Tennessee Tech University
College of Education
Department of Counseling and Psychology
Coun 6335 Professional Issues in the Educational Setting

Date, Time, Classroom, 3 credit hours, Semester

Instructor Information
Instructor's Name:
Office:
Telephone Number:
Email:

Office Hours Tuesday, Wednesday, and Thursday: by appointment

TTU College of Education Conceptual Framework:
Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Prerequisites N/A

Texts and References
    Required:

        Wright, R. J. (2012). *Introduction to school counseling.* Thousand Oaks, CA: Sage
            Publications, Inc.
        Flynn, J. (Producer). (2019, November 2). *Play therapy community* [Audio podcast].
            Retrieved from http://playtherapycommunity.com

Samuels, C. A. (2016, December 3). What are multitiered systems of supports? *Education Week*. Retrieved from http://edweek.org

Ziomek-Daigle, J., Goodman-Scott, E., Cavin, J., & Donohue, P. (2016). Integrating a multitiered system of supports with comprehensive school counseling programs. *The Professional Counselor*, *6*(3), 220-232.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap*. Thousand Oaks, CA: Corwin Press.

Moon, N. S., & Singh, A. A. (2015). In their own voices: Adolescent African American males' experiences of the achievement gap. *Journal of School Counseling*, *13*(16), 1-36.

Dameron, M. L., Foxx, S. P., & Flowers, C. (2019). The impact of race, gender, and socioeconomic status on school counselors' alternative learning program placement decisions: An experimental study. *The Urban Review*, *51*, 699-723.

Rumsey, A. D., & Milsom, A. (2019). Supporting school engagement and high school completion through trauma-informed school counseling. *Professional School Counseling*, *22*(1), 1-10.

Dollarhide, C. T., & Saginak, K. A. (2017). *Comprehensive school counseling programs: K – 12 delivery systems in action* (3rd ed.). Pearson.

Hatch, T. (2014). *The use of data in school counseling*. Corwin.

Runyan, H., Grothaus, T., & Michel, R. E. (2019). Classroom management competencies for school counselors: A Delphi study. *Professional School Counseling, 22*(1), 1-12.

American School Counselor Association. (2016). *ASCA ethical standards for school counselors*. Alexandria, VA: Author.

American School Counselor Association. (n.d.). *Legal and ethical FAQs*. Retrieved from http://www.schoolcounselor.org

Havlik, S., Ciarletta, M., & Crawford, E. (2019). "If we don't define our roles, someone else will": Professional advocacy in school counseling. *Professional School Counseling*, *22*(1), 1-11.

Scarborough, J. L., & Culbreth, J. R. (2008). Examining discrepancies between actual and preferred practice of school counselors. *Journal of Counseling and Development*, *86*(4), 446-459.

Wilder, C. (2018). Promoting the role of the school counselor. *Journal of Professional Counseling: Practice, Theory, & Research*, *45*(2), 60-68.

Recommended:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

COURSE DESCRIPTION

COUN 6335 Professional Issues in the Educational Setting (3 credit hours) This course will provide an introduction to the school counseling profession and the varied ways that school counselors support the development of k-12 students. A range of professional issues will be explored, including the history of the school counseling profession, policies and legislation that inform school counseling practice, the needs of students at various school levels, and considerations when serving historically marginalized student groups. Professional challenges will also be examined, such as academic achievement gaps and school counselor role ambiguity.

COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES

Standard	Content/Reading	Formative Assessment	Summative Assessment
School Counseling: Foundations			
CACREP Standards G.1.d: models of school-based collaboration and consultation	Wright, R. J. (2012).	Class Discussion	Shadowing Reflection
School Counseling: Contextual Dimensions			
CACREP Standards G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Wright, R. J. (2012).	Class Discussion	Shadowing Reflection
CACREP Standards G.2.n: legal and ethical considerations specific to school counseling	Wright, R. J. (2012).	Class Discussion	Shadowing Reflection
School Counseling: Practice			

CACREP Standards G.3.f: techniques of personal/social counseling in school settings	Wright, R. J. (2012).	Class Discussion	Article Review
CACREP Standards G.3.g: strategies to facilitate school and postsecondary transitions	Wright, R. J. (2012).	Class Discussion	Group Presentation
CACREP Standards G.3.h: skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Wright, R. J. (2012).\n\nPeer-reviewed articles.	Class Discussion	Article Review
CACREP Standards G.3.i: approaches to increase promotion and graduation rates	Wright, R. J. (2012).\n\nPeer-reviewed articles.	Class Discussion	Shadowing Reflection
CACREP Standards G.3.j: interventions to promote college and career readiness	Peer-reviewed articles.	Class Discussion	Shadowing Reflection
CACREP Standards G.3.k: strategies to promote equity in student achievement and college access	Peer-reviewed articles.	Class Discussion	Shadowing Reflection
CACREP Standards G.3.l: techniques to foster collaboration and teamwork within schools	Wright, R. J. (2012).\n\nPeer-reviewed articles.	Class Discussion	Shadowing Reflection

CACREP Standards G.3.m: strategies for implementing and coordinating peer invention programs	Peer-reviewed articles.	Class Discussion	Group Presentation
CACREP Standards G.3.n: use of accountability data to inform decision making	Peer-reviewed articles.	Class Discussion	Shadowing Reflection
CACREP Standards G.3.o: use of data to advocate for programs and students	Peer-reviewed articles.	Class Discussion	Shadowing Reflection

COUNSELING SKILLS DEVELOPMENT CHART
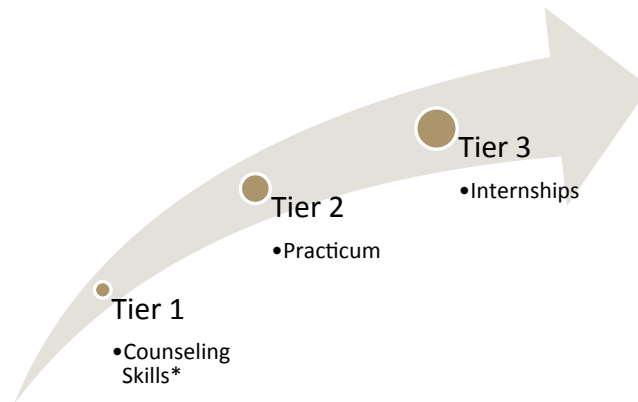
Tier 1: Counseling Skills (COUN 6360): Learning the basic counseling skills for helping through role-plays.

Tier 2: Practicum (COUN 6800): Learning how to implement counseling techniques with real students primarily through shadowing professionals. In addition, practicum includes faculty and on-site supervision.

Tier 3: Internship I & II (COUN 6830 & 7830): Performing counseling techniques with real students under faculty and on-site supervision.

STUDENT RESPONSIBILITIES

The following dispositions summarize the responsibilities accepted by the student participating in this course. Counseling and Psychology Graduate Program Information

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to asses one's own decision-making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

MAJOR TEACHING METHODS

Instruction will consist of lecture, demonstration, group discussion/activities, and student led skills practice.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

A. iLearn
B. Tk20: TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. There is a one-time-only system cost at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the TTU Tk20 website for more details.

TOPICS TO BE COVERED
1. Historical trends and contemporary practice of school counseling
2. Appropriate and inappropriate duties for school counselors
3. School counseling at elementary-, middle-, and high school levels
4. The school counselor's role in multi-tiered systems of support (MTSS), special education, collaboration, college and career readiness, implementation of trauma-informed schools, etc.
5. Achievement gaps and the needs of historically underserved student groups
6. Partnerships and collaboration in school counseling
7. Ethical issues in school counseling

GRADING AND EVALUATION PROCEDURES

The following assessment procedures will be used to evaluate students' knowledge of the course.

Evaluation and Assessment Procedures

Assignment	Percentage
Class Participation	10%
Professional Presentation	20%
Article Review	20%
Shadowing Reflection	20%
Classroom Observation	30%
Total	100%

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

A grade of an A or B demonstrates Competency Skills level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

LATE ASSIGNMENTS

All assignments should be completed on or before the announced due date. Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

ASSIGNMENT FORMAT

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (*APA Publication Manual*, 7th ed.) including, title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

ATTENDANCE POLICY

Attendance and on-time arrival are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. *Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.* You are responsible for making sure you receive the necessary assignments and class notes you miss.

If a student will miss more than one class (or more than two hours and 50 minutes of class time), the participation grade for the course will be impacted by the absence. One point for every 15 minute increment of time missed will be deducted after the initial one class absence.

ASSIGNMENTS AND RELATED POLICY
A) CLASS PARTICIPATION
A student's understanding of course content will be based upon their contributions to classroom

discussion. The class discussion and activities are important and adequate preparation of coursework and readings is required. Students can earn full participation credit for this course by actively engaging each week (barring deductions for attendance). Minimal participation will result in a loss of points.

B) SCHOOL COUNSELOR SHADOWING AND REFLECTIONS
When shadowing a school counselor, the goal is to observe the daily activities of a school counselor and understand the role of a school counselor in the school setting. During this experience, you are not to provide any individual or group counseling. Students will write 1-2 page reflections about 4 specific observations, asking for input from the school counselor as needed.

1. Ethical and legal considerations within the school setting
2. The role of a school counselor in collaboration and consultation, including what models are used.
3. The school counselor's role in providing equity in promotion and college/career readiness.
4. The use of data to inform the program structure and how data is used to advocate for students.

D) RESEARCH ARTICLE REVIEW AND INFORMATIONAL RESOURCE
Students will research a mental health concern for children and adolescents, explain the potential impacts related to school performance or behavior, and present appropriate theories or interventions that can be implemented as a part of the school counseling program. A minimum of 4 articles will be reviewed, a 30 minute presentation based on the information gathered will be presented along with a 2-4 page resource handout for class members.

E) GROUP PROFESSIONAL PRESENTATION
Student will work in groups and choose a topic to research in order to present a professional 60 minute educational session that could be used for conferences or teachers' in-services.

School Transitions	Peer Interventions
Exceptional Child	ESL
LBGTQIA+	Homelessness
Grief	Suicide Assessment and Prevention
Self-Injury	Substance Use
Learning Styles	

F) CLASSROOM OBSERVATION, REFLECTION, AND HOUR LOG
All students seeking licensure as a school counselor in Tennessee will complete 20 hours of observation in a classroom (5th grade). This experience emphasizes learning about student behavior, classroom management, and educator-student relationships. After the observation hours are complete, students will conduct a brief, informal interview of their host teacher

regarding these themes. Lastly, students will write a 4-5 page reflection paper describing their observations and how the experience will inform their school counseling practice.

FLEXIBILITY STATEMENT
The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful**.

DISABILITY ACCOMMODATION
Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

COVID – 19
1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at https://www.tntech.edu/return/index.php.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.