

CED 688 – Advanced Contemporary Topics in School Counseling

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Class Schedule: M, T, Th.; 4:30pm – 6pm

Required Text:

Remley, T. R., Jr., Hermann, M. A., & Huey, W. C. (Eds.). (2003). Ethical & legal issues in school counseling (2nd ed.). Alexandria, VA: American School Counselor Association.

American School Counselor Association. (2003). The ASCA national model: A framework for school counseling programs. Alexandria, VA: Author.

Additional reading materials:

Please see Leadership and Advocacy readings, included in the Course Information section of Black Board under the “class readings” tab.

Course Objectives:

As a result of successfully completing this course you will have knowledge of:

- The ASCA National Model for School Counseling Programs
 - The history and foundation of the National Model
 - Aligning the National Model to your school
 - Applying the National Model in your school
- Relevant and pertinent ethical and legal tenets impacting school counselors
 - Differentiating between current legal and ethical issues
 - Navigating “vague and ambiguous” legal terminology
 - Understanding and explaining school counselor ethics
- The implications of leadership and advocacy responsibilities for school counselors
 - Demonstrating and encouraging leadership activities in your school
 - Formulating and Organizing advocacy activities in your school
 - Specific programs and plans of actions related to leadership and advocacy

Student Responsibilities

Students are responsible for the following items:

1. Attend on-line class on a regular basis.
2. Actively participate in on-line class discussions, Black Board discussion threads, and activities (please see instructions for Black Board discussions).
3. Complete all reading assignments PRIOR to class in order to facilitate Item 2.
4. Complete and submit all required assignments in accordance with related time requirements.
5. Assist the instructor in making this class as relevant as possible by addressing setting-specific information and concerns.

Please make sure you follow the UNCG Academic Integrity Policy (Honor Code) for all assignments and requirements. The Academic Integrity Policy may be accessed at <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html>.

Students in need of special accommodations due to physical, learning, or mental disabilities should contact Dr. Villalba as soon as possible. Further information for students with disabilities may be found in the Student Information Booklet. It is the instructor's intention to provide appropriate opportunities for all students to succeed.

Evaluation:

Student performance for CED 688D will be based on the following items:

<u>Maximum Points</u>	<u>Assignments</u>
25	Program Audit
10	School Counselor Management Agreement
25	Ethical and Legal Issues
15	Critical Incidents
25	Leadership and Advocacy: A Culminating Experience

Assignments:

ASCA National Model Assignments: These assignments are drawn from *The ASCA National Model* text. Please refer to your text book for the required forms, which you will need to complete these assignments.

Program Audit: The ASCA National Model maintains a strong emphasis on accountability. Most of the components, domains, and themes within the ASCA National Model lend themselves to being quantified, particularly if you use the provided forms and models. Page 110 of *The ASCA National Model* text contains one of the most important tools for aligning your school program with the National Model. More importantly, it allows you the opportunity to objectively

look at your program and discover its strengths and weaknesses. For this assignment, you are to complete the entire audit. In addition, you are to prepare a 2-4 page, APA style, paper regarding how you plan to address the weaknesses in your counseling program. In the off chance that you do not have weaknesses in your program, provide me with information on how you plan on maintaining such a high level of proficiency and accountability.

School Counselor Management Agreement: *The ASCA National Model* text includes examples of agreements forms your building administrator and you may fill out in order to concretely delineate your job duties and goals. The forms may be found on pages 101 and 103. For this assignment, fill out the level-appropriate form as if you were going to present it to your administrator. Furthermore, you are to write 1-page position paper on the feasibility (“reality”) of using a form like this, say, next school year. As critical (“cynical”) as you may want to make this paper, please be sure to describe specific examples/reasons why it may or may not work. Since you will need to provide a completed copy of the forms on page 101 and 103, please fax those forms to 336-334-3433. You may also mail the forms to the department if you wish. As for the position paper, that may be emailed OR included with your fax.

Ethical and Legal Assignments: These assignments require you to analyze and critically interpret chapter topics and ASCA position statements. Please refer to your text, *Ethical and Legal Issues in School Counseling*, for both of these assignments. The following assignments are to be done individuals and not groups of two or more students.

Ethical and Legal Issues: The number of legal and ethical issues related to being an effective, efficient, and professional school counselor is quite numerous. For this reason, this assignment requires that you pick one of the chapters in the *Ethical and Legal Issues in School Counseling* text and write a 3-5 page synopsis of the chapter. Your work will then be shared with fellow classmates as well as the instructor (you will be able to email each classmate via the Black Board program). Due to the “popularity” of some topics and the “undesirable nature” of other topics, each of you will be assigned your topic. If possible, be sure to describe in your paper how you may have experienced your topic within your school. If you have never experienced the topic in question in your school, please explain what would happen if said topic did occur in your school. Finally, your paper is to be written in APA style.

Critical Incidents: In accordance with your assigned chapter (and the above assignment) you are to develop a “case study/example.” The case study should provide a concrete example of the ethical and legal issue described in your chapter. Then, create a “possible solution” to the issue provided in your case study. The case study itself should be no more than one page and your response to the case study should be one to two pages.

Leadership and Advocacy Assignment:

Leadership and Advocacy: This paper will serve as your “final paper” for the PMC in Advanced School Counseling – in short, what you learned from the four PMC classes. This paper will be a reflection of the type of school counselor you were before you started the PMC, the type of school counselor you are now, and the type of school counselor you want to be from this point on. Particularly, share your strengths as a school counselor and how you use them to better your professional self, your school, and the profession. Since leadership and advocacy are of particular importance to the current evolution of the school counseling field, do not forget to emphasize these factors throughout this final paper. Finally, the paper is to be three to five pages in length and must be in APA style (citing necessary references from your readings from the 4 classes).

Class Participation/Attendance

Online classes, as you already know, are an interesting exercise. For this reason, the more that folks participate the better (in my opinion) the experience. Therefore, you are expected to provide your input to online discussions on a regular basis. In addition, you are expected to be in attendance throughout the semester. There will be 14 online discussions for the semester. You will be granted 2 absences. After that, you will lose a point from your final grade for each absence (only under the most extreme of situations will you be granted an additional absence). I realize this is a summer course and folks have summer plans (weddings, vacation, etc.) which take some priority over aspects of this course. It is your responsibilities to alert me AS SOON AS POSSIBLE of potential absences. This does not mean I will “grant” you an excused absence. However, it does allow us to discuss your absence and possible make-up options.

A Note About Blackboard:

Each of the three class themes will be covered over four class periods. For each theme, one Blackboard prompt will be posted just prior to the first class. It is your responsibility to post at least two (2) times for each prompt PRIOR to the fourth class period on each theme. For example, the first theme is the ASCA Model - the prompt will be posted on the first day of class; you must post at two different times, but no later than the day before the fourth class. It is strongly recommended that you post at two different times so that you might respond to a classmate's views as well as presenting your own thoughts. During the fourth class on each theme, we will discuss the Blackboard responses during classtime.

Grade Scale:

90 – 100 = A

88 – 89 = B+

80 – 87 = B

78 – 79 = C+

70 – 77 = C

Calendar of Topics and Class Assignments

Topic	Reading(s)
ASCA Model – General Overview	ASCA Book; Chpts. 1 – 2
ASCA Model – Foundation	ASCA Book; Chpt. 3
ASCA Model – Delivery System	ASCA Book; Chpt. 4
School Counselor Management Agreement	
ASCA Model – Management System	ASCA Book; Chpt. 5
ASCA Model – Accountability System	ASCA Book; Chpt. 6
Program Audit is Due	
Ethics/Legal Issues – Decision Making	Remley et al. Book; Chpt. 1
Ethics/Legal Issues – Confidentiality	Remley et al. Book; Chpt. 4
Ethics/Legal Issues – Records	Remley et al. Book; Chpt. 5
Ethical and Legal Issues assignment is Due	
Ethics/Legal Issues – Students and Suicide	Remley et al. Book; Chpt. 2
Leadership/Advocacy – What is Advocacy	Field & Baker, 2004, <i>PSC</i>
Critical Incidents assignment is Due	
Leadership/Advocacy – Advocacy Comps.	Trusty & Brown, 2005, <i>PSC</i>
Leadership/Advocacy – Leaders & ASCA	Schwallie et al., 2003, <i>PSC</i>
Leadership/Advocacy – Program Leaders	Dollarhide, 2003, <i>PSC</i>
Final Paper is Due	
Review and Summary	