACREP – 2009.SC.A.2 - Understands ethical and legal considerations specifically related to the practice of school counseling.

CACREP – 2009.SC.A.3 - Knows 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 – 2009.SC.A.4 - Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

CACREP – 2009.SC.A.5 - Understands 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 – 2009.SC.A.6 - Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

CACREP – 2009.SC.C.6 - Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

CACREP – 2009.SC.D.3 - Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d)

ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

CACREP – 2009.SC.D.4 - Demonstrates the ability to use procedures for assessing and managing suicide risk.

CACREP – 2009.SC.G.1 - Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

CACREP – 2009.SC.H.5 - Assesses barriers that impede students’ academic, career, and personal/social development.

CACREP – 2009.SC.I.2 - Knows models of program evaluation for school counseling programs.

CACREP – 2009.SC.I.5 - Understands the outcome research data and best practices identified in the school counseling research literature.

CACREP – 2009.SC.J.2 - Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

CACREP – 2009.SC.M.1 - Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

CACREP – 2009.SC.M.2 - Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

CACREP – 2009.SC.M.3 - Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

CACREP – 2009.SC.M.4 - Understands systems theories, models, and processes of consultation in school system settings.

CACREP – 2009.SC.M.5 - Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

CACREP – 2009.SC.O.1 - Knows the qualities, principles, skills, and styles of effective leadership.

CACREP – 2009.SC.O.2 - Knows strategies of leadership designed to enhance the learning environment of schools.

CACREP – 2009.SC.O.3 - Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

CACREP – 2009.SC.O.4 - Understands the important role of the school counselor as a system change agent.

**Prerequisites:** None

**Required Readings:**

Erford, B. T. (2015). *Transforming the School Counseling Profession* (4th ed.). Upper Saddle River, NJ: Pearson Education.

American Counseling Association (2014). *The ACA Code of Ethics.* Alexandria, VA: Author.

American School Counselor Association (2016). *ASCA Ethical Standards for School Counselors.* Alexandria, VA: Author.

*Comprehensive Counseling and Guidance State Model for Alabama Public Schools*

Articles and handouts as assigned in class.

**Instructional Modalities:** Lecture, discussion, case studies, cooperative learning, experiential exercises.

**Student Outcomes & Course Competencies**

**Course Objectives:** Upon completion of this course, students shall demonstrate knowledge and understanding of the following:

1. A general framework for understanding exceptional abilities and strategies for differentiated interventions (AL-SDE 290-3-3-.50 (3)(c)1.(iii); CACREP – 2009.G.3.e).
2. The influence of multiple factors, (such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) and the assessment of barriers that may affect the personal, social, and academic functioning of students (AL-SDE 290-3-3-.50 (3)(c)1.(iv); CACREP – 2009.SC.G.1; CACREP – 2009.SC.H.5).
3. A general framework for understanding and practicing consultation; theories, models, and processes of consultation and change and their applications in assisting teachers, administrators, other school personnel to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, community groups, and agency personnel to enhance students’ learning

(AL-SDE 290-3-3-.50 (3) (e)1.(iii); AL-SDE 290-3-3-.50 (3)(n)1.(ii) ); CACREP – 2009.G.5.f; CACREP – 2009.SC.M.1; CACREP – 2009.SC.M.2; CACREP – 2009.SC.M.4; CACREP – 2009.SC.M.5).

1. Current models of school counseling programs (such as American School Counseling Association, ASCA National Model) and program evaluation, outcome research data and best practices identified in the school counseling research literature, and the integral relationship to the total educational program (AL-SDE 290-3-3-.50 (3)(i)1.(iii); AL-SDE 290-3-3-.50 (3)(l)1.(ii); AL-SDE 290-3-3-.50 (3)(l)1.(v); CACREP – 2009.SC.A.5; CACREP – 2009.SC.I.2; CACREP – 2009.SC.I.5; CACREP – 2009.SC.J.2; CACREP – 2009.SC.O.3).
2. Cultural, ethical, economic, legal and political issues surrounding diversity, equality, and excellence in terms of student learning; the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (AL-SDE 290-3-3-.50 (3)(k)1.(i) ).
3. Ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (AL-SDE 290-3-3-.50 (3)(k)1.(iii)).
4. Multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement (AL-SDE 290-3-3-.50 (3)(k)1.(iv)).
5. Ability to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (AL-SDE 290-3-3-.50 (3)(m)2.(iii)).
6. The important role of the school counselor as a system change agent (AL-SDE 290-3-3-.50 (3) (o)1.(iii); CACREP – 2009.SC.O.1; CACREP – 2009.SC.O.2; CACREP – 2009.SC.O.4).
7. The school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings (AL-SDE 290-3-3-.50 (3)(o)1.(iv); CACREP – 2009.SC.O.1; CACREP – 2009.SC.O.2).
8. The history, philosophy, current status, & current trends in school counseling & educational systems, including significant factors & events; (AL-SDE 290-3-3-.50 (3)(a)1.(i); CACREP- 2009.G.1.a; CACREP – 2009.SC.A.1)
9. Professional roles, functions, responsibilities, settings, & professional identity of the school counselor including relationships and collaborations with other professional & support personnel in the school, & other service providers; knowledge of the school setting, environment, and pre-K—12 curriculum; (AL-SDE 290-3-3-.50 (3)(a)1.(ii); AL-SDE 290-3-3-.50 (3)(i)1.(ii); CACREP-2009.G.1.b; CACREP – 2009.SC.A.3; CACREP – 2009.SC.O.1; CACREP – 2009.SC.O.2, CF 6).
10. Technological competence, computer literacy, & application of current & emerging technology in education & school counseling to assist students, families, & educators in using resources that promote informed academic, career & personal/social choices; (CF 4).
11. Professional organizations, including ACA, its division, branches & affiliates; membership benefits, activities, services & current emphases; credentialing, certification & accreditation practices & standards, & the effect of public policy on these issues; (CACREP – 2009.G.1.f; CACREP – 2009.G.1.g; CACREP – 2009.SC.A.4; CF 1).
12. Public & private policy processes, including the role of the school counselor in advocating on behalf of the profession, advocating for all students & for effective school counseling programs; & advocacy processes needed to address institutional & social barriers; (CACREP – 2009.G.1.h; CACREP – 2009.G.1.i).
13. The ethical standards of ACA & ASCA and the ethical and legal considerations related specifically to the practice of school counseling as determined by appropriate professional associations, legislation, and court decisions; (AL-SDE 290-3-3-.50 (3)(a)1.(iii); AL-SDE 290-3-3-.50 (3)(i)1.(i); CACREP – 2009.G.1.j; CACREP – 2009.SC.A.2, CF 1).
14. Current issues, policies, laws & legislation relevant to school counseling; (AL-SDE 290-3-3-.50 (3)(a)1.(iii)).
15. Coordination, placement, referral procedures; strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children. (AL-SDE 290-3-3-.50 (3)(n)1.(i); CACREP – 2009.SC.M.1; CACREP – 2009.SC.M.5).
16. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K'12 students in maximizing their academic, career, and personal/social development (AL- SDE 290-3-3-.50 (3)(i)l.(iii)).
17. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate (CACREP – 2009.SC.M.1).
18. Strategies to promote, develop, and enhance effective teamwork with the school and larger community (CACREP – 2009.SC.M.2; CACREP – 2009.SC.M.3; CACREP – 2009.SC.M.5).
19. Understands the effects of and designs and implements prevention and intervention plans related to (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (CACREP – 2009.SC.A.6; CACREP – 2009.SC.D.3).
20. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP – 2009.SC.C.6; CACREP – 2009.SC.D.4).

**Evaluation**

**Course Requirements Outcomes & Competencies**

Interview Report/Observation -15% Objectives 12, 16, 17, 18, 19, 20

Literature Review – 15% Objectives 4, 11, 13

Portfolio – 15% Objectives 13

Classroom Guidance – 15% Objectives 1, 8, 19, 20, 22

Midterm exam – 15% Objectives 1, 2, 4, 5, 6, 7, 9, 10, 11, 14, 15, 16, 17, 22

Final exam – 15% Objectives 2, 3, 5, 8, 15, 18, 19, 20, 21, 22, 23

Student Participation – 10%

**Grading Scale:**

A= 90% - 100%, B= 80% - 89%, C= 70% - 79%, D= 60% - 69%, F= Below 60%

***\*Since counseling is an inexact science, part of the grade is a subjective, professional decision by the instructor.***

***\*Five points may be deducted from the total grade for each day an assignment is late.***

***\*You are expected to be present at all exams. It will be determined on a case-by-case basis if a make-up exam will be given. Documentation for the reason for the missed exam will be required, and the test will be taken in a timely manner, with the date and time set by the instructor.***

***\*Electronic devices are not allowed in the room during exams.***

**Description of Course Requirements:**

**1.** **Attendance and Participation:** Students are expected to attend all classes, be on time, prepare for each class, and actively participate in discussions and class activities.

**2.** **Interview/Observation Report:** Interview a school counselor. The purpose of the interview is to obtain information about (a) the training and preparation of the counselor; (b) his/her roles and responsibilities; (c) the counselor's theoretical approach; (d) the types of ethical and legal issues the counselor encounters; (e) how the counselor assesses program effectiveness; (f) how the counseling program has been integrated into the school curriculum; (g) the community resources that the counselor uses; (h) if he/she is a member of any professional organizations; and (i) the counselor's perspective about the future challenges facing school counselors. As part of this project, the student will spend a total of 3 hours observing/shadowing the counselor.

Following the interview, students will write a 5-7 pp. report, double-spaced and using APA approved font, that will include (1) a summary of the information obtained including the points (a-i) listed above; (2) reflections (thoughts, feelings, concerns, etc.) about the experience and issues discussed; (3) a log sheet including the date(s) and time(s) of the observation(s), as well as (4) a brief summary (1 paragraph) of the observation. Items 1-4 together make up the 5-7 pp. Each person in the class is to interview/observe a different counselor; let the instructor know in advance whom you plan to interview. A cover page, not included in the page count, should be stapled to the front of the project. The project should adhere to APA style and format.

**3.** **Literature Review:** Pick a topic of particular interest related to school counseling and find 5 articles concerning that topic. Articles must be current (within the last 10 years) and found in professional/ scholarly (peer-reviewed, refereed) journals; no book reviews or book chapters should be used. Include a cover page for the project. Write a summary (1-2 pp. each) for each article. Then write an overall project summary (2 pp.) reflecting on what you learned and how this topic/information is important to you as it relates to your role as a school counselor. The last page of your project should be a bibliography/reference page for each of your articles. Turn in your articles with the summaries. Make enough copies of your bibliography/reference page to distribute to each class member and the professor. Be prepared to briefly highlight your findings for the class (3 min.). Project should be double-spaced and adhere to APA style and format.

**4. Portfolio:** Your portfolio will be the groundwork for you to develop a comprehensive developmental counseling program for your school. This preliminary document will include the following: (a) student’s current resume; (b) a brochure made by the student, representative of one the student might one day use as a school counselor; (c) a Power Point presentation created by student to be used as part of a classroom guidance activity; (d) annual calendar with monthly activities included; (e) a referral form to be used by a teacher; (f) a self-referral form to be used by a student; (g) a referral form to used by a parent (h) a sample counseling daily log sheet (blank); and (i) a list of a minimum of 20 school/community agencies/resources including contact information (key individuals, phone, e-mail, mailing address, other); (j) an annotated bibliography including a minimum of 25 books suitable for elementary students; 10 books you could use with secondary students; 5 additional items (board games, videos, toys, etc.) that you would find useful to have in your counseling office. Your portfolio should also contain (k) the classroom guidance activities that you present to the class, as well as (l) copies of those that your classmates present.

**5. Classroom Guidance Activities:** Using *Counseling Through Literature* materials, prepare 3 classroom guidance lessons. For the first lesson, choose one of the lessons already prepared. Study the lesson plan and present the lesson in class following the directions given. For the second lesson, choose a different (not used thus far by anyone in the class) already prepared lesson and develop modifications to meet specific special needs of students. Your submitted lesson plan should reflect these modifications. Present the lesson to the class using your modification(s). For the third lesson, use the blank lesson plan template sheet to plan an original lesson using literature. Present your lessons to the class. For each of the three lessons you choose, provide copies for your classmates that they can file in their portfolios, as well as a copy for the instructor.

**6. Midterm exam**

**7. Final exam**

**Attendance**

UNA’s attendance policy states “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

All faculty in the Counselor Education department have adopted the following policy:

If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

**Academic Honesty**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Title IX**

The University of North Alabama has an expectation of mutual respect.  Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix.  If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**UNA Counselor Education Social Media Policy**

Since new social media outlets appear every day, and profession-specific ethical codes evolve more slowly, it is essential to be aware of challenges facing counselors and counselors-in-training.

Consider the following prior to posting or transmitting on social media:

\* Think before you post or transmit.

\* Assume anything that you post or transmit on social media can be made public.

\* An electronic post or transmission is a digital tattoo and there is currently no laser to remove it.

\* Employers often search social media to learn more about you prior to interviews or offers of employment.

The following rules apply to all counselors-in-training in the Counselor Education Program at the University of North Alabama:

\* Do not “friend” a client or a P – 12 student on social media.

\* Do not identify your practicum/internship site.

\* Read and follow the relevant policies of your practicum/internship site.

\* Do not post or transmit anything about your work with clients/students.

\* Do not post anything about your experience or feelings that pertain to working with clients/students.

As social media evolve, it is difficult to predict the latest problem that will arise. Therefore, when you have a question related to social media, consult with faculty and/or supervisors.

**Electronic Devices**

Cell phones and other electronic devices should not be visible or audible in class. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

*Assignments submitted for this course shall not contain any portion of materials submitted in another course.*

*Five points may be deducted for each day beyond the due date that late assignments are submitted.*

**Course content & tentative class schedule:**

**Date Topic Readings**

1/11 Introduction and Orientation

1/18 Becoming a Professional School Counselor: Chapter 1

 Perspectives, Historical Roots, and Future

 Challenges

 The Rise of Professional School Counseling

 Future Issues

 Traditional & Emerging Roles & Practices

1/25 The ASCA National Model: Developing a Comprehensive,

 Developmental School Counseling Program Chapter 2

 Transformational Thinking in Today’s Schools Chapter 3

 A Call for Change

 The ASCA National Model

 Accountability

 Becoming a Professional School Counselor

**Interview Report due**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2/1 Systemic, Data-Driven School Counseling Practice and Chapter 4

 Programming for Equity

 Program Definition

 Professional Foundations

 Theoretical Foundations

 Delivery

 Evaluation

Outcomes Research on School Counseling Interventions

 and Programs Chapter 6

 Which Students Benefit from Interventions

 What are Effective Methods for Delivering Services

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2/8 Ethical, Legal & Professional Issues in School Counseling Chapter 7

 Professional Associations & Credentialing Orgs.

 Ethical Standards & Laws

 Sources of Information & Guidance

 Making Decisions

 Additional Legal Considerations

 Confidentiality

 Minor Consent Laws

 Records & Personal Notes

 HIPAA

 Child Abuse & Suicide

 Culturally Competent School Counselors: Affirming

 Diversity by Challenging Oppression Chapter 8

 Multicultural & Anti-oppression Terminology

 Case Studies

 Increasing Multicultural Competence

 Multicultural Competence Checklist

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2/15 Leadership and Advocacy for Every Student’s Chapter 9

 Achievement and Opportunity

 History of Social Advocacy

 Challenging the Barriers

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2/22 **MIDTERM EXAM**

 ***Voices from the Field***

 **Site Visit: W. A. Threadgill Primary School—Amy Davis**

Amy is an elementary school counselor in the Sheffield City School System at W. A. Threadgill Primary School.

3/1 Helping Students with Mental and Emotional Disorders Chapter 17

 Mental Disorders Usually First Diagnosed in

 Infants, Children & Adolescents

 Other Disorders

 ***Voices from the Field***

**Guest Speaker—Barbara Valente’**

 Barbara is a therapist for Riverbend Center for Mental Health where she specializes in working

 with the unique needs of children and adolescents, meeting with them in the local school settings.

3/8 Developmental Classroom Guidance Chapter 10

 The Scope & Effect of Classroom Guidance

 Developmental Theory

 Crafting a Curriculum

 Creating Units & Lessons

 Academic Development and Planning for College

 and Career Readiness K-12 Chapter 11

 Underserved Populations

 Assessment and Learning Tools

 Readiness

 Collaboration

 Interventions

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3/15 Promoting Career Planning in Schools Chapter 12

 Systematic Career Planning Programs

 Counseling Individuals & Groups in Schools Chapter 13

 A Counseling Model for Children & Adolescents

 Group Counseling

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3/22 Accountability : Assessing Needs, Determining Chapter 5

 Outcomes, and Evaluation Programs

 The SCPAC

 Needs Assessment

 Evaluating Programs & Assessing Outcomes

**Lit. Review due**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3/29 **University is closed for spring holidays**

4/5 Consultation, Collaboration & Encouraging Parent Chapter 14

 Involvement

 Consultation Models

 Consultation Process

 Involving Parents

 School Outreach

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

4/12 ***Voices from the Field***

4/19 Systemic Aproaches to Counseling Students Experiencing

 Complex and Specialized Problems Chapter 15

 Approaches to Working with At-Risk Youth

 Demographics & Risk

 Working with Specific At-Risk Populations

 Conflict Resolution Program Development

 Conflict Resolution Program Implementation

 **Portfolio Due**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Classroom Guidance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

4/26 The Professional School Counselor and Students

 with Disabilities Chapter 16

 Serving Students with Disabilities

 Federal Legislation

5/3 **Final Exam**

***This schedule should be considered a tentative outline for the course and subject to change.***



**UNIVERSITY OF NORTH ALABAMA**

**COLLEGE OF EDUCATION and**

**HUMAN SCIENCES**

 **CONCEPTUAL FRAMEWORK**

***“Engaging Learners,***

 ***Inspiring Leaders,***

 ***Transforming Lives”***

The Conceptual Framework represents a shared vision for preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability in the context of a global community. The Conceptual Framework aligns with the University of North Alabama’s institutional mission of *“engaging in teaching, research, and service in order to provide educational opportunities for students, and environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community.”*

The Conceptual Framework reflects current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education and Human Sciences prepares ***Knowledgeable Practicing Professionals*** who:

1. Have content and pedagogical knowledge and abilities demonstrating professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to evaluate student performance use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness and global perspectives of teaching and learning;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education and Human Sciences are knowledgeable practicing professionals who are prepared for the opportunities and challenges of the P-12 environment with a commitment to helping students achieve and excel in the classroom and beyond.

 Revised November, 2016

I have received a copy of the syllabus for CHD 642. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Detach)

I have received a copy of the syllabus for CHD 642. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_