



## EDUC 7302 Management of Counseling Programs Fall 2014

### Instructor Information:

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Office Hours: Monday 5:00-6:00 p.m., Tuesday, Wednesday 3:30-4:30, Monday-Thursday 9:00 a.m. – 11:00a.m. Internet Office Hours/Student Teacher Observations.

### Course Description:

An examination of the mission, philosophy, and function of counseling programs in schools, universities, and community agencies, with emphasis on program organization, administration, needs assessment, evaluation, legal and ethical issues, creating community coalitions and outreach, training support staff, and adopting and adapting culturally relevant prevention and intervention programs. Prerequisite: The grade of B or higher in EDUC 5314 and have instructor's permission.

### Text:

Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to counseling and guidance* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson-Merrill Prentice Hall. (ISBN 0-13-173821-6)

### School Counselors

*A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K-12<sup>th</sup> Grade*, 2004 revision. (This can be downloaded from the TEA website)

### Class Sessions:

M/W 4:30-5:45 p.m. Teleconference/Split-Web. We will hold class on Wednesdays.

Del Rio – Room 103, Eagle Pass – Room B113, Uvalde – Room B110

### Course Requirements and Grading:

✓ Program– 30%	A = 90-100%
✓ Midterm exam – 10%	B = 80-89%
✓ Final exam - 20%	C = 70-79%
✓ Presentation– 15%	D = 60-69%
✓ Blackboard and Activities – 25%	F = 59 and ↓

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Total of 100%

## Program Learning Outcomes

Upon completing this course, the student will be able to:

1. Construct a counseling program that promotes psychological health and personal empowerment for the clientele.  
*Assessment:* Program Binder to be turned in.
2. Gain knowledge of the services that are part of guidance counseling programs and how these services relate to the total educational goals of the educational system.  
*Assessment:* Program Binder, Discussion Board Assignments
3. Become familiar with the organizational principles of guidance such that an evaluation can be done to develop a guidance and counseling program for a school district.  
*Assessment:* Discussion Board Assignments
4. Discuss the role of the counselor in the school and agency or private practice setting and the role of ethics in these settings.  
*Assessment:* Discussion Board Assignments
5. Describe and discuss strategies for preventing professional burnout and maintaining professional wellness.  
*Assessment:* Discussion Board Assignments, Class Discussion
6. Discuss the role of the counselor with current issues such as bullying, alcohol abuse, depression, child abuse, teen pregnancy, attention deficit hyperactivity disorder, etc.  
*Assessment:* Intervention Presentations

### **Assessment of these objectives will be via demonstration as seen in:**

1. The actual program developed and written by each student.
2. A professional presentation made to the class on a specific related topic.
3. The exams on material from the text, class notes, and researched materials.

#### DOMAIN I

##### Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

##### Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' ability to achieve their potential.

#### DOMAIN II

##### Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

##### Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

DOMAIN III

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

## TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
August 27	Introductions/Syllabus/Course Description, Ch. 1 Historical Perspectives
August 31	Section I in TEA book Expectations BLACKBOARD Due
September 3	Ch. 11 Counseling Program Development and Management
September 7	BLACKBOARD
September 10	Ch. 2 What Do Counselors Do? Section II in TEA book
September 14	BLACKBOARD
September 17	Ch. 3 Where Counselors Work Section III in TEA book
September 21	BLACKBOARD
September 24	Work on: Ch. 4 Individual Counseling Section IV in TEA book
September 28	BLACKBOARD
October 1	Ch. 5 Group Techniques for Counselors Sections V and VI in TEA book
October 5	Blackboard
October 8	Ch. 6 Multicultural Counseling
October 12	BLACKBOARD

October 15	<b>MIDTERM (4:30-5:45 p.m.)</b>
October 19	
	BLACKBOARD
October 22	Ch. 7 Human Assessment for Counseling
October 26	BLACKBOARD
October 29	Ch. 8 Counseling for Career Planning and Decision Making
November 2	BLACKBOARD
November 5	Ch. 9 The Counselor as Developmental and Educational Consultant
November 9	BLACKBOARD
November 12	<b>PowerPoint Posted</b> Ch. 10 Prevention and Wellness (TCA Conference)
November 16	BLACKBOARD
November 19	<b>Program Due, Program Presentations</b>
November 23	BLACKBOARD
November 26	Thanksgiving Holiday
December 3	Ch. 12 Ethical and Legal Guidelines, <i>Program Presentations</i>
December 8 (Monday)	<b>FINAL EXAM (3-6 p.m. in Uvalde)</b>

### **Disability Statement**

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students who need accessibility services should contact Kathy Biddick at 830-279-3003. The address is 2623 Garner Field Road, Uvalde, Texas 78801.

**Format:** Textbook Chapter(s) should be read so that Blackboard Assignments can be completed on Sundays at noon. You will need to keep up with the readings. I will post "Announcements" to update you as needed, or I will send mass emails. Please check your Announcements and Sul Ross Email on a consistent basis.

## ASSIGNMENTS AND REQUIREMENTS

### **Exams: 30%**

There will be a Midterm and a Final Exam. The Midterm will be worth 10% and will be taken via Blackboard. The Midterm will cover chapters 1-5. The FINAL exam will need to be taken in Uvalde and will be worth 20%. The Final will cover chapters 6-12. Please make arrangements accordingly. The exams will consist of multiple choice, short answer and/or essay questions.

### **Comprehensive Counseling Program: 30%**

Each student will develop his or her own original school guidance and counseling program or a community agency program appropriate to a selected school or community population. This program will be comprehensive and will take most of the semester to develop and write. A guideline describing the format for the program will be posted to Blackboard. The rubric used to grade your Program will be posted to "course documents." ALL PROGRAMS MUST FOLLOW THE PROGRAM FORMAT AND RUBRIC, AND INCLUDE ALL SPECIFIED SECTIONS. The program is to be turned in December 4, 2013. Included in this assignment is a summarized presentation of your program.

### **Blackboard and Activities: 25%**

The utilization of Blackboard and assignments posted will be an important component of this course. Assignments will be posted on Wednesday evenings and will be due on Sundays at 12 noon.

### **Intervention Presentation: 15%**

Each student will make a thorough and in-depth presentation related to a major topic that is relevant in the counseling field. Your presentation must include an intervention plan utilizing current research on the problem/issue. A list of topics to select from will be posted to Blackboard. Your presentation should be 20-25 minutes in length. This will give us time for classroom discussion. As part of your presentation, you must provide handouts, such as: fact sheets, web sites, resource lists, guidance lesson plans, parent training, staff training, with a focus on technology and how it can enrich services to our students and clients. In addition, include listings of agencies and/or resource people, along with a brief descriptor of their services. These handouts will need to be posted to the Discussion Board in Blackboard. The rubric that will be used to grade these presentations can be found under "course documents."

### **Attendance and Participation:**

All students are expected to attend class regularly and be on time. Absences and tardies will result in a loss of points. Also, students are expected to participate in class discussions and class activities. The format of the class will be lecture, discussion, group activities, role-playing and mini-presentations. Failure to participate will result in a loss of points.

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.