



EDCO 5243: Guidance Services in Schools Spring, 2014

Revised December 2013

Instructor Information: <http://www.uta.edu/faculty/mlcrow/current.html>

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Instructor Web Site:	http:// www.uta.edu/faculty/mlcrow/
Course Web Site:	http:// www.uta.edu/faculty/mlcrow/

Course Information:

Course Title:	Guidance Services in Schools
Course Number:	EDCO 5243
Semester:	Spring, 2014
Course Location and Time:	<i>Mondays, 5:30 to 7:30 PM, Room TBA</i>

Course Learning Outcomes:

The student will be able to:

- Describe the current activities and duties of school counselors
- Describe and explain the ASCA Student Standards (2008) and the ASCA National Model: A Framework for School Counseling Programs (2012)
- Research, plan, and create guidance lessons that can be implemented immediately in schools.
- Create an Ideal Counseling Program for your future implementation
- List professional publications that deal with guidance and counseling
- Define terms listed in text glossary

Textbooks

Required

1. American School Counselor Association, ASCA National Model: A Framework for School Counseling Programs, 3E, (2012)
2. Schellenberg, R. The School Counselor's Study Guide for Credentialing Exam, Routledge, 2012. pp. 447- 454 especially.

Course Requirements:

I. Four Guidance Lessons or School Projects/Programs, etc. = 60 points.

Below are listed a number of projects from which you must choose 4 to accomplish this semester. Each will requires that you read material from your textbook as well as research and other information from the professional journals and other current books. You may also use information gained from your interviews with school counselors if it is appropriate.

Each project must be written up, APA style, and must be accompanied with a list of References from which the materials have been drawn. Be sure to use footnotes when you are citing the work of others, whether the citations are direct (their own words) or indirect (putting their ideas into your words.)

Assume that you are writing the kind of paper that will allow you or a colleague to immediately implement the project or teach the lesson in a school. Be sure to indicate the level for which you are writing (Elementary, Middle, or High School), if that is a factor.

Note the class calendar for the dates each project is due. Copies of your projects should be made available to other students. Each Project or lesson will be worth 15 pts. for 60pts total. Each project should be about 3-5 typed pages in length.

Design a program to build community partnerships including area universities.

Design a parent program.

List books, posters, pamphlets, furniture, etc. (including sources and costs) to include in your guidance area/room.

Design a college preparation program (include the College Board).

Design a career preparation program.

Design a crisis management/intervention process for your school.

Design a suicide prevention process. (See Kerr, M.M, 2009)

Design a plan to document accountability with your guidance and counseling program (also see School Counselor Accountability by Stone and Dahir, 3E, Merrell).

Design an advocacy and public relations program for your school.

Put together an annotated collection of published curriculum programs that could be used in your program. Ex: ICPS, PATHS, TRIBES TLC, etc.

Design a classroom visitation (Educational Guidance) plan for teaching Lessons on topics like Bullying Prevention, Conflict Resolution, Diversity Issues, Sexual Harassment, Anger Management, Problem Solving, Study Skills, etc. for your academic Level.

Create an annotated master list of area support agencies and referral sources (include contact information) for your school district. Design a drop-out prevention program (for Middle or High School).

Design a suicide prevention or awareness program.

Design a Substance Abuse/ Addiction Awareness Program.

Design a Sexual Health and Safety Awareness Program.

Design a developmental guidance program for an Elementary School.

Design a plan for your role as a consultant as opposed to a provider of direct services (Use Parsons and Kahn, 2005, and Daugherty, 5E. 2009 as primary resources).

Compile a bibliography of all relevant research studies in the counseling journals for the past 5 of 6 years on guidance services (not on counseling). Write an overview of findings. (This can be limited to particular services if approved by Dr. Crow.)

Design a special services program for your school to target a special population: G/T, special needs (disabled students), recent Immigrants, homeless, gay/lesbian, students at risk for academic failure, and gangs. (You may select two of these to count for two of your projects if you wish.)

Using the ASCA Student Standards (Competencies and Indicators) beginning on page 447-454 in your Schellenberg textbook, select one of the standards (or sub-standards) and design a school program to implement it. (You may select 2 of these to count for 2 of your projects if you wish.)

Design an educational program on Dyslexia for school personnel (faculty and staff)

Compile an annotated list of electronic systems designed to promote career readiness.

Design an HIV-AIDS education program. (See ASCA position statement)

Design a peer helping program. (See ASCA position statement)

Design a comprehensive Conflict Resolution and Violence Reduction program. (See ASCA position statement)

Projects may be in the form of classroom guidance lessons, whole school programs, evening events, special emphasis days, printed materials for distribution, bibliographies for distribution, campus displays, power point presentations, office plans, etc.

Your reference list for each project should include a minimum of 3 recent professional resources including books and journal articles.

You can also locate more specific references from the resources, references, or bibliography listed at the end of your chapters and articles. Remember that Dr. Crow's books and some journals from her office are also available to you.

Professional Journals you are required to select from for each of your 4 projects. Check UTA Library for articles in these publications.

The School Counselor,
Counseling Today (ACA publication).
Professional School Counseling
Journal of Counseling as Development
Journal of Educational Psychology
Journal of Child Psychology and Psychiatry
Journal of Mental Health Counseling
American Psychologist
School Psychology Quarterly
Journal of Black Psychology
Journal for Specialists in Group Work
Child Development
Journal of Multicultural Counseling and Development
Journal of Youth and Adolescence
Journal of Counseling Psychology
Counseling Psychologist
Journal of Behavioral Health Services and Research

Journal of Early Adolescence
Counseling and Human Development
Educational Research
Aggressive Behavior
Journal of Emotional and Behavioral Disorders

Psychology in School
Suicide and Life Threatening Behavior
American Journal of Health Behavior
Death Studies
Journal of Homosexuality
Journal for Education of the Gifted
Gifted Child Quarterly
Journal of Career Education
Journal of Special Education
Journal of Interpersonal Violence
Career Development Quarterly
Personnel and Guidance Journal
Guidance and Counseling
Adolescence
Journal of Abnormal School Psychology
Health Education Research
Adolescence and Family Health
Substance use and abuse
Elementary School Guidance Counseling

II. Interviews with 3 area Guidance Counselors = 9 points

You may wish to introduce yourself this way:

"I am a graduate student in UTA's school counselor program and I am currently in a course called Guidance Services. My assignment is to interview 3 school counselors in at least 2 different districts at my preferred level (Elementary/Middle/High School)." These interviews may be done in person, by snail mail, by skype, by email, or on the telephone.

If you are able/allowed to, it would be very beneficial if you could actually visit and tour the counseling office(s).

Here are questions to ask: (Other questions may be added)

1. Do you have an overall counseling plan for your school?
2. What guidance services do you provide?
3. How do you decide which specific groups of students to consider for classroom guidance lessons?
4. Which of the domains (Academic, Career/College, and Personal/Social) require most of the your time when providing classroom guidance activities.
5. On page 136 of your text, there is a Sample Distribution of Total School Counselor Time broken down by Elementary level, Middle school level, and high school level. Does this distribution of time come close to what your own time distribution is?

Write up the results of your interview sessions in Q and A format. Ethically you must tell the person you are interviewing that his/her responses will be shared with other students in the class. Remember your manners; thank the counselor.

Each interview will be worth 3 points for a total of 9 points.

III. Major Paper: Ideal Counseling Program (Value – 31 Points)

Based on the ASCA National Model (your textbook), the projects you and your colleagues have created this semester, your counselor interviews, and the professional literature (books and journal articles), describe what your ideal counseling program (for your preferred school level) would be. Your program should be comprehensive in scope, preventive in design, and developmental in nature. It should be clearly focused on what your students should be able to know and do as a result of your plan ----- so see especially ASCA Student Standards (Competencies and Indicators), in "The School Counselor's Study Guide for Credentialing Exam.", pp. -447-454.

Include a minimum of 4 recent professional Resources: Books and Journal Articles. See list under course projects.

In addition to your overall program plan, please include a calendar of possible implementation dates and activities for one academic year. A budget is not required.

Use APA style and be sure all of your references are footnoted and that there is a complete list of references at the end. This one paper will become the foundation of your first year as a school counselor (so long as it is in accord with the district and school where you will be employed.)

See attached Rubric for further information. Paper should include a minimum of 20 pages exclusive of listed references.

Grade Calculation:

	Points
4 Course Projects at 15 pts. each	60 pts.
3 Counselor Visitations at 3 pts. each	9 pts.
Major Paper: Ideal Counseling Program description	31 pts.
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Total 100 pts	

University Mission

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

Diversity	Learner Centered
Collaboration	Research Based
Field Experience	Life Long Learning
Excellence	Technology

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

Attendance and Drop Policy:

Class Attendance

The once-a-week class meeting makes it necessary to require attendance! Absences will, therefore, be carefully monitored.

Adds and Drops

Adds and drops may be made through late registration either on the Web at MyMav or in person by contacting their major academic department (or the University Advising Center for undeclared students). Drops may continue in person until a point in time two-thirds of the way through the semester, session, or term. Students are responsible for adhering to the following regulations concerning adds and drops.

- a. A student may not add a course after the end of the late registration period.
- b. No grade is posted if a student drops a course before 5:00 p.m. on the Census Date of that semester/term.
- c. Students who enrolled in a Texas public institution of higher education as a first-time freshman in fall 2007 or later are permitted to drop no more than six courses during their entire undergraduate

career. This limit includes all transfer work taken at a Texas institution of higher education and to second baccalaureate degrees. This statute was enacted by the State of Texas in spring 2007 (Texas Education Code 51.907, and Texas Administrative Code §4.10). Any course that a student drops is counted toward the six-course limit if

“(1) the student was able to drop the course without receiving a grade or incurring an academic penalty;

(2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and

(3) the student is not dropping the course in order to withdraw from the institution.”

A UT Arlington student affected by this statute who has attended or plans to attend another institution of higher education should become familiar with that institution’s policies on dropping courses. This statute applies across all Texas public institutions, but procedures for implementation may vary between institutions. Students affected by this policy may request an exemption to the policy by submitting a “Petition for Exemption to 6-Course Drop Policy” form. Students who enroll in coursework at more than one institution of higher education have an obligation to keep track of the number of dropped courses across all institutions and ensure that they do not exceed the six dropped course limit.

- d. A student may drop a course with a grade of “W” until the two-thirds point of the semester, session, or course offering period. A student may drop a course after that point only upon approval of the appropriate official. A student may request an exception to the late drop policy by submitting a “Petition for Late Drop or Withdraw” request.
- e. Exceptions to this policy may be entertained because of extraordinary non-academic circumstances. Under such circumstances, approval must be received from the instructor, department chair, dean, and the Office of the Provost.

Students wanting to drop all courses for which they are enrolled must withdraw from the University for that semester/term.

Policies:

Please turn off all cell phones, pagers, and other electronic equipment during class.

Assignments/Late Work: Assignments and tests must be turned in/taken according to the Class Schedule. Late work will be penalized points for each day late. Make-up examinations, if available, must be scheduled only for true emergencies.

Library Information:

There is an Education Librarian, Andy Herzog, who can be reached at 817-272-7517 or <http://libguides.uta.edu/content.php?pid=3765> and by email at amherzog@uta.edu. You will find online databases for education at: <http://library.uta.edu/bySubject/browseEducationKinesiology.jsp>

Course Calendar:

<i>Dates</i>	<i>Description</i>	<i>Assignments/ Projects</i>
Mon, Jan. 13	Course overview: projects and papers but no exams Discussion of the Role of Guidance Services and the ASCA National Model (textbook) 3E (not 2E) Discuss course projects and major paper (See Rubric attached)	*Need to Start your individual counseling sessions now, if not already started. Read p. xii-xiv, p. 125 and Chapter 1, 2, and 4 *Plus pp. 447 – 454 in The School Counselor's Study Guide for Credentialing Exam
Mon, Jan 20	Martin Luther King University Holiday	
Mon, Jan 27	Discuss assigned Readings Discuss rubric for Ideal Counseling Program	Work on Project #1
Mon, Feb. 3	Jan 27 agenda continued Assertiveness paradigm	Work on Project #1 Write outline for Major Paper
Mon, Feb. 10	Present and Discuss 1 st Project	1 st of 4 projects due
Mon, Feb. 17	Share mission statements & Focusing on Chapter 2 Do goals - List how to deliver all parts of each goal	Read Chapter 3, pp. 135 – 136 & p.43 - 45 Work on Project #2; Do outside reading and gather research for Major Paper
Mon, Feb 24	Chapter 3; and pages 135 – 136 Transactional Analysis (TA)	Work on Project #2 Create Annual Calendar
Mon, Mar. 3	Present and discuss 2 nd Projects	Read Chapters 5, pp. 64, & pp. 75 - 81
Mon, Mar. 10	Spring Break	Work on Project #3, work on Major Paper: Rough draft should be in progress
Mon, Mar. 17	Show "The Miracle Question" video on my computer w/ Little Boy who has Separation Anxiety Disorder	Work on Project #3
Mon, Mar. 24	Present & discuss 3 rd project Rough draft of major paper due	Become familiar with appendices in 2E of our text in Crow's office and electronic copies of templates in 3E (using code) 3 rd Project due
Mon, Mar. 31	Discuss possible appendices for Major Papers Show "Brief Counseling With Children & Adolescents"	Appendices or Revisions to Major Paper, Work on Project #4
Mon, Ap. 7	Discuss their Interviewing Assignment	Work on Project #4

Mon, Ap. 14	Present and discuss 4 th Project	4 th Project due
Mon, Ap. 21	Individual Consultations regarding Ideal Counseling Program Papers	Ideal Counseling Program Papers due April 28.
Mon, Ap. 28	Discussions of Ideal Guidance Programs Fill out Exit Questionnaire for Research	Ideal Counseling Program Papers due
Mon, May 5	Discussions of Ideal Guidance Programs continued No final exam --- regular class meeting only.	

NOTE: The instructor may need to change the order or dates on this calendar depending upon class enrollment and other circumstances.

Important Dates:

January 13 - First day of classes

March 10 – 14 – Spring Break

May 2 – Last day of classes

May 3 - Final Exams start

Email Communication:

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications.

You are responsible if you do not receive information because you do not regularly check your UTA email.

American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).