



VITERBO UNIVERSITY

COUN 545: Introduction to School Counseling Syllabus Semester

Course Information

Course Title, Number, Section Number: Introduction to School Counseling, COUN 545-001

Term & Year: Spring 2023

Number of Credits: 3 Credits

Course Location: Murphy 570

Dates & Times

Weekend 1: Friday, February 10, 2023: Asynchronous On-line Module (See Moodle)

Saturday, February 11, 2022: 8:00 AM to 5:00 PM

Weekend 2: Friday, March 31, 2023: 5:00 to 10:00 PM

Saturday, April 1, 2023: 8:00 AM to 5:00 PM

Weekend 3 Friday, April 28, 2023: 5:00 to 10:00 PM

Saturday, April 29, 2023: 8:00 AM to 5:00 PM

Instructor Information

Name: Carol Klose Smith, Ph.D., LPC, NCC

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Intern

Name: Tracy Lipinski, MS

Doctoral Student Intern

K-12 Licensed School Counselor

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Instructor Preferred Method/Times for Student Contact: During the semester I am available one hour prior to class on Friday. If this time does not work for you please contact me via email to schedule an appointment.

Course Description

This course is designed to provide an orientation to the profession of school counseling and the related standards of ethical practice. Participants in this course will begin the process of developing a professional school counseling identity through the exploration of personal, professional and contextual frameworks of school counselors at the elementary, middle and high school levels. Several competencies will be reviewed including collaborative consultation, curricular planning, student advocacy, and program design. An orientation to the school counseling program including practicum and internship will be articulated. **Prerequisites:** NONE

Methods of Instruction

The expected course outcomes will be presented using a variety of instructional strategies to complement the student's life experiences. Those strategies include, but are not limited to, the following: lecture, group discussion and group problem solving activities, guest speakers, audio visual materials, multimedia technology, outside assignments, and in class activities/discussion.

Required and Recommended Course Materials

Course Texts

Required:

Erford, B. T. (2019). *Transforming the School Counseling Profession*, 5th Ed. Merrill Counseling. ISBN-13 978-0134610597

*Stone, C. (2022). *School counseling principles: Ethics and Law*, 5th Ed. American School Counselor Association: ISBN-13 978-1929289509

Course materials on Moodle

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Recommended:

- American Psychological Association. (2010). *Publication Guide of the American Psychological Association* (6th ed.). Washington, DC: Author.

*If you are a member of the American School Counseling Association you may purchase this book at a discounted price on the ASCA website.

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors capable of building professional helping relationships, provide empirically supported techniques in a variety of settings and who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

School Counseling Program Mission

The mission of the Viterbo University Master of Science in School Counseling graduate program is to prepare professional counselors to be interpersonally skilled and culturally competent in meeting the diverse needs in a K-12 school environment by assisting in resolving academic, vocational and social/emotional concerns. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives

Course Student Learning Outcomes

This course is designed to address the following School Counseling program outcomes.

1. Students will demonstrate knowledge of current and historical understanding of the professional role and identity of counselors and school counselors (CACREP Standards 2.F.1.a; 2.F.1.f; 5.G.1.a)
2. To develop an understanding of the nature of comprehensive school counseling programs at the preK-12 levels (CACREP standards 2.F.1.b; 2.F.1.c; 5.G.1.b)
3. Students will demonstrate an understanding of students' academic, career, and personal/social needs across the developmental spectrum. (CACREP Standards 5.G.1.b.)
4. Students will be able to articulate the overall professional function of school counselors within elementary, middle and high school learning environments. (CACREP: 2.F.1.d; 5.G.2.a)
5. To understand the role of school counselors in the context of the ASCA National Model® for Comprehensive Programs. (CACREP Standards 5.G.2.a; 5.G.2.b., 5.G.2.f; WI SC: 2)
6. To understand how school counselors carry out these roles with various interventions (e.g., Facilitative Model) (CACREP standards: 5.G.2.d.; 5.G.2.j)
7. Students will demonstrate an awareness of legal and ethical issues associated with the professional practice of school counseling at the state and national levels (CACREP Standards: 2.F.1.i; 5.G.2.n; 5.G.2.m, WI SC 8)
8. Students will demonstrate an understanding of systemic and multicultural variables embedded in the practice of school counseling (CACREP Standards 2.F.1.e)
9. Students will demonstrate the ability to utilize current technologies used in school counseling programs. (CACREP Standards: 2.F.1.j; WI SC 10)
10. Students will be able to articulate procedures and requirements for licensure and/or endorsements in Wisconsin (CACREP Standards: 2.F.1.g; 2.F.1.k; 2.F.1.m.; 5.G.2.l)
11. Students will be able to demonstrate knowledge of the current labor market information for professional school counseling (CACREP Standards 2.F.1.h)

COUN 545 Standards/Assignment Alignment Chart

This course is aligned with the following national, professional and state standard for school counseling. Please refer to the following documents for more information: The Council for Accreditation of Counseling and Related Educational Program (2016). CACREP Standards; and, Wisconsin School Counseling: Licensing Program Guidelines.

Student Learning Outcomes	Standards (CACREP)	Assignments
Students will demonstrate knowledge of current and historical understanding of the	<i>2.F.1.a history and philosophy of the counseling profession and its specialty areas</i> <i>2.F.1.f. professional counseling organizations,</i>	Class readings Class discussion Interview

professional role and identity of school counselors	<i>including membership benefits, activities, services to members, and current issues</i> <i>5.G.1.a.. history and development of school counseling</i>	
To develop an understanding of the nature of comprehensive school counseling programs at the preK-12 levels	<i>2.F.1.b the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</i> <i>2.F.1.c counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response team</i> <i>5.G.1.b models of school counseling programs</i>	Class readings, class discussion, Exam, Job Shadow & Interview; Professional identity paper Article Reviews
Students will demonstrate an understanding of students' academic, career, and personal/social needs across the developmental spectrum	<i>5.G.1.b models of school counseling programs</i>	Course readings, course discussion, Professional identity paper Article Reviews
Students will be able to articulate the overall professional function of school counselors within elementary, middle and high school learning environments	<i>2.F.1.d; the role and process of the professional counselor advocating on behalf of the profession</i> <i>5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>WI PS #1</i>	Job Shadow & Interview; Professional identity paper
To understand the role of school counselors in the context of the ASCA National Model® for Comprehensive Programs	<i>5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.b. school counselor roles in consultation with families, P-12, and post-secondary school personnel and community agencies.</i> <i>5.G.2.f. competencies to advocate for school counseling roles</i> <i>WI SC: 2</i>	Job Shadow & Interview; Professional identity paper
To understand how school counselors carry out these roles with various interventions (e.g., Facilitative Model).	<i>5.G.2.d.. school counselor roles in school leadership and multidisciplinary teams</i> <i>5.G.2.j. qualities and styles of effective leadership in schools</i>	Job Shadow & Interview; Professional identity paper
Students will demonstrate an awareness of legal and ethical issues associated with the professional practice of school counseling at the state and national levels.	<i>2.F.1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</i> <i>5.G.2.m. legislation and government policy relevant to school counseling</i> <i>5.G.2.n. legal and ethical considerations specific to school counseling</i> <i>WI SC: #8 and WI PS #4</i>	Course readings, case studies, class discussion Ethical Dilemma Paper Exam

Students will demonstrate an understanding of systemic and multicultural variables embedded in the practice of school counseling	<i>2.F.1.e advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</i>	Job Shadow & Interview; Professional identity paper
Students will demonstrate the ability to utilize current technologies used in school counseling programs	<i>2.F.1.j. technology's impact on the counseling profession WI SC 10</i>	Job Shadow & Interview; Exam;
Students will be able to articulate procedures and requirements for licensure and/or endorsements in Wisconsin	<i>2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues 2.F.1.k strategies for personal and professional self-evaluation and implications for practice 2.F.1.l self-care strategies appropriate to the counselor role 2.F.1.m. the role of counseling supervision in the profession 5.G.2.l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling</i>	Class activity, Class Discussion Self-reflections
Students will be able to demonstrate knowledge of the current labor market information for professional school counseling	<i>2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession</i>	Websties and Class Discussion

Student Learning Outcomes	Standards (WI Pupil Service Standards)	Assignments
Students will be able to articulate the overall professional function of school counselors within elementary, middle and high school learning environments	1. The pupil services professional understands the teacher standards under s. PI 34.02	Exam
Students will demonstrate an awareness of legal and ethical issues associated with the professional practice of school counseling at the state and national levels.	4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.	Ethical Dilemma Paper

Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides)	Assignments
To understand the role of school counselors in the context of the ASCA National Model® for Comprehensive Programs	2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive school-counseling program based on either the Wisconsin	Job Shadow & Interview; Professional identity paper

	Comprehensive School Counseling Model (2007) or the American School Counselor Association National Model (3rd ed., 2012) in collaboration with educators, families, and community resources.	
Students will demonstrate an awareness of legal and ethical issues associated with the professional practice of school counseling at the state and national levels.	8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association	Ethical Dilemma Paper
Students will demonstrate the ability to utilize current technologies used in school counseling programs	10. Demonstrate an understanding of current/emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and social/emotional choices; including use of 1-to-1 programs and social media	Job Shadow & Interview; Exam

Outline of Course Content

This is Subject to change depending upon student learning needs.

This schedule is subject to change.

Date	Topic	Activities & Assignment
Preparation Weekend 1		Chapter 1-5 (Erford)
Module 1 Please complete module 1 prior to class on Saturday, February 11 th , 2023	Overview of the course video History of school counseling (5.G.1.a) – History of the counseling profession & school counseling (2.F.1.a.; 5.G.1.a)	Watch my overview of the course and course introduction video on Moodle. Watch Dr. Watson talk about the history of counseling. Link is on the Moodle site. Watch 100 years of school counseling with Norman C. Gysbers, Ph.D., Video on Moodle. https://videos.schoolcounselor.org/norman-gysbers-history-of-school-counseling The History of Counseling and the history of School counseling: From position to Profession (PDF)
Class Saturday, February 11, 2023 at 8:00 AM. To 10:00 AM	– Introductions and Welcome to the School Counseling Profession; <i>Professional organizations and preparation standards (2.F.1.f.; 5.G.2.l., 5.G.2.l.)</i>	The power of school Counselors. Video https://videos.schoolcounselor.org/the-power-of-school-counselors Let's check out our professional organizations websites ACA, ASCA, etc.

	<p><i>The Teacher standards in WI. (WI PS #1)</i></p> <ul style="list-style-type: none"> • WI Licensure Standards (2.F.1.g.; 5.G.2.l. and WI PS #4) <p>The Evolution and Nature of Comprehensive School Counseling Programs</p>	<p>Discussion what is CACREP and why is it important?</p> <p>WI SC Licensure (teacher standards under PI 34.02) PDF.</p>
<p>Class Saturday, February 11, 2023 at 10:00 AM. To 1:00 PM Tracy</p>	<p>Professional roles and responsibilities of counselors and those of school counselors (2.F.1.b.; 2.F.1.c., 5.G.2.d.)</p> <p><i>Leadership in the schools (5.G.2.j.)</i></p> <p>Changing from Guidance Counseling to School Counseling</p> <p>ASCA National model (5.G.1.b., WI SC: 2)</p>	<p>The roles and responsibilities of counselors. How have these roles changed over time?</p> <p>ASCA Role Statement: What roles do school counselors have? How have these roles changed over time?</p> <p>ASCA Position Statement</p> <p>A day in the life of a school Counselor Video https://www.youtube.com/watch?v=bH-NN655QnY</p>
<p>Class Saturday, February 11, 2023 at 1:00 PM. To 5:00 PM</p>	<p>Using Data/Accountability</p> <p>Technology in the schools (2.F.1.j.; WI SC 10)</p>	
<p>Preparation Weekend 2</p>		<p>Response Paper #1 Due Article Review #1 Due</p> <p>Read Chapters Chapter 7 (Erford) Chapter 1 – 8 (Stone)</p>
<p>Class Friday, March 31, 2023 at 5:00 PM. To 10:00 PM</p>	<p>Ethics (2.F.1.i.; 5.G.2.m.; 5.G.2.n.; WI SC: 8 & WI PS #4)</p> <ul style="list-style-type: none"> • Ethical Standards and Laws • Sources of Information • Ethical Decision Making Models 	<p>Lecture on intro to ethics.</p> <p>Ethical decision making models</p> <p>Case Studies</p> <p>Ethical dilemma group project information</p>
<p>Class Saturday, April 1, 2023 at 8:00 AM. To 12:00 PM</p>	<p>Ethics (Cont)</p> <ul style="list-style-type: none"> • Competence • Confidentiality • Minor Consent Laws • Negligence 	<p>Ethical dilemma group project time</p> <p>Case Studies & Class discussion</p>

Class Saturday, April 1, 2023 at 1:00 PM to 5:00 PM	<p>Ethics (Cont.)</p> <ul style="list-style-type: none"> Record Keeping FERPA & HIPPA <p>Tracy</p> <ul style="list-style-type: none"> Mandatory reporting <p>Tracy</p> <ul style="list-style-type: none"> Suicide/Self Harm <p>Tracy</p> <ul style="list-style-type: none"> Technology/Cyberspace (<i>WI SC 10</i>) 	<p>Ethical dilemma group project time</p> <p>Case Studies & Class discussion</p> <p>Class discussion on school counselor interview and paper</p>
Preparation Weekend 3		<p>Response Paper #2</p> <p>Ethical Dilemma Paper Due</p> <p>School Counselor Job Shadowing and Interview Due</p> <p>Readings</p> <p>Chapter 8, 9, 13, 14, 15, 16, 17 (Erford)</p> <p>Chapter 14 (Stone)</p>
Class Friday, April 28, 2023 at 5:00 PM. To 8:00 PM Tracy	Multicultural Competence (<i>2.F.1.e.</i>)	<p>Mid-Term Exam – In class</p> <p>Debrief the school counselor interview and job shadow</p> <p>Multicultural competency: What does it look like?</p>
Class Friday, April 28, 2023 at 8:00 PM. To 10:00 PM Tracy	<p>Advocacy (<i>2.F.1.d.; 5.G.2.F.; 2.F.1.e.</i>)</p> <p>Achievement Gap</p>	<p>What is advocacy? The big A and little a of advocating for others.</p> <p>Discussion on achievement gap. What gaps exist and what actions can assist in closing the gap?</p>
Class Saturday, April 29, 2023 at 8:00 AM. To 10:30 AM	Mental and Emotional Disorders	<p>Working with mental health issues within the school</p> <p>Exploration of the increase in behavioral concerns within the school. ASCA video</p>
Class Saturday, April 29, 2023 at 10:30 AM. To 12:00 PM	<p>School Based interventions</p> <ul style="list-style-type: none"> Counseling Individuals & Groups 	<p>Developmental Issues and strategies in Counseling Children & Adolescents (Special guests)</p>
Class Saturday, April 29, 2023 at 1:00 PM To 2:30 AM	<p>School Based interventions</p> <ul style="list-style-type: none"> Collaboration & Consultation (<i>5.G.2.b. WI SC: 2</i>) 	<p>Consultation models</p> <p>Collaborative approaches in schools: Traits and behaviors for success.</p> <p>Self-care: How will you take care of yourself. Preparing for the emotional side of counseling work.</p> <p>Using supervision effectively.</p>

	Self-evaluation, Self care, and Counseling Supervision (2.F.1.m.; 2.F.1.l., 2.F.1.k.) Referral and community resources	Referral within school and community based services.
Class Saturday, April 29, 2023 at 2:30 PM to 4:00 PM	Students with Disabilities	Serving all students in a school. Reaching out and working collaboratively with special education and 504 students.
Class Saturday, April 29, 2023 at 4:00 PM to 5:00 PM	Labor Market Information 2.F.1.h. Class Wrap-Up and Catch up	What is the job outlook for counselors/school counselors? What is the educational market like? How to prepare and gain experiences for the job you would like? Making the most of your educational journey.
Post Class Assignments		Response Paper #3 Article Review #2 Professional Identity Paper Due Final Exam

Assignments and Requirements

Assignments

1. Response Papers: (3 Response Papers Due worth 10 points each, 30 total points)
A 1 to 2 page response to class sessions and readings will be due after each weekend of class. Your response papers should cover the readings for that weekend and questions provoked by the readings as well as your personal reactions to the class from the previous week. Please note that these papers are responses to, and not summaries of, the readings. They provide an opportunity for you to reflect on your personal reactions, to offer interpretations of discussions and readings, and ask questions. I will provide individual responses to your papers.
2. Article Review Guidelines: (2 review papers due worth 10 points each, 20 total points) (CACREP Standard: 5.G.1.b)
Conduct a review of the relevant professional literature regarding school counseling, comprehensive school counseling programs, and closely related topics from the Viterbo University full text library database (e.g., Ebsco, PsychInfo, or related). Review and submit two (2) peer reviewed (**scholarly**) articles. See the appendix for more information
3. Professional Identity Paper: (75 points)(CACREP Standards: 5.G.2.a; 5.G.2.b. 5.G.2.f)
This paper will function as a position paper regarding your personal philosophy of effective professional school counseling. It will be evaluated based upon your understanding of the professional school counselor's role and your reflections on the current trends in the profession. This paper should be 4 to 6 pages in length.

4. Ethical Dilemma Paper: (75 Points) (CACREP standards: 2.F.1.i.; 5.G.2.m.; 5.G.2.n.; WI SC 8, and *WI PS #4*)

In a small group select one of the ethical dilemmas from the course Moodle site. Using Stone's STEP model apply the dilemma. This paper should use the ASCA Ethical Standards, the ACA Ethical Standards and relevant counseling literature to develop a response. See the pdf on the STEP's model as your group develops a response

Please include the following sections within your paper.

1. Define the ethical dilemma
2. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.
3. Apply to ASCA Ethical Codes and relevant school district policies.
4. Consult with the appropriate professionals (Please discuss who you would like to consult with on this case.)
5. Consider the students' chronological and developmental level
6. Consider parental/guardian rights, and student rights.
7. Apply the moral principles.
8. Determine your potential courses of action and their consequences.
9. Implement the course of action, and analyze the outcome.
10. Identify any inconsistencies in the school/district policy for potential revision

COUN 545 School Counseling Ethical Dilemma Paper is a key performance indicator (KPI).

Your data on this assignment will be collected and shared with the department faculty for the purpose of program evaluation and the measurement of your student learning outcomes.

5. School Counselor Job Shadowing and Interview: (50 points each; 100 total points) (CACREP Standards: 2.F.1.f., 2.F.1.b.; 2.F.1.c.; 2.F.1.d.; 5.G.2.a.; 5.G.2.b. 5.G.2.f.; 2.F.1.j.; WI SC 2)

Consult with your professor about appropriate schools and school counselors to approach for this assignment. Schedule a visit to a school counseling department at an elementary, middle/junior high, or high school. The purpose of the visit is to gain an awareness of the scope of the school counseling program, how services are delivered, how the program responds to student needs, and how the program responds to a crisis. When you arrange for your visit make an appointment to spend some time with one counselor (unless you are fortunate to have access to more than one person).

The final paper should contain a summary of the information gathered as well as your personal reflections. Helpful hint: Do not write the question followed by response, this approach will result in a lower grade. This paper should be at least 6 to 8 pages. An appendix should be attached with a list of the questions asked during the interview. See Appendix for more detailed information.

6. Exams: (50 points each, 100 total points) (WI PS #1, WI SC 8; WI SC 10)

There will be two exams; a mid-term and a final exam. These exams will be either take home or in-class and will cover lecture, discussion, and assigned reading materials. Exam questions may be constructed using a variety of formats, including: multiple choice, true/false, short answer essay, and/or discussion. The exams will focus on the main student learning outcomes for this class.

7. Professional Dispositional and participation points (50 Points)

Viterbo University is obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, in Section F.5.b, states in part,

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. (ACA, 2014, p. 13).

Section F.9.b states in part,

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: assist students in securing remedial assistance when needed, seek professional consultation [SEP] and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (ACA, 2014, p.15) [SEP]

Counseling not only demands the highest levels of performance; it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised. Viterbo University offers free counseling services to all students.

Evaluation Method

Grading Criteria

Assignments	Point value
Response Papers (10 points each)	30
Article Review Papers (10 points each)	20
Professional Identity Paper	75
Ethical Dilemma Paper	75
School Counselor Shadowing and Interview (50 points each)	100

Exams (50 points Each)	100
Dispositional Traits	50
Total	450

A = 95–100%	AB = 89–94%
B = 84–88%	BC = 79–83%
C = 74–78%	CD = 69–73%
D = 64–68%	F = <64%

Evaluation of assignments and graded activities

All students are expected to demonstrate Required Competence in order to receive credit for the course. The different levels of possible competency attainment will be assessed for this course as follows:

Below Competence: Demonstrates an insufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course. As a mastery course, the student will be provided an opportunity (if time permitting) to resubmit prior to the end of the semester in order to minimally meet the requirements for the course assignment.

Required Competence: Demonstrates a sufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course.

Intermediate Competence: Meets the Required level of Competency, *and* demonstrates the ability to consider competing needs and opposing perspectives involved in the knowledge and skills outlined within the course assignment and overall purpose of the course. This may include the grounding of assertions and recommendations from not only course readings, but related research from the counseling literature as well. The student has demonstrated a proficiency at the level that is expected of graduate level MHC student.

Advanced Competence: Meets the Intermediate level of Competency, *and* demonstrates a depth and breadth to the knowledge and skills outlined within the course assignment and overall purpose of the course that *exceeds* expectations. This may include the grounding of assertions and recommendations from course readings, related research from the counseling literature, and an extension of the assignment relevant to the course and the professional curiosity and development of the student. The student has demonstrated a proficiency at the level that is expected of an advanced graduate level MHC student. (90-100%)

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Communication via E-mail

All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

Written Assignments

Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

COVID-19

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University’s Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.

- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.

ASCA Ethical Decision-Making Model (2022)

The ASCA Ethical Decision Making Model (2022) has been constructed from STEPS: Solutions to Ethical Problems in Schools (2001), the Intercultural Model of Ethical Decision Making (Luke et al., 2013) and extends the seven steps of The Practitioner's Guide to Ethical Decision Making developed by The American Counseling Association (ACA) model. The ASCA Ethical Decision-Making Model extends the conceptual and contextual applications, so they align with the uniqueness of counseling in schools. Please see pages 20-23 in your text for in-depth information about this model.

ASCA Ethical Decision-Making Model (2022) is a ten-step model which considers the emotional influences of a problem, the chronological and developmental appropriateness of the solution, the setting and parent's right.

1. Define the ethical dilemma
2. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.
3. Apply to ASCA Ethical Codes and relevant school district policies.
4. Consult with the appropriate professionals (Please discuss who you would like to consult with on this case.)
5. Consider the students' chronological and developmental level
6. Consider parental/guardian rights, and student rights.
7. Apply the moral principles.
8. Determine your potential courses of action and their consequences.
9. Implement the course of action, and analyze the outcome.
10. Identify any inconsistencies in the school/district policy for potential revision

COUN 545 Introduction to School Counseling

Ethical Dilemma Rubric

	Excellent = 6.8	Well done = 7.8	Needs Improvement = 6.8-0
1. Define the ethical dilemma	The group was able to thoroughly examine the problem	The group was able to provide some of the necessary information	The group missed essential elements of the problem.
2. Identify potential cultural, religious and worldview factors and power dynamics	Each element is considered from each perspective	Some elements are included or the group failed to adequately present the stakeholder's perspectives.	Elements are missing and/or the group did not adequately present the stakeholder's perspectives.
3. Apply to ASCA Ethical Codes and relevant school district policies.	The group provided a thorough examination of the ethical standards in the dilemma	The group was able to supply the major ethical standards in the dilemma	The group missed essential ethical standards under consideration for the dilemma
4. Consult with the appropriate professionals	Group identifies whom they consulted with and the response	Group alludes to consultation but fails to identify individual	Group fails to consult.
5. Consider the students' chronological and developmental level	The group is able to accurately discuss the influence of client's age and developmental level to the dilemma.	The group is able to somewhat discuss the influence of client's age and developmental level to the dilemma.	The group did not accurately discuss the influence of client's age and developmental level to the dilemma.
6. Consider parental/guardian rights, and student rights.	Each element is considered from each perspective	Some elements are included or the group failed to adequately present the stakeholder's perspectives.	Elements are missing and/or the group did not adequately present the stakeholder's perspectives.

7. Apply the moral principles.	Each moral principle is identified and discussed comprehensively	Each moral principle is identified and discussed but not consistently throughout.	Some moral principles addressed and others not mentioned.
8. Determine your potential courses of action and their consequences.	Each course of action has a fully considered and solid pro's and con's of the action. Group makes a clear decision that is consistent with provided support and rationale	Each course of action has a somewhat considered pro's and con's of the action. Group makes a clear decision but does not provide adequate rational and support for the decision	Some of the ideas do not have articulated pro's and con's of the action or the list has essential elements not provided Group does not make a clear decision and/or does not supply a clear rationale or provide support.
9. Implement the course of action	The group is able to articulate the steps to implement the course of action among all stakeholders	The group has a partial plan of action articulated and/or certain actions were not included	Implementation has major concerns and is not inclusive of the stakeholders.
10. Identify any inconsistencies	The group is able to identify inconsistencies between policy and course of action	The group is able to partially identify any inconsistencies between policy and course of action	The group does not investigate or look for any inconsistencies between policy and course of action
11. Writing, APA style, and organization of paper.	1. Paper is exceptionally well written and organized. 2. Writing is clear, concise, interesting, and has minimal spelling or mechanical errors. 3. Writing style reflects logical progression of ideas with appropriate transitions.	1. Paper is well written and organized. 2. Few spelling or mechanics errors. 3. Paper consistently presents a logical progression of ideas. Paragraph structure is logical and reader-friendly.	1. Paper is clearly written 2. Includes multiple spelling and/or mechanical errors. 3. Overall, the paper presents a logical progression of ideas but transitions are missing or lack flow.

Comments:

Job Shadowing and the Interview

First, spend no less than **four** hours job shadowing on one day.

Tips for Successful Job Shadowing

- **Do not approach a school or school counselor until you work with the instructor to get an assignment. This is to ensure that everyone is approaching different individuals.**
- Each job shadow experience is unique. Plan a day that works for you and your counselor (and is somewhat typical, i.e., not a testing day).
- Most counselors have very busy schedules, allow plenty of time to make arrangements and be as flexible as you can. If you won't be able to keep an appointment let your host know as soon as possible.
- Be sure you and your host have all the details of your visit (for example, touring the school, orientation, etc.). Calling a day or two before your visit to confirm arrangements is a good idea.
- And, of course, follow all school policies and rules (e.g., dress, language). Bring a government issued ID because you will probably be asked for it when you check in.
- Optional: Bring a parting gift – chocolate usually does the trick 😊. Follow up with a thank you card and email after your shadowing experience.

Interview

Then, conduct an interview with a licensed school counselor. Your interview report should approximately 6 to 8 pages —no more) with maximum 1-inch margins and 12-point font. Your paper should be double spaced. It should contain information on each of the following as time permits. Prioritize and choose your questions for the interview. Below is a sample of questions you may wish to ask.

- Demographic Data: At what level employed, salary range for position, years employed in occupation, educational background.
- What is your school counselor-to-student ratio?
- What are the most important skills one needs for the job? What is so important about those skills?
- How does *leadership* apply to developing, delivering, and being accountable for a comprehensive school counseling program?
- What is the counseling theory or approach that you most closely follow (e.g., Choice Theory; Solution Focused Brief Counseling, REBT)? Similarly, what is one of the most creative and innovative counseling techniques you have used?
- How do you organize and prioritize your time between directly meeting the needs of students and keeping up with other duties?
- How is your job different or similar to that of a social worker, school psychologist, or mental health counselor?
- How do you know if what you are doing with students and others is working?

- What particularly is it that you like about working with your level (elementary, middle, secondary) of students? What do you not like?
- How does technology play a role and/or affect your work?
- In addition to your graduate degree, what experiences, formal or informal, have you had that especially prepared you for your job?
- What is important to include in a comprehensive school counseling program?
- What are a few characteristics of an effective school counselor?
- What are the major stressors associated with your profession?
- What do you do for self-care?
- To which school counselor organization(s) do you belong? Which professional journals or newsletters do you find most important to you professionally?
- What are the most important legal and ethical ramifications of your profession?
- If you could change one thing about the profession of school counseling, what would it be?
- What is it about the job that makes you want to get up in the morning and go to work?
- Where do you see the school counseling profession going during the next 5-10 years?
- How do you get support from others such as administrators, parents, teachers, and community members?
- What advice do you have for a beginning counselor for maximum success?

Reflection

Important! Now ... write about what you make of your experience. That is, your thoughts, feelings, and attitudes, any insights, etc. ... what did you learn? So what? Include your response to the following questions for the shadowing experience:

- How would you compare/contrast against what you have been learning in class? For example, how is the counselor's work consistent (or not) with the ASCA Model components?
- How does what you observed/learned make a difference for you (e.g. how were you inspired, disappointed, encouraged, or confused)?
- What parts of what you learned/observed would you consider positive role modeling? Which parts would be considered a negative example (i.e., how you would not want to behave)?
- What questions about the profession (e.g., standards, practice, roles, future direction) do you perhaps not had before?
- **For your second paper: How were your two interviews similar? Different?**

Tips for Successful Interviewing

- Send these questions to your interviewee a few days before your scheduled meeting. This will help the counselor best prepare for your time together.
- Schedule the interview at a time without distractions, perhaps away from the main office or school counseling area (e.g., the library).
- Your job is to interview, not judge. Do not evaluate the quality of the answers you receive. Yet, use your newfound probing skills to help your interviewee tell his or her story as best as possible. Don't burn any bridges, especially since your interviewee may one day be your

colleague and/or internship supervisor. This is a time to begin to cultivate a network of colleagues and connections within the field. Conversely, cheerlead and compliment your interviewee for their time and effort whenever possible.

- Remember, your second interview should be with a counselor at a *different* level (elementary, middle, or secondary) than for your first interview.

Writing Tips

- summarize what you learned about the school, the roles of a school counselor and general impressions.
Make sure that you analyze. That is, how does what you observed or learned during the job shadow compare to what you are learning in class and from the readings?
Do not forget your reflection!!

COUN 545 Interview Paper Grading Rubric

CRITERIA	3 points	2 points	1 point
Introduction	1 all key components are thoroughly presented and well written. Basic background information is provided.	1 some key components are presented and well written. Some basic background information is provided.	1 a few key components are presented and poorly written. Little basic background information is provided.
Summary	1 The scope and nature of the interview is clearly described. Providing a rich/thick description. 2 Major themes/ideas of the interview are summarized and comprehensively addressed.	1 The scope and nature of the interview is clearly described. Providing some detail and understanding of the context. 2 Major themes/ideas of the interview are summarized and addressed.	1 The scope and nature of the interview is somewhat described. Providing minimal detail and understanding of the context. 2 Major themes/ideas of the interview are minimally summarized and addressed.
Reflection	1 the interviewee is treated with sensitivity and understanding of the interviewee as a person. 2 the primary focus of the reflection is upon the student's learning and personal growth 3 student's learning and professional growth is strongly anchored with relevant literature.	1 the interviewee is treated with sensitivity and understanding of the interviewee as a person. 2 the primary focus of the reflection rests upon the interviewee rather than the student's learning and personal growth 3 student's learning and professional growth is anchored with relevant literature.	1 the interviewee is treated with little sensitivity. Student is overly critical of interviewee. 2 the focus of the reflection is upon the interviewee and analysis of their work. 3 student's learning and professional growth is limited with little or no relevant literature support.
Writing Style	1. Paper is exceptionally well written and organized. 2. Writing is clear, concise, interesting, and has minimal spelling or mechanical errors. 3. Writing style reflects logical progression of ideas with appropriate transitions.	1. Paper is well written and organized. 2. Few spelling or mechanics errors. 3. Paper consistently presents a logical progression of ideas. Paragraph structure is logical and reader-friendly.	1. Paper is clearly written but includes multiple spelling and/or mechanical errors. 2. Overall, the paper presents a logical progression of ideas but transitions are missing or lack flow.
Components Present	1. Excellent introduction and conclusion 2. References are robust and appropriate 3. Excellent questions listed in the appendix.	1. Solid introduction and Conclusion. 2. References are minimal 3. Appendix of questions asked is incomplete or minimal.	1. Introduction and/or Conclusion are missing information. 2. References are non-existent 3. Appendix of questions asked is missing.

Total Points: _____

Comments:

Article Review Guidelines

Conduct a review of the relevant professional literature regarding school counseling, comprehensive school counseling programs, and closely related topics from the Viterbo University full text library database (e.g., Ebsco, PsychInfo, or related). Review and submit two (2) peer reviewed (**scholarly**) articles. These articles can be either conceptual or empirical articles within the field of school counseling.

- Your two articles should be balanced among various school counseling topics or areas of focus such as peer helping, ASCA Model, effectiveness of techniques, classroom lessons, counseling issues (e.g., bullying, stress, technology, roles, ratios), and/or school counselor professional development.
- For each review, make sure that you submit both your reflection and the original article with highlights and comments.
- Make your comments fully visible. That is, make sure the comment box is wide open before you save and submit.
- Your comments should be more than just what you like or don't like about the article. Your comments should **compare and contrast** what you are reading with other experiences/learnings such as the textbook, class discussions, your job shadowing experiences, or other experiences. As well, include your thoughts, questions, and feelings about what you are learning.

For each article, use the **highlighting and tracking** features of your word processor to:

- Highlight important parts of the article using the highlighter in your word processor or PDF reader.
- Insert your comments, thoughts, and questions *as you think of them* throughout the article using the tracking or review feature of your word processor.
- Then, keep tracking on while you write a reflection at the end of the article.
- **IMPORTANT: Write a reflection (2 to 3 paragraphs) at the end of the article that include**
 - What you believe to be the “so what?” of the article.
 - What is the importance of learning what the article wants us to learn?
 - What are the implications for practice or further research?
 - Any recommendations you can think of for future practice or investigation.
 - And especially ... other thoughts/ideas (e.g., what did you learn and why is it meaningful, or not).

TIP: For articles that are downloaded in PDF format, use the Comments function of your PDF Reader to insert comments. Or, you might be able to open the PDF in Microsoft Word if you have a later version or you can convert it for free using https://www.ilovepdf.com/pdf_to_word

Viterbo University
Counselor Education Programs
Professional Dispositional Traits

Date _____

Name of Student _____

Name of Evaluator _____

Please rate the Counselor Education student on the below categories. For each area indicate the performance of the student. The rating scale is as follows: NA (not applicable/this aspect has not been observed);

Unacceptable (performance has fallen below professional standards);

Expected (performance has been at a level expected of a student in training);

Advanced (the student has exceeded expectations and shown remarkable growth); and

Exceptional (the student has been truly outstanding in their performance).

General Comments Regarding Student

	NA	Unacceptable	Needs Improvement	Expected	Advanced	Exceptional
Demonstrates a personal commitment to developing professional competencies						
Invests time and energy in their professional studies						

Self-Awareness

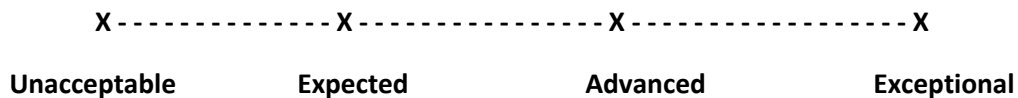
	NA	Unacceptable	Needs Improvement	Expected	Advanced	Exceptional
Accepts and uses constructive feedback to enhance self-development and skills						
Engages in open and clear communication with others						
Recognizes and articulates personal and professional strengths						

Recognizes and articulates personal and professional areas for growth						
Recognizes and takes responsibility for deficiencies and actively works to overcome						
Reacts non defensively to constructive feedback from supervisor(s) and peers						
Collaboratively establishes goals for growth with supervisor(s)/instructor(s)						
Clearly articulates a professional counselor identity						

Interpersonal Skills

	NA	Unacceptable	Needs Improvement	Expected	Advanced	Exceptional
Demonstrates the ability to establish and maintain healthy relationships						
Demonstrates the ability to communicate warmth, unconditional positive regard, and empathy toward others						
Is honest with self and others						
Demonstrates the ability to emotionally regulate when asked to cope with stressful situations both professional and personal						

Overall preparedness for profession: Please provide an overall evaluation of the student on the scale below.



Provide any additional comments for improved performance of professional dispositional traits.

Signature _____ Date _____