I. TITLE: CNS 617 Introduction to School Counseling

II. COURSE DESCRIPTION: An introductory survey course in the history, philosophy, principles and techniques of guidance, with emphasis on the organization and administration of guidance services in school settings based in American School Counseling Association National Model guidelines.

III. PURPOSE: The purpose of this course is to expand student knowledge and skills of school counseling. Students will be expected to understand the professional foundations of school counseling, and the roles and functions of school counseling within and without the school. This course is planned to help individuals define counseling programs and prevention/intervention strategies for normal, at risk and minority/impoverished youth; to help them evaluate present services or programs particularly as they relate to enhancing school achievement especially for minorities; to introduce and advocate for new services and programs where needed through systemic change; and to encourage cooperative efforts to better serve students and meet the Kentucky Education Reform Act (KERA) goals of enhancing academic achievement, personal-social development, career development, self-sufficiency and group membership.

COURSE OBJECTIVES: This course strives to meet the objectives as outlined in the NCATE/CACREP Standards. This course also complies with the Kentucky EPSB Counselor Training Standards.

A. Upon completion of this course, students will have knowledge of:
   1. The historical overview of mental health counseling and counseling in the schools. (CACREP Section II: G1.a, G1.b; EPSB 1-7)
   2. Obtaining and maintaining certification and licensure in Kentucky. (CACREP Section II: G1.f, G1.g; EPSB 7)
   3. The Guidance Services model /Intervention-Prevention and Children at Risk. (CACREP Section II: G1.b, G2.a, G2.b; EPSB 1-7)
   4. Current trends and advocating for school counseling. (CACREP Section II: G1.h, G1.i; EPSB 1-4b)
   5. Legal and Ethical issues. (CACREP Section II: G1.j; EPSB 1-4b)
   6. Strategies for program development and evolution. (CACREP Section II: G1.b, G1.e, G1.f, G1.g, G1.h, G1.i; EPSB 1-7)
   7. Strategies for coordination of school community services. (CACREP Section II: G1.c, G2.a, G2.b, G2.d, G2f; EPSB 1-7)
   8. Counselor role in KERA. (CACREP Section II: G1.b, G1.h, G1.i; EPSB 1-7)

B. Participants in this course will:
1. Compare and contrast a school-counseling program with the ASCA National Model. (CACREP Section II: G1.f, G1.g; EPSB 1-7)
2. Assess a counselor’s role in a school by personally interviewing two counselors. (CACREP Section II: G1.b, G5.b; EPSB 1-7)
3. Provide personal belief statements about counseling, emphasizing their personal strengths that would help them develop and implement a total school counseling program and curriculum utilizing ASCA’s Standards. (CACREP Section II: G1.b, G1.d, G1.h, G1.i, G5.b; EPSB 1-7)
4. Build self-awareness through personal reflection and examination of thought processes. (CACREP Section II: G1.d, G2.e, G2.f, G5.b; EPSB 7)
5. Analyze and develop key elements that could be used for at-risk youth both in prevention and intervention programs. (CACREP Section II: G2.a, G2.f; EPSB 1-7)
6. Compare and contrast contemporary research that implements positive strategies for helping students function more productively, especially for minority and impoverished youth. (CACREP Section II: G2.e, G2.b; EPSB 1-7)
7. Identify, research, discuss and write about best practices in counseling an at-risk population. (CACREP Section II: G1.c, G1.i, G2.a, G2.d, G3.c, G5.a, G5.g, G8.a; EPSB 1-7)
8. Reflect on legal and ethical responsibilities as a functional decision maker in the school systems. (CACREP Section II: G1.j; EPSB 1-4B)
9. Identify and analyze specific strategies that would implement goals 3 & 4 of the Kentucky Education Reform Act (KERA) as well as desired academic outcomes and Standards and Indicators for School Improvement. (CACREP Section II: G1.b, G1.g; EPSB 1-7)

The course should provide knowledge and understanding of counseling services: familiarization with professional literature in the field, inculcation of the counseling "point of view" and the philosophical bases of guidance; awareness of current professional issues and concerns; recognition of on-going research; and, development of prevention/intervention programs to help normal and at-risk students.

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the School Counseling Program Curriculum.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through the various textbook chapters which cover these topics, and additionally, in the focus of the Program Curriculum and specified reaction essays.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. Orientation to the class; standards and initiatives in Kentucky; what counselors do
B. Compare and contrast Kentucky Standards, ASCA National Model Standards and EdTrust Initiative for Transforming the School Counseling Profession
C. Program planning and development  
D. The Guidance Curriculum  
E. Individual and group counseling  
F. Consulting  
G. Coordinating programs, processes and procedures  
H. Assessment and testing  
I. Ethical behavior and professional codes of ethics

V. INSTRUCTIONAL ACTIVITIES:  
A. lecture/discussion  
B. student presentations/cooperative learning groups  
C. independent web work and reading  
D. Student reflection and analysis of counseling methods

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Students will do field research by interviewing a school counselor, analyzing their school counseling program, and identifying their systems programs for at-risk youth.

VII. RESOURCES:  
A. Waterfield Library  
B. Journal articles  
C. Class discussions  
D. ASCA’s National Model  
E. ASCA’s Student Competencies  
F. Videotapes of effective/ineffective practices

VIII. GRADING PROCEDURES:  
A. Course Requirements  
   1. **Mid term and final exams.** (50 pts each) 100 points. Content from textbooks/lectures.  
   2. **Essays.** (20 pts each) 40 points. Answer, in the form of an essay, two questions which will be about you and the counseling field. The purpose is to critically evaluate your belief system and thinking about becoming a Professional School Counselor and the skills counselors possess to develop and manage a total counseling program.  
   3. **Research Paper.** 60 points. Research at least five (5) articles about counseling a particular at-risk population. In your paper, discuss your findings in reference to techniques, methods and/or theory and apply them in a practical manner. In your conclusion, reflect on your new information. The articles must be recent (<10 years) and from an accredited educational journal (no Wikipedia, magazine articles, newsletters, etc.).  
   4. **School Counselor Interviews.** 100 points. Interview two school counselors currently employed in two different educational levels in a school system. Compare and contrast the responsibilities of the counselors and reflect upon your experience.  
   5. **Class Participation:** All students are expected to participate in the class activities and discussions. Where a grade is “borderline,” the instructor may use his subjective evaluation of a student’s in-class participation for determining the final course grade.
Paper Guidelines
- APA format
- 12-font, Times New Roman
- Double Spaced, 1-inch margins
- 3-5 Pages
- Title Page
- Reference Page

B. Evaluation

Essays (2 @ 20 points each)  40 points
Research paper                  60 points
Interviews                     100 points
Midterm                        50 points
Final Exam                     50 points
TOTAL                          300 points

The following scale will be used:
A = 270-300   B = 240-269   C = 210-239   D = 180-209   F = below 180

Assignment Policies:
1. Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements.
2. Any late assignment MAY be accepted with instructor’s consent, and must be turned in no later than the next scheduled class. All late assignments will be assessed a 10% late penalty.

IX. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Graduate Bulletin. Students are expected to be prompt and attend all classes. Attendance sign in sheets will be collected after each class. You must have prior approval if you have to miss and other work will be assigned. Approval will be given for work related instances or family emergencies (weddings and reunions are not emergencies). Two points will be subtracted from the final class grade for each class missed without approval. Assignments not turned in on required date due to unexcused absences will not be accepted.

X. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.
Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XI. TEXT AND REFERENCES:
XII. PREREQUISITES: none

XIII. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information contact the Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XIV. BIBLIOGRAPHY


counselors serve? *Journal of School Counseling, 6*(3).


