

**Course Number and Sections(s):** **COU 602 – 001**

**Course Name:** **Orientation to School Counseling**

**Semester and Year:** **Fall 2021**

**Instructor:** **Dori Glance, Ph.D.**

**Office Address:** **MEP 203D**

**NKU E-mail:** **glanced1@nku.edu**

**Office Hours:** **By Appointment – Just email me!**

**Course Description:** A foundations course designed to increase students' knowledge base of the profession of school counseling including the history of the profession, current issues, and future trends. Students will learn about professional organizations and ethical guidelines and will focus on the role of school counselors in becoming advocates for students and leaders in the school environment. The organization, administration and delivery of school counseling services in grades K-12 (elementary, middle, and secondary schools).

Prerequisites (recommended, if applicable): **Matriculation in counseling program or approval of department chair.**

**Student Learning Outcomes**

**CACREP Standards, Section 2**

Students will have knowledge of:	CACREP <sup>1</sup>	Class Assignments	Cross-curricular experiences
History and philosophy of the counseling profession and its specialty areas	F.1.a	Readings; exams	COU 601
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	F.1.c	Professional advocacy; school counselor interview; readings; exams	COU 601
The role and process of the professional counselor advocating on behalf of the profession	F.1.d	Professional advocacy	COU 601
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	F.1.e	Professional advocacy; school counselor interview	COU 601
professional counseling organizations, including membership benefits, activities, services to members, and current issues	F.1.f	Readings; in-class discussion	COU 601
professional counseling credentialing, including certification, licensure, and	F.1.g	Readings; in-class discussion	COU 601

accreditation practices and standards, and the effects of public policy on these issues			
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	F.1.i	Readings; exams	COU 601
current labor market information relevant to opportunities for practice within the counseling profession	F.1.h	Readings; exams; school counselor interview; school counselor panel	
technology's impact on the counseling profession	F.1.j	Reading; exams; school counselor interview	COU 601
self-care strategies appropriate to the counselor role	F.1.l	Readings; school counselor interview	COU 601
the role of counseling supervision in the profession	F.1.m	Readings; school counselor interview	COU 601
theories, models, and strategies for understanding and practicing consultation	F.5.c	Readings; exams; School Counselor Interview Paper	COU 693; COU 692
history and development of school counseling	G.1.a	Readings; exams	
models of school counseling programs	G.1.b	Readings; exams	COU 654
models of P-12 comprehensive career development	G.1.c	Readings; exams	COU 630
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	G.2.a	Readings; exams; School Counselor Interview Paper	COU 693; COU 692
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	G.2.b	Readings; exams; School Counselor Interview Paper	COU 693; COU 692
school counselor roles in relation to college and career readiness	G.2.c	Readings; exams; School Counselor Interview Paper	COU 630
school counselor roles in school leadership and multidisciplinary teams	G.2.d	Readings; exams; School Counselor Interview Paper	COU 693; COU 692
competencies to advocate for school counseling roles	G.2.f	Professional Advocacy Assignments; readings; exams	COU 693; 692
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	G.2.g	Readings; exams	COU 670

common medications that affect learning, behavior, and mood in children and adolescents	G.2.h	Readings; exams	
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	G.2.i	Readings; exams	COU 621; COU 670
qualities and styles of effective leadership in schools	G.2.j	Readings; exams; school counselor interview paper; professional identity paper	COU 693; COU 692
community resources and referral sources	G.2.k	Readings; exams; school counselor interview	COU 693; COU 692
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	G.2.l	Readings; exams	COU 693; COU 692
legislation and government policy relevant to school counseling	G.2.m	Readings; exams; professional advocacy	
legal and ethical considerations specific to school counseling	G.2.n	Readings; exams	COU 601; COU 693; COU 692
use of developmentally appropriate career counseling interventions and assessments	G.3.e	Readings; exams	COU 630
techniques of personal/social counseling in school settings	G.3.f	Readings; Basic Skills Block	COU 640; COU 692; COU 693
strategies to facilitate school and postsecondary transitions	G.3.g	Readings; exams	COU 693; COU 692
interventions to promote college and career readiness	G.3.j	Readings; exams	COU 630

## Required Materials

[Transforming the School Counseling Profession \(5<sup>th</sup>\) Erford: ISBN: 9780134610597](#)

## Course Assignments

**1. Examinations (3x100 points):** There will be three in-class examinations covering course materials. See course schedule for dates and content.

**2. Class Participation:**

Active participation in class discussions is required (i.e., EVERY PERSON SPEAKS, EVERY CLASS). Effective class participation includes: respectful and non-dominating involvement in class discussions, consultation role-plays, equal participation in group work, and initiative and investment in course activities. In addition, participation will include leading and participating in class discussions during each class period.

Specifically, class participation will be graded on the following activities:

**Current News:** Each week, one student will prepare a short presentation of a “current news” event featuring an issue relevant to school counselors and our profession.

**Large/Small Group Discussions:** Each week, you will be placed in small groups of ~3 for discussion. Each week, an assigned group member will choose a

chapter-related topic of their choice, prepare discussion prompts and lead a discussion regarding that topic with your small group. A schedule of leaders and participants will be maintained by each small group.

**3. Professional Advocacy (5x10 points)**

Professional advocacy, awareness of professional issues, and involvement in networks that effect positive change for our profession is a critical aspect of your development as a professional school counselor. Throughout the semester, students will participate in advocacy activities of their own choosing. Students can engage in activities such as attending meetings, sending emails or letters to legislators, etc. Additional details will be provided in class.

**4. School Counselor Interview (50 points)**

Each student will interview a school counselor of their own choosing. Students will arrange a time to meet with the school counselor, ask questions regarding their schools, their programming, goals, etc. Students will provide a written report of their interviews. Additional details will be discussed in class. Rubric on Canvas.

**5. Professional Identity Paper (50 points)**

Students will create a 3-4 page paper clearly presenting a conceptualization of your professional identity as a school counselor. The paper should have a clear organization, focus solely on your professional identity, and conclude with an implications section for your professional practice as a school counselor. Rubric on Canvas.

### Submission of Assignments

**Assignments turned in late will not be accepted for credit.** Assignments are due by the date indicated on the syllabus. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

### Course Grading

Examinations (3x100):	300 points
Professional Advocacy (5x10)	50 points
School Counselor Interview	50 points
Professional Identity Paper	50 points
<b>Total:</b>	<b>450 points</b>

### Grading Scale

- A: 93.00-100.00
- A-: 90-92.99
- B+: 87-89.99
- B: 83-86.99
- B-: 80-82.99
- C+: 77-79.99
- C: 73-76.99
- F: 0-72.99

### Grading Feedback

Students should expect feedback on assignments within one week of submission except when faculty provides notification via announcement of a different timeline.

### Final Exam Information (recommended, if applicable)

Exam three will serve as our final exam.

### **Tentative Course Schedule**

- Week 1: Aug. 23
  - Reading: Syllabus Review
- Week 2: Aug. 30
  - Reading: Ch. 1, 2, History of School Counseling Powerpoint on Canvas
  - Assignment: Lecture on Canvas
- Week 3: Sept. 6
  - Reading: None
  - Assignment: No Class – Labor Day
- Week 4: Sept. 13
  - Reading: Ch. 3, 4
  - Assignment: Lecture on Canvas
- Week 5: Sept. 20
  - Reading: Ch. 5
  - Assignment: Lecture on Canvas; School Counselor Interview due by 4:30
- Week 6: Sept. 27
  - Assignment: Exam 1
- Week 7: Oct. 4
  - Reading: Ch. 6
  - Assignment: Lecture on Canvas
- Week 8: Oct. 11
  - Reading: Ch. 7, 8
  - Assignment: Lecture on Canvas
- Week 9: Oct. 18
  - Reading: None
  - Assignment: No Class – Fall Break
- Week 10: Oct. 25
  - Reading: Ch. 9, 10
  - Assignment: Lecture on Canvas
- Week 11: Nov. 1
  - Assignment: Exam 2
- Week 12: Nov. 8
  - Reading: None
  - Assignment: No Class – Mental Health Day
- Week 13: Nov. 15
  - Reading: Ch. 11, 12
  - Assignment: Lecture on Canvas; School Counselor Panel – Come prepared with at least 3 questions to ask!
- Week 14: Nov. 22
  - Reading: Basic Skills Block
  - Assignment: Readings on Canvas
- Week 15: Nov. 29
  - Reading: Ch. 13, 14
  - Assignment: Lecture on Canvas; Professional Identity Paper due by 4:30
- Week 16: Dec. 6
  - Reading: Ch. 15, 16, 17
  - Assignment: Lecture on Canvas
- Finals Week: Dec. 13

- Assignment: Exam 3

## **Course Policies**

### **Attendance Policy:**

**Attendance is expected. If you are going to miss class, please notify me in advance via email at [glanced1@nku.edu](mailto:glanced1@nku.edu).**

### **Non-Attendance Policy**

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance. Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

### **Communication**

Students are expected to check their email and Canvas site regularly (2-3 times week). Students should expect responses to emails within 1-2 business days. Emails may not be returned on weekends.

### **Classroom Behavior Policies:**

The work done in this course is subject to the Graduate Student Honor Code/ Appeal Policies and the College of Education and Human Services Code of Ethics and Procedures for Violation. The Graduate Student Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. A copy of the Honor Code may be found on the NKU website at [http://deanofstudents.nku.edu/codes\\_and\\_policies/graduate\\_honor\\_code/index.php](http://deanofstudents.nku.edu/codes_and_policies/graduate_honor_code/index.php). A copy of the College of Education and Human Services Code of Ethics and Procedures for Violation may be found on the NKU website at [http://coehs.nku.edu/gradprograms/docs/Graduate\\_Code.pdf](http://coehs.nku.edu/gradprograms/docs/Graduate_Code.pdf).

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice (<http://www.cacounseling.org/codeofethics.pdf>) and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors (<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>) and will be accountable to the Counseling program.

### **Technology Etiquette**

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, checking the score of the Reds game, managing email, instant messaging {do y'all still do that?}, etc.).

## Accommodations Due to Disability

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office for Student Accessibility (OSA) in SU 303. To receive academic accommodations for this class, please obtain the proper OSA forms and meet with me at the beginning of the semester. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

## Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

## Name/Pronoun

My gender pronouns are she/her. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

## Changes in the Syllabus

The syllabus is a projection of what I anticipate for the course. I reserve the right to modify the syllabus in order to adjust to changing circumstances and will notify the course of any modifications.

## Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Class Attendance (3 hrs/wk x 16 wks)	= 48 Hours
Readings (3 hrs/wk x 16 wks)	= 48 Hours
Professional Advocacy	= 8 Hours
School Counselor Interview	= 10 Hours
Professional ID Paper	= 10 Hours
Examinations	= 18 Hours
<b>Total</b>	<b>= 142 Hours</b>

## Other Information

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.

