Instructor: Tammy D Villanueva PhD, LPC-S  
Office: Adjunct Instructor Offsite  
Email: Tammy.Villanueva@sfasu.edu

Course Time: Online  
Class begins October 15 to December 11  
Office Hours: Adjunct, via email  
Credits: 3 hours

Course Description:
A general survey on the role and responsibilities of the professional school counselor K-12.

The course is an induction into the field of professional school counseling and includes a study of the history and emergence of school counseling and guidance and the transformed role of the school counselor. Students will become familiar with the Texas model for a comprehensive, development guidance and counseling program and the American School Counselor Association’s National Model and Standards for School Counseling Programs and how these standards impact the school counseling profession.

Course Format:
This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

COVID-19 has changed the format of the class and how things will be completed. SFASU has taken additional precautions to try and keep students health and well-being a primary responsibility. Counseling Skills and Techniques currently has 18 students registered, but there are limitations on student capacities in classrooms to allow for social distancing. HTSC 314 allows 11 students in class. Students will be split into two groups and will alternate attending classes face to face to practice necessary counseling skills. This class will be considered a hybrid class because there will be work online, quizzes to confirm you have read content in the books, and a face to face component to work on skills. The very first class on August 27, 2020 will be conducted via zoom.

Required Texts/Programs:

LiveText/Watermark Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Failure to complete LiveText assignments will result in a grade of WH in the course.


Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

COVID-19 MASK POLICY
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Program Learning Outcomes:

**Professional Orientation and Ethical Practice (CACREP 2.F.1)**
Students articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Diversity (CACREP 2.F.2)**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Human Growth and Development (CACREP 2.F.3)**
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

**Career Development (CACREP 2.F.4)**
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Counseling and Helping Relationships (CACREP 2.F.5)**
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work (CACREP 2.F.6)**
Students demonstrate competency in preparing and facilitation of group counseling.
Assessment and Treatment Planning (CACREP 2.F.7)
Students identify effective assessment strategies to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students evaluate research methods to inform evidence-based practice.

The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Master of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission.

Objectives/Learning Outcomes:
Through the activities and objectives in COU 524 students will become prepared, competent successful, caring, and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular online participation, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas.

As described in this syllabus, COU 524 follows the mission, vision, and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet CACREP, SBEC, and CAEP standards as described in the following matrix:

**COMPETENCIES/STANDARDS/GOALS**

Student will demonstrate understanding of the following:
- Use basic listening skills necessary to establish rapport and actively listen to clients.
- Critique sessions conducted by self and by others in the class.
- Apply micro skills learned throughout the semester, such as silence, summarizing, paraphrasing, and use of open-ended questions.
- Value the structure and flow of a counseling session: including having a working knowledge of data gathering, forming hypotheses, identifying key issues/dynamics, developing treatment goals and objectives, and the use of various forms to assist in record keeping.
- Investigate key ethical concepts counselors must address to provide effective client care.
- Author a basic client progress report.
- Apply specific counseling strategies and techniques in specific situations.
- Examine the licensure process and the professional side of maintaining a counseling practice.
- Value dual relationships, boundaries, transference, the limits of confidentiality, and the ACA ethical guidelines.

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<tr>
<th>Objectives Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
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<tr>
<td>Foundations History and development of school counseling</td>
<td>Lecture, textbook</td>
<td>Philosophy Paper</td>
<td>CACREP SCH G.1.a</td>
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<tr>
<td>Understands models of school-based collaboration and consultation</td>
<td>Lecture, Textbook</td>
<td>Online Activities</td>
<td>CACREP SCH G.1.d</td>
</tr>
<tr>
<td>Can identify community resources and referral sources</td>
<td>Lecture</td>
<td>Resource Guide Project</td>
<td>CACREP SCH G.1.k</td>
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</table>
Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

| Understands school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma | Lecture, journal articles, class activities | Crisis Management Plan |

Recognizes characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

| Identifies legislation and government policy relevant to school counseling | Online module | Case studies and quiz |

Understand legal and ethical considerations specific to school counseling

| Identifies interventions to promote academic achievement | Lecture, journal articles, class activities | Action Research Project |

Identifies techniques of personal/social counseling in school settings

| Describes strategies to facilitate school and postsecondary transitions | Lecture, class activities | Transition Plan |

Develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

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<th>Course Requirements:</th>
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<tr>
<td>Grades will be assigned based in the quality of each student’s fulfillment of the course requirements as described in Brightspace. Rubrics will be provided for all activities in which students receive points.</td>
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<td>• <strong>Online Discussions and Activities:</strong> each student will participate in online discussions and other module activities.</td>
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<td>• <strong>Professional Orientation Interview and Shadowing (200 points):</strong> to demonstrate familiarity with the school counseling profession each student will be expected to visit a school campus and interview a school counselor (at any level). The student will develop at least 10 interview questions of their own based upon what they wish to learn about school counseling in each specific level. The student will write a report on their experience that includes the date of the interview, name and location of school, name and level of school counselor, questions asked, the interviewees answers, and your reaction to their answers. Follow APA writing guidelines on the final product.</td>
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<tr>
<td>• <strong>Philosophy Paper (100 points):</strong> Students will write a paper on their philosophy of school counseling. Details on the paper will be provided in D2L.</td>
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Grading Criteria

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<td>A</td>
<td>89.5% or above</td>
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<td>B</td>
<td>79.5% to 89.4%</td>
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<tr>
<td>C</td>
<td>69.5% to 79.4%</td>
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<tr>
<td>D</td>
<td>59.5% to 69.4%</td>
</tr>
<tr>
<td>F</td>
<td>59.4% or below</td>
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**If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Failure to complete LiveText assignments will result in a grade of WH in the course.

**FEM Statement:** FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

**Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation.
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Other Policy Information**

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature
of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam.
- falsifying or inventing of any information, including citations, on an assignment.
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person.
- submitting a work that has been purchased or otherwise obtained from the Internet or another source.
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

http://www.msresource.com/format.html
http://owl.english.purdue.edu/owl/printable/589/

Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

ACA Code of Ethics

All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

https://www.counseling.org/resources/aca-code-of-ethics.pdf

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

***RUBRICS will be provided for all assignments in D2L

Course Outline/Calendar (Homework assignments will be announced in class the week before they are due)
*****All dates and assignments subject to change depending on course needs and circumstances. Notices will be provided in advance.
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**Family-School-Community Connections**

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<th>Article: <em>A Model for Building Partnerships</em></th>
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<td>Article: <em>A Model for Building Partnerships</em></td>
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**Legal and Ethical Issues in School Counseling**

- Special Education
- Section 504
- Texas Laws

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<td>Article: <em>Ethical Dilemmas for School Counselors</em></td>
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<td>Article: <em>Ethics Quiz for School Counselors</em></td>
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**Diversity in Schools**

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<td>ITBS Interpretation</td>
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<td>Application of RTI</td>
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<td>Crisis Management in Schools</td>
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<td>The Role of the School Counselor in Crisis</td>
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<td>Success Skills: Improving Academic Achievement for all Students</td>
<td>Article: Helping Students Improve Academic Achievement and School Success Behavior</td>
<td>Helping Students Improve Academic Achievement Reflection</td>
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<td>Improving Academic Achievement Reflection</td>
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<td>Effects of School Success Skills Reflection</td>
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- Individual Planning
- Classroom Guidance
- Small Group Counseling
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<th>发现问题</th>
<th>Due Date</th>
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<td>Final Assignments</td>
<td>Philosophy Paper Professional Orientation Interview and Shadowing</td>
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Article: Effects of School Success Skills Program on Executive Functioning, Feelings of Connectedness, and Academic Achievement in a Predominantly Hispanic Low-Income Middle School District