



## CED 7105: Introduction to School Counseling, Consulting, and Collaboration

### COURSE INFORMATION

Section:

Semester/Year:

Division:

Class location:

Class day/time:

Credit hours: 3

Class type: Lecture

### FACULTY CONTACT INFORMATION

Name:

Office Address:

Office Hours:

Telephone:

E-mail Address:

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### Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

### Course Description

Principles and practices of counseling, consulting, and collaboration in the P-12 school setting. Focus includes history and development of the School Counseling profession, professional roles and identity, individual and group approaches that facilitate student development and adjustment in the areas of academic, career, and social/behavioral aspects, staff, parental, and community resources and referral procedures, models of school counseling programs, program development, operation, assessment, and evaluation.

### Course Goal

The goal of this course is to provide students with an introduction to school counseling, including the history of school counseling and the ASCA national model, which they will build on throughout the School Counseling course sequence. Students will also learn about assessments, resources, and school counseling models that are applicable in P-12 school settings.

Method(s) of Instruction: synchronous lecture

## Course Materials

### Required Text

Erford, B. (2019). *Transforming the school counseling profession* (5<sup>th</sup> ed.). New York, NY: Pearson.

American School Counseling Association. (2019). *The ASCA national model: A framework for school counseling programs* (4<sup>th</sup> ed.). Alexandria, VA: American School Counseling Association.

MyLab Counseling through Pearson MyLab

### Course Outcome Alignment with Assignments (& Standards)

CACREP STANDARD (2016)	LEARNING OUTCOMES	WEEKS TAUGHT	ASSESSMENT
5.G1a	1) Describe the history of school counseling including the ability to identify the key figures in the history and development of school counseling.	1	Mid-Term Exam
5.G1a 5.G2a,d,e,f,j,l	2) Describe the development and transformation of the school counseling profession and how the field is different today.	1,6	Mid-Term Exam Topic Presentation
2.F.8e,d,j 5.G1b,e	3) Explain the process of program evaluation (including use of assessments) and outcome measures.	2,3,5	Mid-Term Exam ASCA National Model paper
5.G1b,c,d,e 5.G2b 5G3f	4) Identify and describe student and program assessments and consultation used in P-12 education.	3,4,5, 11	Mid-Term Exam ASCA National Model paper Final Exam
5.G2b,d,k,l 5.G3a,b,c,d,e,l,m,n,o	5) Describe the components, domains, levels, and functions of ASCA's comprehensive school counseling program model.	2,3,8	Mid-Term Exam ASCA National Model paper
5.G2g,h,i,k	6) Explain the role and function of the school counselor as advocate for	10,11,13	Topic Presentation Final Exam

	student behavioral and mental health intervention		
5.G2g,h,k	7) Identify at-risk behavior in students	10,11,13	Mid-Term Exam Final Exam
5.G3d,h,i,k,o	8) Explain the process of becoming a culturally competent school counselor.	All Weeks	Mid-Term Exam Topic Presentation Final Exam

## Grading System

### Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

Participation 15 pts

ASCA National Model Paper 25 pts

Midterm 25 pts

Presentation 22 pts

Online Work 28 pts

Final Exam 25 pts

Total 140 pts

1. Attendance is mandatory at all scheduled classes. 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, and 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.
2. Late assignments are not accepted. Assignments are expected to be completed on time. If an assignment due date cannot be met, it must be discussed and agreed to by instructor prior to due date. Paperwork and presentations submitted after the scheduled due date will be graded accordingly.
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 APA format only.
5. The instructor reserves the right to modify the syllabus.

## Course Assignments and Exams

### *In-Person Participation (15 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 must be completed on time. Please sign in and out on the attendance sheet each week. Participation points will be awarded for participation in activities and involvement in class discussions. 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 utilized 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* (6<sup>th</sup> edition). A grading rubric will be provided.

*Paper writing resources, as needed:*

**\*\*Purdue Owl:** <http://owl.english.purdue.edu/owl/section/2/10/>

**\*\*Wayne State University Writing Center:**

The Writing Center (2<sup>nd</sup> floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/>.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330>

#### ***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. If you arrive to the exam late and someone has already turned in a completed exam you will not be allowed to take the exam and you will receive a zero.

#### ***Presentation [22 Points Possible]***

Students will prepare a 30-minute presentation on a school counselor's role regarding one of the following topics:

- A: Assisting Students with Special Needs & Special Education Referral Process
- B: Every Student Succeeds Act
- 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
- J: Substance Misuse in the P-12 system

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. Please provide copies of your presentation for the instructor and your classmates.

### ***Online Work [28 total Points Possible]***

MyLab will be used for the online portion of this class. Students are required to complete online assignments by the posted due dates. Specific requirements will be discussed and directions for each assignment will be given when assignments are posted.

### ***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. If you arrive to the exam late and someone has already turned in a completed exam, you will not be allowed to take the exam and you will receive a zero.

## **Tentative Course Schedule**

### **Week 1**

- Introductions & Review Syllabus
- Sign up for Presentations
- **Reading Assignment:**
  - **Article: The Role of the Professional School Counselor, ASCA**
  - **Chapter 1: Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges**

### **Week 2**

- **Reading Assignment:**
  - **Chapter 2: The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program**
  - **Chapter 3: Transformational Thinking in Today's Schools**
  - **Introduction to ASCA National Model**
- School Counseling Organizations
- Planning and Research Time for Presentation

### **Week 3**

- **Reading Assignment:**
  - **Chapter 4: Systemic, Data-Driven School Counseling Practice and Programming for Equity**
  - **Chapter 5: Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs**
- Student Presentations

### **Week 4**

#### **MyLab Counseling Assignment 1**

### **Week 5**

- **Reading Assignment:**

- **Chapter 6: Outcome Research on Evidence-Based School Counseling Interventions and Programs**
- **Chapter 7: Ethical, Legal, and Professional Issues in School Counseling**
- Student Presentations

### **Week 6**

- **Reading Assignment:**
  - **Chapter 8: Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression**
  - **Chapter 9: Leadership and Advocacy for Every Student's Achievement and Opportunity**
- Student Presentations
- Mid-Term Exam Review

### **Week 7**

- Mid-Term Exam

### **Week 8**

- **Reading Assignment:**
  - **Chapter 10: Implementing the Developmental School Counseling Core Curriculum in the Classroom**
  - **Chapter 11: Academic K-12 Development and Planning for College and Career Readiness**
- Student Presentations – if needed

### **Week 9**

#### **MyLab Counseling Assignment 2**

### **Week 10**

- **Reading Assignment:**
  - **Chapter 12: Promoting Career and Individual Planning in Schools**
  - **Chapter 13: Counseling Individuals and Groups in School**
  -
- Student Presentations – if needed

### **Week 11**

- **Reading Assignment:**
  - **Chapter 14: Consultation, Collaboration, and Encouraging Parent Involvement**
  - **Chapter 15: Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems**

### **Week 12**

#### **MyLab Counseling Assignment 3**

### **Week 13**

- **Reading Assignment:**
  - **Chapter 16: The Professional School Counselor and Students with Disabilities**
  - **Chapter 17: Helping Students with Mental and Emotional Disorders**

- ASCA National Model Paper Due
- Final Exam Review

## **Week 14**

- Final Exam

\*This schedule is subject to change at the instructor's discretion

## **Class Policies**

### *Student Expectations*

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.
6. Engage fully with readings, assignments, and group work.
7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with salutations (e.g., Dr. Branson,) and professional language. Proofread all emails or online postings before sending them.
9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
10. Students must be able to regularly use a computer with internet access.
11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

## **Religious Holidays**

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious

obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

## **Student Disabilities Services**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services 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. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. 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. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu)

To register with Student Disability Services, complete the online registration form at: [https://wayne-accommodate.symplcity.com/public\\_accommodation](https://wayne-accommodate.symplcity.com/public_accommodation)

## **Counseling and Psychological Services (CAPS)**

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services ([caps.wayne.edu](http://caps.wayne.edu); 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

## **Sexual Misconduct and Title IX**

### **Sexual Misconduct and Mandatory Reporting**

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](http://Rape, Abuse & Incest National Network (RAINN)). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.



Please visit [TitleIX.wayne.edu](https://TitleIX.wayne.edu) to learn more about resources and support on campus and in the local community.

#### Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

##### *Reporting to the University*

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: [TitleIX@wayne.edu](mailto:TitleIX@wayne.edu)

##### *Reporting to Law Enforcement*

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleIX.wayne.edu](https://TitleIX.wayne.edu) to learn more about resources and support on campus and in the local community.

#### **Academic Dishonesty – Plagiarism and Cheating**

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
  - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. 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. 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.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

## **Course Drops and Withdrawals**

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing\\_From\\_a\\_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)

## **Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

## **Class Recordings (Face to Face Instruction)**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

## **Technology Access and Support**

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](mailto:C&IT_Helpdesk@wayne.edu) M-F from 7:30 am to 8 pm at 313-577-4357 or [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu).

Students who lack adequate hardware or reliable internet access should email [doso@wayne.edu](mailto:doso@wayne.edu) or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

### **Support for Online Learning**

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** [Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.