

Western Kentucky University
Department of Counseling and Student Affairs
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COURSE

CNS 548 Principles and Practices of Counseling (Fall, 2023). Course participants will learn how to design and implement guidance, counseling, and career services at various school levels, as well as best practices in facilitating and advancing student learning.

PURPOSE OF THE COURSE

This course is designed to prepare school counseling students to design and implement comprehensive developmental school counseling programs at the elementary, middle, and secondary levels. This course will also focus on effective guidance, counseling, and career services for all students.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the KY EPSB Standards noted below.

KY EPSB

4.2. ADVOCACY FOR EFFECTIVE SCHOOL COUNSELING PROGRAMS

- 4.2.a. Competencies to advocate for school counseling roles
- 4.2.b. School counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies
- 4.2.c. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development. *
- 4.2.d. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate. *
- 4.2.e. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
- 4.2.f. Legislation and government policy relevant to school counseling.
- 4.2.g. Legal and ethical considerations specific to school counseling.

4.3. STRATEGIES OF LEADERSHIP DESIGNED TO ENHANCE THE LEARNING ENVIRONMENT OF K-12 SCHOOLS

- 4.3.b. Qualities and styles of effective leadership in schools.
- 4.3.c. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
- 4.3.g. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
- 4.3.h. Legislation and government policy relevant to school counseling.
- 4.3.i. Legal and ethical considerations specific to school counseling.

Course Text: (Required)

American Counseling Association. (2019). *Critical Incidents in School Counseling* (3rd ed.).

Alexandria, VA: American Counseling Association.

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

Recommended Reading List:

Glasser, W. (1998). *The quality school: Managing students without coercion*. New York: Harper Collins.

Glasser, W. (1998). *The quality school teacher*. New York: Harper Collins.

Glasser, W. (2008). *Every student can succeed*. Chatsworth, CA: William Glasser, Inc.

Please Note:

- a. Additional assigned and supplemental course readings and resources may be available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.
- b. Students are expected to complete reading assignments for all class discussions on Blackboard before interacting with classmates.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time, they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, Blackboard assignments, class discussions, experiential activities, class presentations, power-point presentations, recorded counseling sessions, skills practice in groups of three or more, exams, and communication between the student and professor through written work prepared outside of class. All information is strictly confidential and is meant for learning purposes only. Under no circumstances should anyone's personal information be shared outside the context of the discussion or the class.

In this course, regular and substantive interaction will take place in the following ways:

- Faculty participation in weekly discussion boards, providing constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides student to the next level of learning.
- Instructor's expectations for the nature and frequency of student participation are clearly stated in the Course Syllabus and on Discussion Board.
- Setting assignments and assessment deadlines throughout the term of the class.

COURSE REQUIREMENTS

Attendance and Participation

Face-to-face and Live Synchronous ZOOM Meetings

Attendance is required during all scheduled class meetings. Students are responsible for all information if class is missed. Students are expected to come to class having completed all assigned readings and activities so that they can fully participate in class discussions. Attendance and participation points are earned for attending the entire class session and demonstrating thoughtful conceptualization of the required reading.

When attending class virtually, to earn points for attendance, students must use the video option during the entirety of the class; be in a stationary and distraction-free environment; arrive on time; and dress appropriately.

Web-Enhanced, Blackboard Discussion and Posts

If Blackboard posts are required, they are due prior to the next BBD discussion or class session and must be completed as scheduled. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstances.

Main Post. Main posts are new threads that are responses to the instructions for each lesson or topic. Main posts must be submitted with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submitted, it is recommended that all documents are first written and saved into word. Documents can be cut and pasted by opening <HTML> function. Requirements for each Main Post include the following:

- A. At least 250 words in length
- B. Response to prompt; specific answers provided to the prompt, supported by references from the week or topic's 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 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion begins. If the class typically meets face-to-face on Monday; this is considered the first day of a Blackboard activity/discussion.)

Response Post. For any given Blackboard discussion, students may be required to submit at least one Response to another student's main post. To earn credit for the response post, the entire discussion must be read. 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; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings

- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows:

Criteria	10 Points	6 Points	3 Points
Critical Thinking/Application	<p>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 prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated headings.</p> <p>No mistakes in formatting, grammar. Word count met.</p>	<p>Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion. Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting.</p> <p>Partially met: No mistakes in formatting, grammar. Word count</p>	<p>Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.</p> <p>Partially or not met: No mistakes in formatting, grammar. Word count.</p>
Timeliness			Post made on time as noted in the syllabus and/or instructed by the professor; with enough time for students to read and respond.
Response Post	Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar	Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application	Post hardly meets all the criteria (1 point)

	and word count; and (d) timeliness.. (5 points)	(limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting, grammar, and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content. (3 points)	
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EACH STUDENT is expected to:

1. Actively participate and contribute to the learning process within the class, follow all homework assignments listed on Blackboard 7, and complete all projects on time (KY EPSB Standards 4.2.a., 4.2.b., 4.2.c., 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.). Review “Announcements” and “Content” on Blackboard throughout the course for information and directions.
2. Make an appointment with a certified school counselor to review the guidance program being used in his/her school. After the interview, briefly compare the program you discussed to the comprehensive, developmental school counseling program we are studying in this course and then develop a comprehensive developmental program proposal that you think would enhance academic achievement, personal/social adjustment, and career development for students (Key Assessment KY EPSB Standards 4.2.c., 4.2.d.) [Scoring rubric and directions are attached].
3. Write a paper (4-6 pages) demonstrating your knowledge of the basic aspects of a comprehensive developmental school counseling program. (Key Assessment KY EPSB Standards 4.2.c., 4.2.d.)
4. Complete a comprehensive Final Exam. Access through Tests and Quizzes on Blackboard. (KY EPSB Standards 4.2.a., 4.2.b., 4.2.c. 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.)

Performance Criteria: Scoring Rubrics will be used to help determine the levels of performance.

NOTE: Students in CNS 548 will be required to electronically enter two Key Assessments: a Program Proposal for a comprehensive developmental school counseling program and a 4-6 Page Paper demonstrating their understanding of the basic aspects of a comprehensive developmental school counseling program. Scoring Rubrics and directions are attached.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Discussion Board Assignments	100 points possible
Program Proposal	100 points possible

4-6 page paper on basic program elements	100 points possible
Comprehensive Final Exam	100 points possible
Total Points Possible	400 (Divide by 4 for course grade)

Grades will be assigned according to total points as follows:

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

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

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, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

COVID 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.

ACADEMIC INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling 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. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

	TOPICS AND REQUIRED READING	ASSIGNMENTS DUE
August 21, 2023 Section 750	<p>Forum I Reading Assignments from “Critical Incidents in School Counseling” - American Counseling Association (2019)</p> <p>Chapter 1 “Introduction” Chapter 2 “I Never Thought I Would Be in This Position as a Supervisor” Chapter 3 “Is This Really What I Went to School For?” Chapter 4 “When Is There Time for Me? How Do I Cope?” Chapter 5 “What About One’s Religious Beliefs?”</p> <p>Discussion Board Questions from each reading assignment (Follow directions for Forum I on Discussion Board)</p> <p>(KY EPSB Standards 4.2.a., 4.2.b., 4.2.c., 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.)</p>	<p>Main and Response Posts on Discussion Board for Forum I – Complete by Monday, September 25, 2023 (Review Rubric for Main and Response Posts)</p>
September 25, 2023 Section 750 WEB	<p>FORUM II Reading Assignment from “Critical Incidents in School Counseling” – American Counseling Association (2019)</p> <p>(KY EPSB Standards 4.2.a., 4.2.b., 4.2.c., 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.)</p> <p>Chapter 6 “Who Will Advocate If I Don’t?” Chapter 7 “How Did All of This Come Into My School?” Chapter 8 “Suicide: Who Are You Going to Call?” Chapter 9 “What Do I Do When My Supervisor Lacks Supervision?” Chapter 10 “We’re Counseling as Fast as We Can! Trapped in the Cracks of the System</p> <p>(Reading Assignment from “ASCA National Model: A Framework for School Counseling Programs” – (2019)</p>	<p>Main and Response Posts on Discussion Board for Forum II – Complete by Monday, October 30, 2023. (Review Rubric for Main and Response Posts)</p> <p>(Key Assessment KY EPSB Standards 4.2.c., 4.2.d.) 4–6-page Basic Program Elements Paper Due 10.20.23.</p>

	<p>(KY EPSB Standards 4.2.a., 4.2.b., 4.2.c., 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.)</p> <p>Section II Manage Program Focus Program Planning</p> <p>Section III Deliver Direct Student Services Indirect Student Services)</p> <p>Discussion Board Questions from Chapters 6-10 in “Critical Incidents in School Counseling” (Follow directions for Forum II on Discussion Board)</p> <p>(KY EPSB Standards 4.2.a., 4.2.b., 4.2.c., 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.)</p>	
October 30, 2023 Section 750 WEB	<p>FORUM III Reading Assignments from “Critical Incidents in School Counseling” – American Counseling Association (2019)</p> <p>Chapter 11 “When It Rains, It Pours! Where Do I Begin to Help?” Chapter 12 “Now That I Stand Up, How Do I Survive” Chapter 13 “Prepared and Not Prepared: Which Culture Decides?” Chapter 14 “Not Enough Books and Too Many Students” Chapter 15 “Blowing Up in Science Class or Getting Trapped in the System</p> <p>Discussion Board Questions from Chapters 11-15 (Follow directions for Forum III on Discussion Board)</p> <p>(KY EPSB Standards 4.2.a., 4.2.b., 4.2.c., 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.)</p>	Main and Response Posts on Discussion Board – complete by, November 27, 2023. (Review Rubric for Main and Response Posts)
November 17, 2023 Section 750 WEB	(Key Assessment KY EPSB Standards 4.2.c., 4.2.d.) Comprehensive School Counseling Program	Due 11.17.23.

	Final Exam (Chapters 1-15) Access through Tests and Quizzes on Blackboard. (KY EPSB Standards 4.2.a., 4.2.b., 4.2.c., 4.2.d., 4.2.e., 4.2.f., 4.2.g., 4.3.b., 4.3.c., 4.3.g., 4.3.h., 4.3.i.)	Due 12.07.23.

CNS 548: Principles and Practices of School Counseling

Semester: Spring_____

Name: _____ Faculty Name: _____

Key Assessment KY EPSB 4.2.c., 4.2.d.

School Counseling Program Proposal

After interviewing a professional school counselor, develop a counseling program that you think would be most effective in enhancing academic achievement, personal/social adjustment, and career development for students; include program components (See Sections 1-4, ASCA National Model), distribution of total counselor time, plan for program evaluation, and your rationale for the program (Key Assessment KY EPSB 4.2.c., 4.2.d.).

Demonstrates knowledge of planning, implementing, and evaluating a comprehensive developmental school counseling program. (KY EPSB 4.2.c., 4.2.d.)	Exemplary (4) Paper illustrated a clear understanding of this Standard.	Standard Met (3) Paper meets the requirements for this Standard.	Standard Partially Met (2) Paper illustrates inaccurate interpretation of Standard.	Standard Not Met (1) Paper is incomplete according to directions on the syllabus.
Demonstrates a basic understanding of the ASCA Mindset Standards. (KY EPSB 4.2.c., 4.2.d.)				
Demonstrates a basic understanding of the ASCA Behavior Standards. (KY EPSB 4.2.c., 4.2.d.)				
Demonstrates knowledge of current methods using data to inform decision making and accountability. (eg., school improvement plan, school report card). (KY EPSB 4.2.c., 4.2.d.)				
Understands the importance of analyzing the school data to inform the selection of Mindsets and Behaviors Standards for focus. (KY EPSB 4.2.c., 4.2.d.)				
Understands the importance of reviewing school data to identify gaps in				

achievement, attendance, discipline, opportunity, and resources. (KY EPSB 4.2.c., 4.2.d.)				
Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (KY EPSB 4.2.c., 4.2.d.)				
Understands the important role of the school counselor as a system change agent. (KY EPSB 4.2.c., 4.2.d.)				
Understands the school counselor's role in assessing their progress toward the design and delivery of a comprehensive school counseling program. (KY EPSB 4.2.c., 4.2.d.)				

Comments:

CNS 548 - Basic Program Elements Paper**Semester: Spring _____****Name: _____ Faculty Name _____*****Key Assessment KY EPSB Standards 4.2.c., 4.2.d.***

Students will write a 4-6 page paper demonstrating their knowledge of basic aspects of the school counseling program with emphasis on the relationship of the school counseling program to the academic mission of the school, strategies designed to close the achievement gap, curriculum design, and various forms of needs assessments.

Basic School Counseling Program Elements Paper (4-6 pages)	Exemplary (4) Student's paper illustrates a clear understanding of the Standard.	Standard Met (3) Paper meets the requirements of the Standard.	Standard Partially Met (2) Paper illustrates an inaccurate interpretation of the Standard.	Standard Not Met (1) Paper is incomplete according to the Standard and the directions on the syllabus.
Demonstrates an understanding of the relationship of the school counseling program to the academic mission of the school. (KY EPSB 4.2.c., 4.2.d.)				
Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student success, and prevent students from dropping out of school. (KY EPSB 4.2.c., 4.2.d.)				
Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material. (KY EPSB 4.2.c., 4.2.d.)				
Identifies various forms of needs assessments for academic, career, and				

personal/social development. (KY EPSB 4.2.c., 4.2.d.)				
Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (KY EPSB 4.2.c., 4.2.d.)				
Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (KY EPSB 4.2.c., 4.2.d.)				

Comments: