



### **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**

Advanced principles and practices of counseling, consulting, and collaboration in the P-12 school setting including holistic approaches to facilitating student growth, development, and self-awareness as well as advanced ethical decision-making.

### **Course Goal**

The learner will develop an understanding of advanced principles and practices of counseling and consultation in school settings. The course will also address the competencies in the areas of foundations, counseling, prevention and intervention, diversity and advocacy, assessment, research and evaluation, academic development, collaboration and consultation, and leadership.

Method(s) of Instruction: synchronous lecture



**Course Materials**

***Required Textbooks***

Stone, C. (2017). *School counseling principles: Ethics & law* (4<sup>th</sup> ed.). Alexandria, VA: American School Counselor Association.

Grothaus, T. J. P., & Johnson, K. F. (2012). *Making diversity work: Creating culturally competent school counseling programs*. Alexandria, VA: American School Counselor Association.

***Journal Articles***

- Journal Articles for the weekly topic will be provided in-class or online.

***Other (available online)***

- ASCA Position Statements
- Matt’s Safe School Law (Anti-Bullying Law in Michigan)
- ASCA Ethical Standards
- ACA Code of Ethics

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

<b>2016 CACREP STANDARDS</b>	<b>LEARNING OUTCOMES</b>	<b>WEEKS</b>	<b>MEASURED WITH</b>
5.G.2.j	1) Describe the concept of advanced cultural competence, knowledge, awareness and understanding specific to the school counseling.	4,5,6,7	Presentation Assignment
2.F.8.j 5.G.2.n,m	2) Identify and describe the ethical decision-making process in school counseling.	1,3,8,9,10	Presentation Assignment
5.G.3.1	3) Describe and identify major issues related to relevant school counseling topics (bullying, response-to-intervention, etc.).	2,11,12,13,14	Final Exam paper

**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%

Weekly Assignments 15 pts  
 Presentation 35 pts  
Final Exam 50 pts  
 Total 100 pts

*Late assignments are not accepted unless arrangements are made prior to the due date with instructor. Incomplete grades will only be given under extreme circumstances.*

### **Course Assignments and Exams**

#### ***Weekly Assignments [15 Points Possible]***

Assigned readings should be completed prior to each class session, all class sessions must be attended in their entirety, and all assignments should be completed on time. Please sign in on the attendance sheet each week; this is how participation points will be monitored. If you miss more than one class, your participation points could be significantly impacted. There will be a total of 9 assignments within these 15 points.

#### ***Presentation [35 Points Possible]***

You will make a 30-minute presentation on a topic relevant to multicultural competence and/or ethical/legal issues that may face a school counselor. More details about this assignment and a grading rubric will be provided.

#### ***Final Exam Paper [50 Points Possible]***

Select a topic examined in this course (different than you chose for your presentation assignment). Write a 10-page research paper, not including reference and title pages. Use separate headings to organize your paper. Remember, this is a research paper, so it is necessary to cite your sources. 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.

#### ***Writing Resources:***

- *WSU Writing Center:* <http://www.english.wayne.edu/writing/>
- *Purdue Owl:* <http://owl.english.purdue.edu/owl/section/2/10/>

### **Tentative Course Schedule**

## **SECTION 1: COURSE OVERVIEW**

### **Week 1 -**

- Introductions

- Syllabus
- Sign-up for Presentations and explain online format of Presentations
- Explain interview assignment
- Overview of Ethics (ASCA, ACA)
- Explore ASCA Position Statements

#### **Week 2 –**

- School Counselors at work assignment (DPS and Suburban School Counselors discuss their roles; realities and limitations)
- Submit interview results as well as presentation and paper topics

#### **Week 3 –**

- ACA Code of Ethics
- Ethical Vignettes

### **SECTION 2: CULTURAL COMPETENCE IN SCHOOL COUNSELING**

*Making Diversity Work: Creating Culturally Competent School Counseling Programs*, (Grothaus & Johnson, 2012)

#### **Week 4 –**

- Grothaus & Johnson, Chapters 1, 2, & 3  
Topics: Making Diversity Work; Constructing a Culturally Alert Foundation; and Leading the Way

#### **Week 5 –**

- Grothaus & Johnson, Chapters 4, 5, & 6  
Topics: Multiculturally Responsive Management; Advocacy, Actions & Attitudes; and Delivering for Diverse Stakeholders

#### **Week 6 –**

- Grothaus & Johnson, Chapters 7 & 8  
Topics: Culturally Competent and Accountability

#### **Week 7 –**

- Grothaus & Johnson, Chapters 9 & 10  
Topics: Systemic Change for the Better and Creating Culturally Competent School Counseling Programs

### **SECTION 3: ETHICAL & LEGAL ISSUES IN SCHOOL COUNSELING**

*School Counseling Principles: Ethics & Law, 4th Ed.* (Stone 2017)

#### **Week 8 –**

- ASCA Ethical Standards for School Counselors
- Stone, Chapters 1 & 2
  - Introduction, Professionalism

#### **Week 9 –**

- FERPA
- Stone, Chapters 4, 6, 7

- FERPA, Obligations to Court, Child Abuse & Reporting

### **Week 10 –**

- Stone 8, 9, 11
  - Sexual Harassment
  - Individual & Group Counseling

## **SECTION 4: RELEVANT ISSUES IN SCHOOL COUNSELING**

*Journal Articles listed below*

### **Week 11 –**

*Bullying, Cyber-bullying*

- Journal Articles will be provided online

### **Week 12 –**

*Response to Intervention*

- Journal Articles will be provided online

*Peer Helping*

- Journal Articles will be provided online
- Weekly Assignment (Peer Mentoring)

### **Week 13 –**

*Future of School Counseling & School Counselor/Principal Partnership*

- Journal Articles will be provided online

### **Week 14 –**

*Future of School Counseling & School Counselor/Principal Partnership*

- Journal Articles will be provided online
- Stone Chapter 4 - Ethics Advocacy
- Class Evaluations

### **Week 15 – December 13**

- Final Exam, Per WSU Academic Calendar

\*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.symplicity.com/public\\_accommodation](https://wayne-accommodate.symplicity.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; 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 \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit [TitleIX.wayne.edu](http://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 [TitleX.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](#) 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.