



EDUC 7302

Management of Counseling Programs

SSI 2017

Instructor Information:

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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* (7th 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-12th Grade, 2004 revision. (This can be downloaded from the TEA website)

Class Sessions:

Web

Course Requirements and Grading:

✓ Program– 35%	A = 90-100%
✓ Midterm exam – 10%	B = 80-89%
✓ Final exam - 20%	C = 70-79%
✓	D = 60-69%
✓ Blackboard and Activities – 35%	F = 59 and ↓

Total of 100%

Student 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>
May 31 (Wed.)	Introductions/Syllabus/Course Description, Ch. 1 Historical Perspectives, Ch. 11 Counseling Program Development and Management
June 6 (Tues.)	BLACKBOARD Due , Famous Figures, Critical Issues, Ch. 11 Accountability
June 7 (Wed.)	Ch. 2 What Do Counselors Do? Ch. 3 Where Counselors Work, Ch. 4 Individual Counseling,
June 13 (Tues.)	BLACKBOARD Due , School Counselors, Ch. 3 Counselors in Various settings, Ch. 4 Individual Counseling
June 14 (Wed.)	Ch. 5 Group Techniques for Counselors Ch. 6 Multicultural Counseling, Ch. 7 Human Assessment for Counseling
June 20 (Tues.)	BLACKBOARD Due , Ch. 5 Groups, Ch. 6 Multiculturalism, Ch. 7 Human Assessment
June 20 (Tues.)	Midterm
June 21 (Wed.)	Ch. 8 Counseling for Career Planning and Decision, Ch. 9 The Counselor as Developmental and

Educational Consultant, Ch. 10 Prevention and Wellness

June 27 (Tues.)	BLACKBOARD Due, Ch. 8 Careers, Ch. 9 Consultation, Ch. 10 Prevention and Wellness, Summary of Program
June 27 (Tues.)	Programs Due
June 28 (Wed.)	Ch. 12 Ethical and Legal Guidelines
June 30 (Friday)	FINAL EXAM (10 A.M. in Uvalde)

Format: Textbook Chapter(s) should be read so that Blackboard Assignments can be completed on Tuesdays at midnight. 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: 35%

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 Tuesday, June 27, 2017. I must receive it in my office on this day. Make arrangements to make sure that it gets to me by the deadline.

Blackboard and Activities: 35%

The utilization of Blackboard and assignments posted will be an important component of this course. Assignments will be posted on Wednesdays and will be due on Tuesdays at midnight.

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.

Disability Statement

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu

Distance Education Student:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. 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.