I. TITLE: Middle/Secondary School Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S):
This course prepares 5-12 School Counselors with professional knowledge, skills, and practices necessary to promote the academic, career and personal/social development of all 5-12 students. Emphasis is placed on skills, theory, and techniques that are developmentally appropriate for middle and secondary school settings focusing on the American School Counselor’s Association (ASCA) National Model of Foundations, Delivery, Management and Accountability and on ASCA’s Student Skills of Academic Development, Career Development, and Personal/Social Development as they pertain to the developmental level of middle and secondary school students. 

Prerequisite(s): CNS 617, Introduction to School Counseling; CNS 720, Elementary School Counseling

III. COURSE OBJECTIVES:
Class activities will be centered for the purpose of expanding knowledge and skills of effective 5-12 School Counselor practices and procedures based on ASCA’s National Model and ASCA’s Student Competencies. In particular, 5-12 students’ academic, career, and personal/social development will be stressed as well as enhancing minority achievement and access to future education and career opportunities. NCATE expectations with regard to the Kentucky Education Reform Act (KERA) Initiatives are incorporated throughout the course.

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

Upon completion of this class, student will have knowledge of:
A. philosophy, and trends of school counseling in middle/secondary school systems, including ethical and legal considerations that are specific to the adolescent population. (CACREP Section II: G1a, G1j)
B. roles, functions, and professional identity of the school counselor in relation to other professionals in the middle/secondary school setting, including collaboration, consultation, and leadership. (CACREP Section II: G1b, G1h, G1i)
C. comparing the role of the middle/secondary school counselor with that of the elementary school counselor in relation to professional relationships, developmental level of clients, the ASCA National Model, and legal and ethical issues. (CACREP Section II: G1b, G1c, G1h, G1i, G1j, G2d, G2f, G3a, G3b, G3f, G3h, G4c, G4d, G4g, G5e, G5f, G5g, G6b, G6d)
D. the effects of growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency, stereotyping, family, socioeconomic status, and gender and sexual identity on student achievement and development (CACREP Section II: G2a, G2b, G2c, G2d, G2e, G2f, G3a, G3c, G3d, G3f, G3h, G5e)
E. operation of school emergency management plan and the roles and responsibilities of the school counselor during crisis, including suicide assessment, process and policy. (CACREP Standard II: G1c, G1j, G2b, G3c)

F. designing, implementing, managing, and evaluating programs to enhance the academic, career, and personal/social development of students, including transition programs (i.e. school-to-work and postsecondary planning). (CACREP Section II: G3e, G4f, G7f, G7g, G8a)

G. cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning and how these factors are integrated into the school setting. (CACREP Standard II: G1h, G1i, G1j, G2a, G2b, G2d, G2e, G2f, G3b, G3d, G3e, G3h, G4e, G4d, G5f, G8a.)

H. multicultural counseling issues and the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on student achievement. (CACREP Standard II: G1b, G1h, G1i, G1j, G2a, G2b, G2c, G2d, G2e, G2f, G3a, G3b, G3c, G3d, G3e, G3f, G3h, G4c, G4d, G4g, G5a, G5e, G5f, G6d, G7f, G8a)

I. curriculum design, lesson plan development, classroom management strategies, and differential instructional strategies for teaching counseling-related material. (CACREP Section II: G3b, G3h, G6a)

J. implications of the ASCA National Model on the middle/secondary school counseling curriculum as well as on the school environment and the counselor role. (CACREP Standard II: G1b, G1i, G3b)

Upon completion of this class, students will have a skills base in:

1. the ability to use procedures for assessing and managing suicide risk. (CACREP Standard II: G1c, G3c, G3h, G5e, G5g)

2. personal self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms. (CACREP Standard II: G1d, G2b, G5b)

3. the signs and symptoms of substance abuse in adolescents, as well as signs and symptoms of living in a home where substance abuse occurs. (CACREP Standard II: G3g, G5g)

4. planning a comprehensive school counseling guidance curriculum for the middle/secondary school setting, including Academic, Career and Personal/Social development. (CACREP Standard II: G1b, G1c, G1g, G1h, G1i, G1j, G2a, G2d, G2f, G3b, G3e, G3f, G3h, G4b, G4c, G4f, G4g, G5a, G5c, G5f, G5g, G6d, G7g, G8a, G8d, G8f)

5. using research and data to improve middle/secondary school-related programs. (CACREP Standard II: G2a, G2c, G2d, G2f, G3e, G8a, G8e)

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. Overview of working with at-risk student populations at the middle/secondary school level.
   1. Definition
   2. Rationale
   3. Importance
   4. Academic, Career and Personal/Social Domains
B. School Counseling and Adolescent Development
   1. Theories
   2. Cultural values and issues
      a. Dysfunctional family dynamics
      b. Mood disorders
      c. Self-esteem
      d. Trauma
      e. Suicidal ideation
      f. Gender identification
      g. Substance use and addiction
      h. Dropping out of school
   3. Methods of research
C. Applications and Middle/Secondary School Curriculum Development

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture/discussion
B. Demonstration of counseling strategies and skills development
C. Cooperative learning groups
D. Student presentations
E. Student planning, implementation, and reflection of counseling curriculum

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
The in-class experience incorporates numerous experiences that will simulate the work of school counselors.

VII. TEXT AND RESOURCES:

VIII. EVALUATION AND GRADING PROCEDURES:
A. Course Requirements
   1. Planning a Counseling Program Curriculum: This assignment is broken down into
three parts – 1) the Curriculum Crosswalking Tool, 2) your School Counseling Calendar for the year and 3) a sample middle/secondary school classroom (research-based) activity of your choice based on a skill set from the ASCA Crosswalking Tool. The activity will be presented to the class and should include an action of accountability. This three-part assignment is designed to help you become familiar with ASCA’s National Model and KSCA’s State Model for school counseling and to help develop your own comprehensive, middle/secondary school counseling guidance program. (CACREP Standard II: G1a, G1h, G2a, G2d, G3e, G3h, G4b, G4c, G4f, G5a, G5e, G5g, G8a)

2. **Newsletter:** As a class, you will collaborate with each other to create an informational and practical Newsletter to be circulated among the MSU College of Education and local school counselors. You may choose the Newsletter audience (parents, teachers, or students) and focus (middle or secondary school topics). Cover all areas of development: Academic, Career and Personal/Social. This is a semester-long project. The sooner you get started the better for you. Articles within the newsletter may cover topics such as:

Review of Counseling Techniques/Skills  
Review of Theory  
Accountability  
ASCA National Model  
Applicable research on secondary school topics  
Activities that may be used with secondary school students, etc.

All Newsletter information should be based on research and cited. Articles should be easy to read and concise. Because this will be made public, it will be scrutinized for grammar, punctuation, organization, plagiarism, and general readability. (CACREP Standard II: G1b, G1h, G1i, G2b, G2d, G2f, G3h, G4g, G5a, G8a, G8f)

3. **Reaction Essays:** You will answer the following questions fully in a two page essay response. Listing and outlines are not acceptable formats.

**Essay 1:** Please respond whether you agree/disagree to one of the following statements and explain.

a. Childhood events are baseline for adult personality.
b. Each person determines the essence of his/her existence.
c. Humans strive for actualization – to maintain or promote growth.
d. People have internal and external definitions of themselves.
e. Personality development is founded more on a progression of learned cognitions than on biological predispositions.
f. The past determines the present, even though human motivation should be focused on the future.
g. There is no such thing as free will or voluntary behavior.

**Essay 2:**

a. What are the similarities of working with individuals who struggle with their ethnic identity and those who are struggling with an eating disorder?
b. What are the differences?
c. As a school counselor, what types of family interventions would you use to help these clients?
Essay 3: Culturally skilled counselors have three main characteristics (Sue & Sue, 1990). Please reflect and honestly describe where you fit with these characteristics in regards to the LGBTQIA population. A culturally skilled counselor is one who:

a. is actively in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, personal limitations and so forth.

b. actively attempts to understand the worldview of his or her culturally different client without negative judgments.

c. is in the process of actively developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with his or her culturally different clients.

You will be graded on your thoughtfulness, support for your view, thorough response, and conciseness. There is no need for citations, but tell me where you get your factual information. APA format is not required for this assignment. (CACREP Standard II: G1d, G2b, G2e, G3b, G3d, G3f, G3h, G5a, G5b, G5e)

4. Exams: The midterm and final exam will evaluate student's knowledge of readings and class lectures. Makeup exams will be conducted by consent of the instructor. (CACREP Standard II: G1a, G1b, G1h, G1i, G2a, G2f, G5b, G5f, G6d)

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.

B. Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletter</td>
<td>200</td>
</tr>
<tr>
<td>Reaction Essays (3 @ 10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Midterm</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
</tr>
<tr>
<td>5-12 Developmental Guidance Curriculum:</td>
<td></td>
</tr>
<tr>
<td>- Crosswalk Tool</td>
<td>10</td>
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<tr>
<td>- Calendar for the year</td>
<td>30</td>
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<tr>
<td>- Activity with accountability</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>450</td>
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</table>

The following scale will be used:
A= 405-450   B= 360-404   C= 315-359   D= 270-314   F= below 270

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 policy published in the MSU Graduate Bulletin. Additionally,
students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.
A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

CACREP Counseling Program Specifics for CNS 725

<table>
<thead>
<tr>
<th>School Counseling Objectives</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Foundations A6</td>
<td>Readings, Lecture, Discussion, Case Study, Curriculum Assignment, Midterm and Final Exams</td>
</tr>
<tr>
<td>Foundations B1</td>
<td>Discussion, Case Study, Reaction Papers</td>
</tr>
<tr>
<td>Foundations B2</td>
<td>Discussion, Case Study, Reaction Papers</td>
</tr>
<tr>
<td>Prevention &amp; Intervention C1</td>
<td>Readings, Lecture, Discussion, Midterm and Final Exams</td>
</tr>
<tr>
<td>Prevention &amp; Intervention C3</td>
<td>Readings, Lecture, Discussion, Case Study</td>
</tr>
<tr>
<td>Prevention &amp; Intervention C4</td>
<td>Discussion, Curriculum Assignment, Newsletter Assignment, Midterm and Final Exams</td>
</tr>
<tr>
<td>Prevention &amp; Intervention C5</td>
<td>Readings, Lecture, Discussion</td>
</tr>
<tr>
<td>Prevention &amp; Intervention D1</td>
<td>Discussion, Reaction Papers</td>
</tr>
<tr>
<td>Prevention &amp; Intervention D3</td>
<td>Curriculum Assignment</td>
</tr>
<tr>
<td>Prevention &amp; Intervention D4</td>
<td>Readings, Lecture, Discussion</td>
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<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>Prevention &amp; Intervention D5</td>
<td>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
</tr>
<tr>
<td>Diversity and Advocacy E1</td>
<td>Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.</td>
</tr>
<tr>
<td>Diversity and Advocacy E2</td>
<td>Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.</td>
</tr>
<tr>
<td>Diversity and Advocacy E3</td>
<td>Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</td>
</tr>
<tr>
<td>Diversity and Advocacy E4</td>
<td>Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement.</td>
</tr>
<tr>
<td>Diversity and Advocacy F1</td>
<td>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</td>
</tr>
<tr>
<td>Diversity and Advocacy F2</td>
<td>Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</td>
</tr>
<tr>
<td>Assessment G1</td>
<td>Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students.</td>
</tr>
<tr>
<td>Assessment H1</td>
<td>Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</td>
</tr>
<tr>
<td>Assessment H5</td>
<td>Assesses barriers that impede students’ academic, career, and personal/social development.</td>
</tr>
<tr>
<td>Research and Evaluation I1</td>
<td>Understands how to critically evaluate research relevant to the practice of school counseling.</td>
</tr>
<tr>
<td>Research and Evaluation I3</td>
<td>Knows basic strategies for evaluating counseling outcomes in school counseling.</td>
</tr>
<tr>
<td>Research and Evaluation I5</td>
<td>Understands the outcome research data and best practices identified in the school counseling research literature.</td>
</tr>
<tr>
<td>Research and Evaluation J1</td>
<td>Applies relevant research findings to inform the practice of school counseling.</td>
</tr>
<tr>
<td>Research and Evaluation J3</td>
<td>Analyzes and uses data to enhance school counseling programs.</td>
</tr>
<tr>
<td>Academic Development K2</td>
<td>Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.</td>
</tr>
<tr>
<td>Collaboration &amp; Consultation M1</td>
<td>Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.</td>
</tr>
<tr>
<td>Collaboration &amp; Consultation M2</td>
<td>Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.</td>
</tr>
<tr>
<td>Collaboration &amp; Consultation M3</td>
<td>Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.</td>
</tr>
<tr>
<td>Collaboration &amp; Consultation M5</td>
<td>Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.</td>
</tr>
<tr>
<td>Collaboration &amp; Consultation M7</td>
<td>Knows school and community collaboration models for crisis/disaster preparedness and response.</td>
</tr>
<tr>
<td>Leadership O1</td>
<td>Knows the qualities, principles, skills, and styles of effective leadership.</td>
</tr>
<tr>
<td>Leadership O2</td>
<td>Knows strategies of leadership designed to enhance the learning environment of schools.</td>
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<tr>
<td>Leadership O4</td>
<td>Understands the important role of the school counselor as a system change agent.</td>
</tr>
</tbody>
</table>
# MURRAY STATE UNIVERSITY
## Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Course:</th>
<th>CNS 725: Secondary School Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day, time</td>
<td>Location</td>
</tr>
<tr>
<td>Instructor:</td>
<td></td>
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<tr>
<td>Office:</td>
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</tr>
<tr>
<td>Office Hrs:</td>
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<td>Phone:</td>
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<td>Email:</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Activity</th>
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</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>Review Syllabus, Schedule, Course requirements and expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch. 1 Defining Youth at Risk</td>
<td></td>
</tr>
<tr>
<td>Jan 25</td>
<td>Ch. 2 Prevention</td>
<td>Crosswalking Tool (10)</td>
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<tr>
<td></td>
<td>Ch. 3 Resilience</td>
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</tr>
<tr>
<td>Feb 1</td>
<td>Ch. 4 The Impact of Dysfunctional Family Dynamics</td>
<td>Reaction Essay #1 (10)</td>
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<tr>
<td>Feb 8</td>
<td>Ch. 5 “Who Cares What I Think”</td>
<td></td>
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<tr>
<td></td>
<td>Ch. 6 Preventing and Treating Mood Disorders</td>
<td></td>
</tr>
<tr>
<td>Feb 15</td>
<td>Ch. 7 Stress and Trauma</td>
<td>Calendar for the Year (30)</td>
</tr>
<tr>
<td>Feb 22</td>
<td><strong>Midterm Exam</strong> (Chapters 1 – 7) online Feb 15th – Feb 25th</td>
<td>(60)</td>
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<tr>
<td></td>
<td><strong>No class meeting</strong> – work on Newsletter</td>
<td></td>
</tr>
<tr>
<td>Feb 29</td>
<td>Ch. 8 “I’ll Cry Tomorrow”</td>
<td>Reaction Essay #2 (10)</td>
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<tr>
<td></td>
<td>Ch. 9 The Secret and All-Consuming Obsessions</td>
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<tr>
<td>Mar 7</td>
<td>Ch. 10 “I Don’t Want to Live”</td>
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<tr>
<td></td>
<td>Ch. 11 A Future in Jeopardy</td>
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<tr>
<td>Mar 14</td>
<td>Ch. 12 “I Am Somebody”</td>
<td>Newsletter Rough Draft</td>
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<tr>
<td>Mar 17-25</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>Mar 28</td>
<td>Ch. 13 Counseling Queer Youth</td>
<td>Reaction Essay #3 (10)</td>
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<tr>
<td>Apr 4</td>
<td>Ch. 14 Death in the Classroom</td>
<td></td>
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<tr>
<td>Apr 11</td>
<td>Ch. 15 “I Can’t Live Without It”</td>
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<tr>
<td>Apr 18</td>
<td>Ch. 16 Nowhere to Turn</td>
<td>Newsletter Final Draft (200)</td>
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<tr>
<td>Apr 25</td>
<td>Ch. 17 “This Isn’t the Place for Me”</td>
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<tr>
<td>May 2</td>
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<td>Present Classroom Activities (60)</td>
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<tr>
<td>May 5-11</td>
<td><strong>Finals week</strong> (Chapters 8-17) online May 2nd – May 9th</td>
<td>(60)</td>
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<tr>
<td></td>
<td><strong>No class meeting</strong></td>
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