

Course Syllabus
CNS 549
Counseling and Consultation
Spring Semester, 2022

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Catalog Description:

Presentation and discussion of research in guidance and counseling. Emphasizes theoretical and practical criticism of relevant studies in the field.

Purpose of the Course:

This course is designed to prepare school counseling students to respond effectively in critical situations within a school setting. Course work will introduce theory and professional expectations of school counselors in crisis situations, suicide assessment, and assisting students with issues related to substance abuse. Students will also be introduced to theory and role of consultation in schools. An emphasis of current issues and trends in the field of school counseling will be integrated throughout the course.

Required Text:

American Counseling Association. (2019). *Counselor Education in the 21st Century: Issues and Experiences*. Jane Atieno Okech, Deborah J. Rubel, editors. Alexandria, VA: Author.

American School Counselor Association. (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Course Objectives:

This course is specifically structured to meet the following 2016 CACREP Standards:

Core Curriculum Knowledge Outcomes:

Section II.G.1 – PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

c. counselors' roles and responsibilities as members of an interdisciplinary emergency

management response team during a local, regional, national crisis, disaster, or other trauma-causing event;
e. counseling supervision models, practices, and processes;

Section II.G.3. HUMAN GROWTH AND DEVELOPMENT

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;

School Counseling Program Area Knowledge Standards

FOUNDATIONS

A. Knowledge

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

ASSESSMENT

G. Knowledge

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.

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

COLLABORATION AND CONSULTATION

M. Knowledge

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

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

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.

4. Understands systems theories, models, and processes of consultation in school system settings.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

7. Knows school and community collaboration models for crisis/disaster preparedness and response

Course Requirements and Instructional Methodologies:

(A) Student Chapter Presentation from “Counselor Education in the 21st Century: Issues and Experiences” – All students are expected to complete the required reading as well as prepare a chapter presentation that includes supporting literature covering the chapter topics. Students should identify at least two articles (from scholarly journals) and one website or popular media to contribute to their chapter presentation. Feel free to include current events to assist you with this power point presentation. Be sure to include a reference slide. You will then enter your presentation to the Blackboard “Content” section. The final slide of your power point should include at least 3 ‘Questions to Consider’ to facilitate discussion with your classmates – you may use questions from the chapter or create your own. See appendix for assigned chapters and required posting dates. Enter on Content by Monday, February 28, 2022.

(B) Developing a Comprehensive School Counseling Program

This project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program. School counselors should develop and implement innovative programs to close the academic achievement gap and to increase access and equity for all students (e.g., increase access to rigorous courses, increase college access). The project will incorporate the National Standards for School Counseling Programs. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program that will be developed by each student. This project will be entered through “Content” on Blackboard by Monday, April 18, 2022. Guidelines for this project are as follows:

- Each student will decide if his/her level is – elementary, middle, or secondary.
 - The written project must include all the following sections (in order given):
1. **Description of Program**
 - a. Description of School Setting (fictional) to include: Name (fictional) – Level (E, M, H) and Grades – Address (fictional) – Number of students – Number of School Counselors/Level/Grades – Description of Student Populations
 2. **Belief/Vision/Mission Statements**
 - a. Professional **belief** statement, which will briefly describe the fundamental beliefs that you as a school counselor hold about students and what they need to be successful.
 - b. **Vision** statement, describe your vision for yourself as a professional school counselor and how you help your students. This vision looks 5-10 years into the future.
 - c. **Mission** statement, after reviewing the counseling program mission statements from other schools and districts, write a mission statement that reflects your beliefs about the purpose and goals of this school counseling program.
 3. **Program Information**
 - a. An educational piece explaining the school counselor’s role and position expectations.
 - b. A greeting to faculty and staff introducing the school counseling/guidance department,
 - c. A greeting to parents introducing the school counseling/guidance department.

4. Needs Assessment

A teacher survey assessing student issues, teacher concerns, student needs, etc.,

5. 3 School Counseling Program Goals

(1 each academic, career, & personal- social)

6. Timeline & Yearly Calendar (August through June)

for implementing activities, calendar of events, services, strategies, scheduling, programs

7. Classroom Guidance Lesson Plans

Classroom guidance curriculum schedule of at least 3 lessons with accompanying activities, be sure to address the 3 domains of Academic, Career, and Personal/Social.

Lesson plans should include full details of activities/handouts to be given to students.

Cite all sources. Please include a method for evaluating each activity. What data tools/methods {pre-post survey (written or oral), focus groups, evaluation measurements} will be used?

(C) Small Group Counseling Project

Develop a plan for one group counseling program that is gender specific, culture specific and addresses academic, career, or personal/social development while aligning with program goals. Include at least 4 session plans, include letter to parents, permission form and examples of any handouts/information given to students. Be sure to include data evaluation measurements (pre/post-tests). This project will be entered on Blackboard through "Content" by Monday, April 18, 2022.

(D) Complete all work on Blackboard for Forums I, II, & III (Read directions in "Announcements," "Content," and "Discussions.") .

(E) Review of Crisis Manuals – You will select two crisis manuals from different schools. Carefully review each crisis manual and pay close attention to the roles assigned to the school counselors and other administrators.

In your Comprehensive Program:

- Identify the role of the school counselor in the school crisis plan.
- Review the suicide assessment section of each crisis manual. Explore the similarities and differences of the type of assessment used. Is the assessment a checklist (quantitative) or is it based on a discussion (qualitative)?
- Address what the protocol is for the school counselor when a student states he/she has a plan to commit suicide?
- Consider the affects that crises, trauma, and disasters have on children and their ability to effectively learn in schools
What steps should the school counselor participate in to assist with the development of an effective crisis management team?
- Address issues to consider before, during and after a crisis.

Upload to “Content” by Monday, April 25, 2022.

Grading:

Book Chapter Presentation 10 points
Review of Crisis Manual Paper 10 points
School Counseling Program Project... 20 points
Small Group Counseling Project15 points
Blackboard Contributions 45 points

TOTAL 100 points

Grading Scale:

90 - 100 pts. A
80 - 89 pts. B
70 - 79 pts. C
60 - 69 pts. D
Below 60 pts. F

**PLEASE NOTE: THE CHAPTER CONSULTATION PAPER AND THE
REVIEW OF CRISIS MANUAL PAPER ARE TO BE UPLOADED TO THE
ELECTRONIC PORTFOLIO SYSTEM BY MONDAY, APRIL 25, 2022.**

ASSESSMENT SCALES — KNOWLEDGE OUTCOMES
CRITICAL PERFORMANCE
RUBRIC #1: STUDENT LED CONSULTATION

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
	Student has not met minimal requirements for this assignment. This reflects little and unsatisfactory progress in acquiring a knowledge base of school counseling, as well as an inability to satisfactorily conceptualize and apply this knowledge with classmates.	Student has met less than satisfactory requirements for this assignment. This reflects minimal progress in acquiring a knowledge base of school counseling, as well as minimal ability to conceptualize and apply this knowledge with classmates	Student has met the requirements for this assignment. This reflects satisfactory progress in acquiring a knowledge base of school counseling as well as an ability to conceptualize and apply this knowledge with classmates	Student has exceeded the requirements for this assignment. This reflects exemplary progress in acquiring a knowledge base of school counseling, as well as an ability to conceptualize and apply this knowledge with classmates.
Concise Presentation - Summary of chapter - clear, concise and well written				
Inclusion of at least 2 relevant references to scholarly journal article				
Inclusion of current events and or media				
Inclusion of at least 3 questions to guide discussion				
APA format reference slide				

ASSESSMENT SCALES — KNOWLEDGE OUTCOMES
CRITICAL PERFORMANCE

RUBRIC #2:

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
Description of Program - Description of Setting - Name/Address - Number of Students/Counselors/Level/ Grades - Description of Student Population				
Vision/Mission Statement - Clear, concise, well written - Access & equity - Mutual Belief System that all students can achieve - Indicates long range results for desired students; systemic impact - Aligns with mission of school/ instructional environment				
Calendar - Activities, services, programs etc. listed - User friendly and easy to comprehend - calendar clearly developed based on data - Reflects systemic thinking about school- wide programs and obligations				
Classroom Guidance Lesson Plans - 1 Academic Development - 1 Career Development - 1 Personal/Social Development - Evaluative method outlined - Lesson objectives are clear				
Small Group Counseling Project - Four sessions for small group developed - Parental Permission Form - Handouts - Letter to Parent - Evaluation methods outlined				
Program Information - General information /services provided - School Profile - Role of school counselor - Creative and professional				
APA Reference Sheet (2 pts) - APA Format - Inclusion of all sources appears evident				

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Policy on Participation and Late Assignments:

Academic Performance - As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance.

Students will be expected to participate in discussions, complete reading and turn-in assignments by the due dates, and interact in a professional manner. Course assignments are due on the date indicated in the syllabus. Assignments will generally not be accepted after the stated due date; cases of *extreme emergency* should be discussed with me. Assignments are due by the designated due date (and may be submitted early). Assignments should be posted on Blackboard in the designated areas.

Group Work - Students are expected to participate fully in group assignments; i.e., in-class and out-of-class group assignments are to be completed through group cooperation, problem-solving, and contribution of all members.

Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the **Professional Performance Review process and rubric**. The handbook discusses this and other important information.

Academic Dishonesty Policy (also see WKU Student Handbook):

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6th ed.) for direction on proper citation formatting. Plagiarism will result in grade of "F" for the entire course.

WKU defines plagiarism as the following:

To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism

Cheating is not tolerated and will result in the grade of "F." No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbook:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Informed Consent:

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as helping professionals. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

Students with Disabilities Who Require Accommodations:

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270.745.5004. or email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center."

COVID SYLLABUS STATEMENT

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a

face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC); 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information.
www.wku.edu/healthyonthehill

Library Services:

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at http://www.wku.edu/library/dlps/ext_camp.htm.

Rubric for Discussion Board Posts (Main and Response)

Main Post (5 points each). Main Posts are new threads that are responses to the instructions for each chapter. Main posts must be submitted with enough time prior to the due date so that others can respond accordingly. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all questions noted in the assignment prompt, supported by references from the assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (Posts should be single spaced.)
- E. Timeliness (the main post should be made days before the discussion closes so that others can post responses).

Response Post (2.5 points each). For any given Blackboard discussion forum, students must submit at least one response to another student's main post. Response posts should illustrate that the student has read all postings per that chapter. Requirements of each response post include the following:

- A. At least 100 words in length

- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling **(Posts should be single spaced.)**
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubric for Main and Response Posts:

Criteria	10 Points Possible	6 Points Possible	3 Point Possible
MAIN POST			
Critical Thinking/Application	Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on chapter question. Incorporation of references from the topic's associated readings. (5 points for each post)	Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not support that student read the entire discussion.	Lack of critical thinking and application. Limited evidence that required reading was completed and applied. References are not used, do not apply to the chapter question or the post being responded to, or appear haphazardly chosen.
Formatting, Grammar and Word Count			No mistakes. Word count met.
Timeliness			On time. Post is made so other students have time to read.
Response Post	Response post is excellent in the areas (a) critical thinking/application; (b) formatting, grammar, and word count (2.5 for each)	Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application; (b) formatting, grammar, and word count (2)	Post hardly meets the required criteria. (1)

Course Schedule

Suggested Dates	Chapter Topics to read in "Counselor Education in the 21 st Century" and "The ASCA National Model"	Assignments Due
Forum I (Respond to questions on Discussion Board)		
January 18, 2022	Chapter 1 Introduction to Counselor Education in the 21 st Century Chapter 2 Teaching Chapter 3 Supervision in the Counselor Education Context Chapter 4 Advising and Mentoring in Counselor Education	ASCA National Model Introduction Executive Summary
		ASCA Section 1: Define
		ASCA Section II: Manage Program Focus
		February 28, 2022
Forum II		
February 28, 2022	Chapter 5 Admissions and Gatekeeping Processes Chapter 6 The Practice of Scholarship, Research, and Grant Writing in Counselor Education	ASCA Section II: Program Planning
	Chapter 7 Faculty Tenure, Promotion, and Tenure Processes Chapter 8 Adjunct, Part-Time faculty, and Nontenured Positions in Counselor Education	
		March 28, 2022
	In Class Activities - (N/A when course is taught in a WEB format)	

Suggested Dates	Chapter Topics to read in "Counselor Education in the 21 st Century" and "The ASCA National Model"	Assignments Due
Forum III		
March 28, 2022	Chapter 9 Administration (Program Coordinator, Department Chair, Associate Dean, or Dean) in Counselor Education	ASCA Section III: Deliver
	Chapter 10 Professional Leadership at the State, Regional, National, and International Levels	<ul style="list-style-type: none"> ASCA Section IV: Assess
	Chapter 11 Service in the Counselor Education Context Chapter 12 Collegiality and Wellness	<ul style="list-style-type: none">
		<ul style="list-style-type: none">
		<ul style="list-style-type: none">
		<ul style="list-style-type: none">