



## EDUC 7302 Management of Counseling Programs Fall 2018

### Instructor Information:

Monica Gutierrez, Ph.D.

E-mail: [monicag@sulross.edu](mailto:monicag@sulross.edu)

Phone: (830) 279-3021

Office Hours: Monday and Tuesday, 2:00-4:30 p.m. Internet Office Hours.

Appointments can be made by arrangement.

### 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:

Counseling: A Comprehensive Profession, 8<sup>th</sup> Edition

Samuel T. Gladding, Wake Forest University, 2018. Pearson

### 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

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

1. The actual program developed and written by each student.
2. Completion of posted Discussion Board assignments.
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.

# **Counseling Program Objectives: Student Learning Outcomes**

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ① Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ② Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ③ Comprehend the role and function of the counselor in a variety of work settings.
- ④ Know and apply the professional standards of practice and the relevant code of ethics.
- ⑤ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ⑥ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ⑦ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ⑧ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ⑨ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

## TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
September 3	Labor Day Holiday
September 4	Introductions/Syllabus/Course Description
September 8	<b>Discussion Board Assignments Due</b>
September 10	Part I: Professional Foundations of Counseling, Ch. 1 & 2
September 15	<b>Discussion Board Assignments Due</b>
September 17	Chapter 3
September 22	<b>Discussion Board Assignments Due</b>
September 24	Chapter 4
September 29	<b>Discussion Board Assignments Due</b>
October 1	Part II: Counseling Processes and Theories, Ch. 5 and 6
October 6	<b>Discussion Board Assignments Due</b>
October 8	Chapters 7 & 8
October 13	<b>Discussion Board Assignments Due</b>
October 15	Part III: Core Counseling Activities in Various Settings, Ch. 9 & 10
October 20	<b>Discussion Board Assignments Due</b>
October 22	<b>MIDTERM</b> (2 hours). Available from 4:00 p.m. until 11:00 p.m.
October 22	Chapters 11 & 12
October 27	<b>Discussion Board Assignments Due</b>
October 29	Part IV: Counseling Specialties, Ch. 13 & 14
November 3	<b>Discussion Board Assignments Due</b>
November 5	Chapter 15
November 10	<b>Discussion Board Assignments Due</b>
November 12	<b>PROGRAMS DUE</b>
November 17	Part IV: Counseling Specialties, Ch. 16 <b>Discussion Board Assignments Due</b>
November 19	Chapter 17
November 21-23	Thanksgiving Holidays

December 1	<b>Discussion Board Assignments Due</b>
December 3	Chapter 18
<b>December 10</b>	<b>FINAL EXAM (3:00-6:00 p.m. in Uvalde)</b>

**Format:** Textbook Chapter(s) should be read so that Blackboard Assignments can be completed on Saturdays 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 1-8. The FINAL exam will need to be taken in Uvalde and will be worth 20%. The Final will cover chapters 9-18. Please make arrangements accordingly.

### **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 Monday, November 12, 2018. I must receive a hard copy of your program in a binder in my office on this day, before 5:00 p.m. 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 Mondays and will be due on Saturdays at midnight.

**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](mailto: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.