

**Syllabus**  
**ED 7302: MANAGEMENT OF GUIDANCE, COUNSELING, AND**  
**HUMAN SERVICES PROGRAMS**  
**School Counselors**  
**Sul Ross State University**  
**Spring 2019**

**Instructor:** Ronda Hayes, M.Ed., LPC

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**Office Number:** (432) 837-8170

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**Office Location:** MAB-309C

**On Campus Office Hours:** Tuesday, 1:00-2:30; Wednesday, 9:30-11:00 and 1:00-2:30; and Thursday, 9:30-11:00

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone. Facetime or Skype is also available by appointment.

*Note: You must have successfully completed **ED 5307 Graduate Research AND ED 5314, Personality and Counseling Theory**, prior to enrolling in this course.*

**CATALOG COURSE DESCRIPTION:**

A professional orientation course covering program development, organization, management and accountability; professional organizations; codes of ethics; legal aspects of practice; standards of preparation; position functions.

**Required Texts:**

*The Texas Model for Comprehensive School Counseling Programs (5<sup>th</sup> ed.).* It can be purchased at the Texas Counseling Association (TCA) website for \$50, but they will not overnight it to you and it may take up to two weeks to receive it.

<https://www.txca.org/Mall/StoreHome.asp?MODE=VIEW&STID=1&LID=0&PRODID=30>

The Sul Ross Bookstore will also have them available.

*Publication Manual of the American Psychological Association (6<sup>th</sup> ed.).* Washington, DC: American Psychological Association

*Texas Educator Certification Testing*-available at

[http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX152\\_PrepMaterials.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX152_PrepMaterials.html) and

<http://www.tx.nesinc.com/content/docs/152PrepManual.pdf>

**TExES Competencies covered in this course:**

**Competency 001-(Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meet the needs of all students.

**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' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 004-(Program Management):** The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote 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.

**Competency 007-(Assessment):** The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**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 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.

**The Standards covered in this course:**

**School Counselor Standard I**

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

**School Counselor Standard II**

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

**School Counselor Standard III**

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

**School Counselor Standard IV**

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

**School Counselor Standard V**

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**School Counselor Standard VI**

Learner-Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession and to model professional ethics and personal integrity.

**Course Objectives:**

The student will be able to:

1. Write a comprehensive, developmental, guidance and counseling program for either a public school or a human services agency.
2. Demonstrate knowledge of the components of a developmental guidance and counseling program.
3. Demonstrate an understanding of professional organizations and codes of ethical practice.
4. Apply appropriate standards of preparation in the implementation and management of a counseling program while reflecting the requirements of the position.
5. Demonstrate an understanding of designing, implementing, and evaluating developmentally appropriate guidance instruction for students at different grade levels and/or for individuals at various stages of development.
6. Apply knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).

7. Demonstrate how to help individuals and/or students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision-making and problem-solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.

**FINAL GRADING:**      **A=100-91%**    **B=90-81%**    **C=80-71%**    **F=70-0%**

50%- **Individual Project (Comprehensive Counseling Program)**

10%- **Participation (in online discussion board)**

20%- **Quizzes, Exams, and/or Additional Individual Assignments**

20%- **Four Components**

Note: Grades are earned based on the quality of the work completed.

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED.**

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written program is superior.

**Course Requirements:**

**Comprehensive Counseling Program:** Students will work individually to develop a school guidance and counseling program for a particular school district. A guideline describing the format for your program is posted on Blackboard.

Your program must follow the lecture instructions, the program format, and the scoring rubric guidelines and include all specified sections to receive full credit. It will demonstrate your understanding of American School Counselor Association/ACA Code of Ethics. Due dates for each portion of the program are posted on Blackboard and included in this syllabus.

**Assignments submitted after the deadlines will not be accepted.**

**Participation:** Since ED 7302 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course.

In order for you to remain enrolled in ED 7302, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F."

You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

**\*\*\* Additional individual assignments may be given.**

**All written assignments must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* (required reading) <http://www.apastyle.org/stylehelper/> If you chose to utilize excerpts of materials from existing programs in schools, agencies, or those you find through research, you must cite the source in the body of your paper and include a reference entry at the conclusion of your document.**

**Papers should have one-inch margins, 12-point type, and double line spacing. Number all pages; edit for English usage, grammar and style. Papers with multiple errors may not be accepted or will receive a reduction in grade. An emphasis in this particular course is writing in a manner to demonstrate your professionalism and scholarship.**

**Academic Integrity:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**SRSU Disability Services:**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178; Fax: 432-837-8724.

**Helpful Resources:**

Texas Education Agency  
Education Service Centers  
American Counseling Association (with many specialized branches)  
American School Counselors Association  
Texas Counseling Association  
Texas State Board of Examiners of Professional Counselors  
Texas Administrative Code  
Texas Education Code  
American Psychological Association

ERIC, PsycINFO, other social science research databases  
College Board  
ACT  
Texas Higher Education Coordinating Board  
Texas Health and Human Services Agency  
Texas Rehabilitation Commission  
CPS/Texas Department of Family and Protective Services  
Governor's Job Bank (state agencies listed on this link)  
College for Texans  
Communities in Schools

### **Due Dates for Assignments for ED 7302—Fall 2019**

***Read the assigned chapters and complete the assignments/quizzes PRIOR to the deadline. The deadline is midnight Central Standard Time (CST) on the due date. Assignments submitted after the deadline will receive no credit.***

August 26 – Online Ed 7302 course officially begins

August 31—Introduce Yourself on the Discussion Board due

August 31—Reply due on the Discussion Board to the “Online Participation Policy”. Must be completed prior to receiving credit on assignments.

September 4 – Email Professor Hayes your program information. Email the name of the school and the grades taught there.

September 8—Table of Contents

September 10— Read ASCA Ethical Standards (found in the tab labeled school counselors) and Introduction from the Texas Model– Summaries Due

September 12—Mission Statement

September 15—Philosophy of Counseling

September 20— Read Sections I and II from the Texas Model– Summaries Due

September 25 – Ethics Assignment on the Discussion Board

September 28—Texas Education Code Assignment – due on the Discussion Board

September 30 – Section III and Section IV from the Texas Model– Summaries Due

October 5 –Demographics

October 10—Needs Assessment

October 15 - Read Section V from the Texas Model – Summaries Due

November 2 — THE FOUR COMPONENTS (Guidance Curriculum, Responsive Services, Individual Planning, System Support)

November 6— Crisis Plan

November 13 – Job Descriptions

**November 16 – Last day to drop with a 'W'**

November 18—Budget

November 20—Evaluations

November 25—Schedules

December 1—Referrals/Resources List

December 4—Appendices (listing of items in your appendix)

December 7—Title Page

*December 13 – Final Grades*

***Students, you may post your assignments early if you wish; just be sure to post your assignments no later than the deadlines! I recommend that you never wait until the due date in order to submit a quiz on an assignment as technology has a way of causing the most trouble when you need it the most.***

**ED 7302: MANAGEMENT OF GUIDANCE, COUNSELING, AND  
HUMAN SERVICES PROGRAMS  
Mental Health Counselors  
Sul Ross State University  
Spring 2019**

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*Note: You must have successfully completed **ED 5307 Graduate Research AND ED 5314, Personality and Counseling Theory**, prior to enrolling in this course.*

**CATALOG COURSE DESCRIPTION:**

A professional orientation course covering program development, organization, management and accountability; professional organizations; codes of ethics; legal aspects of practice; standards of preparation; position functions.

**Required Texts:**

Lewis, J. A., Packard, T., & Lewis, M. D. (2012). *Management of human service programs (5<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.  
ISBN-13: 978-0-84003-427-4

*Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association

**CACREP MENTAL HEALTH COUNSELING STANDARDS**

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of



clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

## 1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

## 2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

### 3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

### **Course Objectives:**

The student will be able to:

1. Write a comprehensive, developmental, guidance and counseling program for a human services agency.
2. Demonstrate knowledge of the components of a developmental guidance and counseling program.
3. Demonstrate an understanding of professional organizations and codes of ethical practice.
4. Apply appropriate standards of preparation in the implementation and management of a counseling program while reflecting the requirements of the position.
5. Demonstrate an understanding of designing, implementing, and evaluating developmentally appropriate guidance instruction for individuals at various stages of development.
6. Apply knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
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**FINAL GRADING:      A=100-91%    B=90-81%    C=80-71%    F=70-0%**

50%- **Individual Project (Comprehensive Agency Program)**  
10%- **Participation (in online discussion board)**  
20%- **Quizzes, Exams, and/or Additional Individual Assignments**  
20%- **Description of the Overall Program**

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## **Course Requirements:**

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Texas Counseling Association  
Texas State Board of Examiners of Professional Counselors  
Texas Administrative Code  
American Psychological Association  
ERIC, PsycINFO, other social science research databases  
Texas Health and Human Services Agency  
Texas Rehabilitation Commission  
CPS/Texas Department of Family and Protective Services  
Governor's Job Bank (state agencies listed on this link)  
College for Texans

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September 4 – Email Professor Hayes your program information. Send the name of the program, the target audience, and the purpose of the program.

September 8—Table of Contents

September 10— Read Chapters 1-3 – Summaries Due in Discussion

September 12—Mission Statement

September 15—Philosophy of Counseling

September 20— Read Chapters 4-6 – Summaries Due in Discussion

September 25 – Ethics Assignment on the Discussion Board

September 28— Texas Administrative Code Assignment due on the Discussion Board

September 30 – Read Chapters 7-9 – Summaries Due in Discussion

October 5 —Demographics

October 10—Needs Assessment

October 15 - Read Chapters 10-12– Summaries Due in Discussion

November 2 — Description of the Overall Program

November 6 — Management

November 13 – Job Descriptions

**November 15 – Last day to drop with a 'W'**

November 18—Budget

November 18— Funding Process

November 20—Evaluation

November 25—Schedules

November 27— Summary

December 1—Referrals/Resources List

December 4—Appendices (listing of items in your appendix)

December 7—Title Page

*December 12 – Final Grades*

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