Course Information
Title: Introduction to School Counseling, Consulting, and Collaboration
SAC (Subject Area Code) & Number: CED 7105
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information
Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin 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.
## Course Learning Outcomes

<table>
<thead>
<tr>
<th>CACREP STANDARD (2016)</th>
<th>LEARNING OUTCOMES</th>
<th>WEEKS TAUGHT</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.G1a</td>
<td>1) Describe the history of school counseling including the ability to identify the key figures in the history and development of school counseling.</td>
<td>1</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>5.G1a</td>
<td>2) Describe the development and transformation of the school counseling profession and how the field is different today.</td>
<td>1,6</td>
<td>Mid-Term Exam Topic Presentation</td>
</tr>
<tr>
<td>2.F.8e,d,j 5.G1b,e</td>
<td>3) Explain the process of program evaluation (including use of assessments) and outcome measures.</td>
<td>2,3,5</td>
<td>Mid-Term Exam ASCA National Model paper</td>
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<tr>
<td>5.G1b,c,d,e 5.G2b 5G3f</td>
<td>4) Identify and describe student and program assessments and consultation used in P-12 education.</td>
<td>3,4,5, 11</td>
<td>Mid-Term Exam ASCA National Model paper Final Exam</td>
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<tr>
<td>5.G2b,d,k,l 5.G3a,c,d,e,l,m,n,o</td>
<td>5) Describe the components, domains, levels, and functions of ASCA’s comprehensive school counseling program model.</td>
<td>2,3,8</td>
<td>Mid-Term Exam ASCA National Model paper</td>
</tr>
<tr>
<td>5.G2g,h,i,k</td>
<td>6) Explain the role and function of the school counselor as advocate for student behavioral and mental health intervention</td>
<td>10,11,13</td>
<td>Topic Presentation Final Exam</td>
</tr>
<tr>
<td>5.G2g,h,k</td>
<td>7) Identify at-risk behavior in students</td>
<td>10,11,13</td>
<td>Mid-Term Exam Final Exam</td>
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</tbody>
</table>
5.G3d,i,k,o

8) Explain the process of becoming a culturally competent school counselor.

<table>
<thead>
<tr>
<th>All Weeks</th>
<th>Mid-Term Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Presentation</td>
<td>Final Exam</td>
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</tbody>
</table>

Course Materials

**Required Text**


- MyLab Counseling through Pearson MyLab

Assessment of Student Performance

<table>
<thead>
<tr>
<th>Participation</th>
<th>15 pts</th>
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</thead>
<tbody>
<tr>
<td>ASCA National Model Paper</td>
<td>25 pts</td>
</tr>
<tr>
<td>Midterm</td>
<td>25 pts</td>
</tr>
<tr>
<td>Presentation</td>
<td>22 pts</td>
</tr>
<tr>
<td>Online Work</td>
<td>28 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140 pts</strong></td>
</tr>
</tbody>
</table>

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 are 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 (6th 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 (2nd 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 with regard to 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 Abuse 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 presentation for instructor and classmates.

Online Work [28 total Points Possible]

MyLab will be used for the online portion of this class. Students will be required to complete online assignments by posted due date. 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.

**Grading System**

CED courses use the following Wayne State University College of Education graduate student grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74%</td>
</tr>
</tbody>
</table>

**Class Policies**

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, 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 the APA format only.

5. The instructor reserves the right to make modifications to the Syllabus.

**Wayne State University Policies**

**Religious Holidays (from the online Academic Calendar)**

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 (edited statement from the SDS web site):

- 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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately 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.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct: [https://doso.wayne.edu/conduct/student](https://doso.wayne.edu/conduct/student)

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
• 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.

• Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

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

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 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

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.

**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 (coe.wayne.edu/tbf/counseling/center-index.php). 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.
Class 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