# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course provides a deep analysis of the ethical guidelines provided by NASP, ASCA, and APA, with an emphasis on working in Schools. Professional orientation, ethics, and law in counseling will be examined. Topics include: professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession’s scope of practice, counselor-client privilege, confidentiality, the client dangerous to self and others, treatment of minors with or without parental consent, relationship between practitioner’s sense of self and human values, functions and relationships with other human service providers, and strategies for collaboration.

# Professional Standards Alignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing**  **Pupil Personnel Services Program Standards** | | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization**  **(as applicable)** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1**: Identify professional codes of ethics and specific laws related to school counseling. | Engagement | Standard 6 | Standard 18 | Standard 19 | Professional Development Mini Workshop |
| **CLO2**: Determine the impact of the specific laws and codes of ethics on the policies and procedures. | Engagement, Application | Standard 6 | Standard 18 | Standard 19 | Professional Development Mini Workshop |
| **CLO3**: Analyze various resources to aid in managing challenging legal and ethical situations. | Engagement, Application | Standard 6 | Standard 18 | Standard 19 | Professional Development Mini Workshop |
| **CLO4**: Interpret the emerging legal and ethical components of technology in counseling | Engagement, Application | Standard 6 | Standard 18 | Standard 19 | Professional Development Mini Workshop |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Required Course Materials

Remley, T. P., Jr., Rock, W. D., & Reed, R. M. (Eds.). (2017). *Ethical and legal issues in school counseling* (4th ed.). Alexandria, VA: American School Counselor Association.

ISBN: 9781929289516

Stone, C. (2017). *School counseling principles: Ethics and law* (4th ed.). Alexandria, VA: American School Counselor Association.

ISBN: 9781929289530

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Introduction 15](#_Toc42248917)

[Week 2: Confidentiality–FERPA 18](#_Toc42248918)

[Week 3: Confidentiality with Minors in Schools 22](#_Toc42248919)

[Week 4: Issues in Group & Individual Counseling 24](#_Toc42248920)

[Week 5: Diversity & Special Populations 26](#_Toc42248921)

[Week 6: Management Issues & Threat & Risk Assessment 29](#_Toc42248922)

[Week 7: Child Abuse, Trafficking, & Negligence 32](#_Toc42248923)

[Week 8: Technology & Counseling 35](#_Toc42248924)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 25 |
| Paper | 20 |
| Handouts | 20 |
| Signature Assignment | 35 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: HIPAA & FERPA |  | Discussion | 8 |
|  | Discussion: Reporting Procedures |  | Discussion | 8 |
|  | Assignment: Law & Ethics Article Review |  | Paper | 12 |
| **Week 2** | |  |  |  |
|  | Discussion: FERPA Scenario |  | Discussion | 8 |
|  | Assignment: Counselor Interview Paper |  | Paper | 12 |
|  | Assignment: Professional Development Mini Workshop–Outline |  | Signature Assignment | 8 |
| **Week 3** | |  |  |  |
|  | Discussion: Confidentiality |  | Discussion | 8 |
|  | Assignment: Confidentiality with Minors Paper |  | Paper | 12 |
| **Week 4** | |  |  |  |
|  | Discussion: Group Counseling & Informed Consent |  | Discussion | 8 |
|  | Assignment: Confidentiality & Group Norms |  | Handouts | 15 |
|  | Assignment: Informed Consent Form |  | Handouts | 15 |
| **Week 5** | |  |  |  |
|  | Discussion: Students with Disabilities |  | Discussion | 8 |
|  | Assignment: Multicultural Counseling |  | Paper | 12 |
|  | Assignment: Professional Development Mini Workshop–Group Presentation Draft |  | Signature Assignment | 10 |
| **Week 6** | |  |  |  |
|  | Discussion: Suicide Prevention |  | Discussion | 8 |
|  | Assignment: Cyberbullying |  | Paper | 12 |
|  | Assignment: Management Issues |  | Handouts | 15 |
| **Week 7** | |  |  |  |
|  | Discussion: Child Abuse & Neglect Reporting |  | Discussion | 8 |
|  | Assignment: Child Abuse, Neglect, & Human Trafficking |  | Handouts | 15 |
| **Week 8** | |  |  |  |
|  | Discussion: School Counseling in a Virtual Setting |  | Discussion | 8 |
|  | Assignment: Professional Development Mini Workshop–Group Presentation |  | Signature Assignment | 20 |
| **Total Points** | |  |  | **230** |

Week 1: Introduction

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify laws and ethics related to school counseling. | CLO1 |
| * 1. Analyze values and beliefs related to ethical standards. | CLO1 |
| * 1. Explain the ethical decision-making model. | CLO1, CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Ethical and Legal Issues in School Counseling***   * Ch. 4: Preventing Child Abuse * Ch. 5: Preventing Harm from Violence | |
| ***School Counseling Principles***   * Ch. 1: Introduction * Ch. 2: Professionalism * Ch. 7: Child Abuse | |
| ***Online Resources***  **Read** the following:   * Gudeman, *HIPAA or FERPA? A Primer on Sharing School Health Information in California*, 2nd ed., National Center for Youth Law (2018). Retrieved from <https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf>. * ASCA Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004, and 2010, 2016). Alexandria, VA: American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>.   **Download and read** the following:   * Mental Health Services Act (Revised January 27, 2020) available at: <https://mhsoac.ca.gov/document/2020-02/mental-health-services-act-revised-january-27-2020>. * NASP 2020 Professional Standards, including the Principles for Professional Ethics (Approved May 2020) available at: <https://www.nasponline.org/standards-and-certification/professional-ethics>. | |
| ***YouTube***  **View** the “[What is the ASCA National Model?](https://youtu.be/GNiizsvOx_o)” video [4:54]. | |

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| **Preparation: Counselor Interview Paper** | N/A |
| **Locate** a school-based counselor that services students from a mental health model, such as a SBMH counselor or school psychologist.  **Schedule** a time to interview them for the Counselor Interview Paper assignment that will be due at the end of Week 2.  **Use** the following questions in your interview:   * What are the most common legal and ethical issues you encounter as a school counselor? * Can you provide an example of a case you managed that presented a legal and ethical dilemma? What was the result? * Have you ever been called to testify in a court case involving a student? Explain * Where do you go for guidance and support for ethical and legal issues? * How do you keep case notes for students? * Does your school or district provide you with professional development related to legal and ethical standards practice?   **Note**. You may ask any additional questions you may have.  **Ensure** you give yourself enough time to write the paper about the interview. | |

# Assignments

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| **Discussion: HIPAA & FERPA** | 1.1 |
| **Respond** to the following prompts in the HIPAA & FERPA discussion forum by Wednesday: What is your understanding of the difference between HIPAA and FERPA in relation to confidentiality with minors in school-based counseling?  **Cite** your textbooks or other resources provided this week in your response.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Discussion: Reporting Procedures** | 1.3 |
| **Research** your current district or school policies and procedures handbook to review the current child abuse reporting procedures.  **Respond** to the following prompts in the Reporting Procedures discussion forum by Friday:   * What is the current procedure for reporting abuse if you were the person receiving the information from a student? * How would you go about helping a teacher if they asked for assistance in filing a report after a student disclosed that they were being physically abused in their home?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Law & Ethics Article Review** | 1.1, 1.2, 1.3 |
| **Research** an article of interest related to law and ethics of a specific population using the Aliant Library.  **Ensure** the article you select has been published in the last five years.  **Write** a two-to three-page review of the article:   * Identification of the specific ethical and legal guidelines involved * An in-depth analysis of the impact on the practice of school counselors * Personal perspective of the ethical, legal, and professional issues involved   **Format** your paper consistent with APA style guidelines.  **Submit** your paper as a Word document by Sunday. | |

Week 2: Confidentiality–FERPA

Learning Objectives

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| --- | --- |
| * 1. Explain ethical considerations related to the Family Educational Rights and Privacy Act (FERPA). | CLO1, CLO2 |
| * 1. Determine a school counselor’s role and obligations in legal proceedings. | CLO1, CLO2 |
| * 1. Interpret how confidentiality is utilized in the school-based mental health setting. | CLO1, CLO2 |

# Activities and Resources

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| **Readings** | 2.1, 2.2, 2.3 |
| ***Ethical and Legal Issues in School Counseling***  Ch. 2: Confidentiality and Counseling Records | |
| ***School Counseling Principles***   * Ch. 4: Family Educational Rights and Privacy Act * Ch. 6: Obligations to the Courts | |
| ***Online Resources***  **Read** the Family Educational Rights and Privacy Act (FERPA) website from the U.S. Department of Education. Retrieved from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. | |
| ***YouTube***  **View** the following videos:   * “[Student Privacy 101: FERPA for Parents and Students](https://youtu.be/nhlDkS8hvMU)” [4:03] * “[2016 ASCA Webinar Series: 2016 ASCA Ethical Standards for School Counselors](https://youtu.be/kNDPqQWs5do)” [1:19:14] | |

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| **Preparation: Professional Development Mini Workshop–Group Presentation** | COURSE |
| **Imagine** your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.  **Develop** a *15-minute or less* professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.  **Note**. You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.  **Consider** including the following in your professional development mini workshop:   * Description of a school counselor’s role * Important legal and ethical guidelines school counselors abide by * Ethical boundaries in schools * Dual relationships * Timelines * Child abuse reporting * Confidentiality * Other information your group wants to provide   **Note**. Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.  **Prepare** to submit an outline of your workshop by Sunday this week.  **Note**. You will deliver your professional development mini workshop in Week 8. | |
| **Faculty Note.**  **Post** an announcement this week about how you want the groups formed. Either students self-select or you assign them to groups. You will want to have this announcement posted by *Monday of Week 2*.  **Create** the groups in Canvas, once they are identified, so students can coordinate schedules:   * Groups Overview: <https://community.canvaslms.com/videos/1113-groups-overview-instructors> * Canvas table of contents for guides about groups: <https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Groups>   **Consider** tying the groups to Week 8 assignment so that you can grade everyone in the group at once, instead of one at a time. The links above provide information on how to set this up in Canvas. | |

# Assignments

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| **Discussion: FERPA Scenario** | 2.1 |
| **Imagine** you receive a call from the local police department asking if you could verify attendance for a few students suspected for vandalism in the community.  **Respond** to the following prompts in the FERPA Scenario discussion forum by Wednesday:   * Can you give the police the attendance information? * What specific FERPA guidelines might be applied to this scenario?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| **ANSWER**.  You cannot give attendance information to the police department. Attendance records are considered part of the educational record and cannot be released without the consent of the student (if over 18) or the parent. Unless a warrant is served, providing the information to any outside party, including local police, it would violate FERPA.  The law does provide the release of info if it is designated as *directory information*; it could be released if the criminal activity was related to a health and safety emergency; or if the student is being adjudicated under the juvenile court system. The School Resource Officer would have access to the information as a police liaison. | |

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| **Assignment: Counselor Interview Paper** | 2.2, 2.3 |
| **Interview** a school-based counselor that services students from a mental health model, such as a SBMH counselor or school psychologist.  **Write** a two-to three-page summary of your interview that includes responses to the following:   * What are the most common legal and ethical issues you encounter as a school counselor? * Can you provide an example of a case you managed that presented a legal and ethical dilemma? What was the result? * Have you ever been called to testify in a court case involving a student? Explain * Where do you go for guidance and support for ethical and legal issues? * How do you keep case notes for students? * Does your school or district provide you with professional development related to legal and ethical standards practice?   **Submit** your paper as a Word document by Sunday. | |

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| **Assignment: Professional Development Mini Workshop–Outline** | COURSE |
| **Brainstorm** an outline for your professional development mini workshop. If you use any of the items listed below, identify what you will include under each item.   * Description of a school counselor’s role * Important legal and ethical guidelines school counselors abide by * Ethical boundaries in schools * Dual relationships * Timelines * Child abuse reporting * Confidentiality * Other information your group wants to provide   **Note**. This is just an outline and can change as you develop each component. You are only required to provide enough information for your instructor to have an idea of what you will include in your professional development mini workshop.  **Submit** your outline as a Word document by Sunday. | |

Week 3: Confidentiality with Minors in Schools

Learning Objectives

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| * 1. Explain confidentiality issues related to minors in school counseling. | CLO1, CLO2 |
| * 1. Determine privacy and confidentiality with social media and technology. | CLO2, CLO3 |
| * 1. Explain confidentiality with sexually active students. | CLO1, CLO2, CLO3 |
| * 1. Identify the laws related to session documentation and confidentiality of minors. | CLO1, CLO2 |

# Activities and Resources

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| **Readings** | 3.1, 3.2, 3.3, 3.4 |
| ***School Counseling Principles***   * Ch. 2: Professionalism * Ch. 9: Sexually Active Students   **Review** Ch. 6: Obligations to the Courts | |
| ***Online Resources***  Understanding Confidentiality and Minor Consent in California: An Adolescent Provider Toolkit retrieved from <http://www.publichealth.lacounty.gov/dhsp/Providers/toolkit2.pdf>.  California Legislative Information: Family Code retrieved from <http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=FAM&sectionNum=6924>.  Gudeman, *HIPAA or FERPA? A Primer on Sharing School Health Information in California*, 2nd ed., National Center for Youth Law (2018). Retrieved from <https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf>.  Teen Health Law, a project of the National Center for Youth Law, retrieved from <http://teenhealthlaw.org/>. | |

# Assignments

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| --- | --- |
| **Discussion: Confidentiality** | 3.1, 3.2, 3.4 |
| **Respond** to the following prompts in the Confidentiality discussion forum by Wednesday:   * When would FERPA and HIPAA laws overlap regarding sharing school-based mental health information and private therapist information? * What would be best practices for keeping notes for school-based mental health sessions? * What is your school or district policy related to note-keeping for counseling and direct mental health services?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Confidentiality with Minors Paper** | 3.1, 3.3 |
| **Imagine** a student that you have been seeing for school-based counseling recently came to you and told you that she was pregnant. She told you she was not sure if she wanted to keep the baby, but regardless she wanted to stay in school.  **Write** a two-to three-page paper describing what would be your steps in counseling the student.  **Reference** any pertinent legal and ethical guidelines, such as Title IX.  **Use** the recommendations in Chapter 9 of *School Counseling Principles* to guide your answer.  **Submit** your paper as a Word document by Sunday. | |

Week 4: Issues in Group & Individual Counseling

Learning Objectives

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| --- | --- |
| * 1. Explain disclosures such as informed consent, group norms, and confidentiality restrictions. | CLO1, CLO2 |
| * 1. Explain confidentiality issues in group counseling. | CLO1, CLO2, CLO3 |
| * 1. Determine ethical considerations for inclusion in group versus individual counseling. | CLO2, CLO3 |

# Activities and Resources

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| **Readings** | 4.1, 4.2, 4.3 |
| ***School Counseling Principles***   * Ch. 8: Individual and Group Counseling * Ch. 12: Bullying, Cyberbullying and Sexting | |
| ***Online Resources***  Get Your Group On! Facilitating Psychoeducational Groups in Schools, ASCA Webinar Series: American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Webinars/GetYourGroupOnHandouts.pdf>.  Informed Consent with Children and Adolescents from the Society for the Advancement of Psychotherapy. Retrieved from <https://societyforpsychotherapy.org/informed-consent-with-children-and-adolescents/>. | |

# Assignments

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| **Discussion: Group Counseling & Informed Consent** | 4.2 |
| **Respond** to the following prompts in the Group Counseling & Informed Consent discussion forum by Wednesday:   * What are some things to consider when screening students for participation in group counseling? * What are the best practices for including the student in the informed consent process?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Confidentiality & Group Norms** | 4.1 |
| **Create** your own posters or office signs that describe the rules and restrictions to confidentiality and group norms.  **Utilize** an online tool such as [Canva](http://www.canva.com), [Piktochart](http://www.piktochart.com), or other one with which you are familiar to make your posters or office signs.  **Submit** a link or links to your posters or signs by Sunday. | |

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| **Assignment: Informed Consent Form** | 4.1, 4.2, 4.3 |
| **Create** an informed consent form to use in your school that includes the following information:   * How a student is referred for counseling * Format of counseling offered * Provider of the counseling * Explain the opt in option for parents * How information about progress, concerns or other information is shared with parents and other educational staff. * Focus of the counseling and possible outcomes * Cost (if any) * Contact information * Consent and release of information paperwork for parents to complete and return   **Submit** your form as a Word document by Sunday. | |

Week 5: Diversity & Special Populations

Learning Objectives

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| --- | --- |
| * 1. Determine the impact of multicultural diversity on school counseling practices. | CLO2, CLO3 |
| * 1. Explain the role of the school counselor in relation to special education. | CLO3 |

# Activities and Resources

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| **Readings** | 5.1, 5.2 |
| ***Ethical and Legal Issues in School Counseling***   * Ch. 6: Sexual Minority Students * Ch. 7: Racial Minority Students | |
| ***School Counseling Principles***  Ch. 10: Lesbian, Gay, Bisexual, Transgender, and Questioning Students | |
| ***Alliant Library***   * Merlin, C. (2017). [School Counselors and Multicultural Education: Applying the Five Dimensions](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=eric&AN=EJ1144757&site=ehost-live&scope=site). *Journal of School Counseling*, 15(6). * Frank, D. A., II, & Cannon, E. P. (2009). [Creative Approaches to Serving LGBTQ Youth in Schools](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=eric&AN=EJ886149&site=ehost-live&scope=site). *Journal of School Counseling*, 7(35), 1–25. | |
| ***Online Resources***  The School Counselor and Cultural Diversity from the American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CulturalDiversity.pdf>.  The School Counselor and Students with Disabilities from the American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf>. | |
| ***YouTube***  **View** the “[Understanding the Importance of Multicultural Counseling](https://youtu.be/xZUgD-NbRvo)” video [2:26]. | |

# Assignments

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| **Discussion: Students with Disabilities** | 5.2 |
| **Respond** to the following prompts in the Students with Disabilities discussion forum by Wednesday:   * What are some of the roles you may take on when working with students with disabilities? * What are some things to consider prior to beginning counseling with a student that has an active IEP?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Multicultural Counseling** | 5.1 |
| **Write** a two-to three-page paper describing how you might integrate the five dimensions of multicultural education in your school counseling practice.  **Include** references and in-text citations.  **Format** your paper consistent with APA style guidelines.  **Submit** your paper as a Word document by Sunday. | |

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| **Assignment: Professional Development Mini Workshop–Group Presentation Draft** | COURSE |
| **Imagine** your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.  **Develop** a *15-minute or less* professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.  **Note**. You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.  **Consider** including the following in your professional development mini workshop:   * Description of a school counselor’s role * Important legal and ethical guidelines school counselors abide by * Ethical boundaries in schools * Dual relationships * Timelines * Child abuse reporting * Confidentiality * Other information your group wants to provide   **Note**. Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.  **Submit** a draft of your workshop by Sunday this week.  **Note**. You will deliver your professional development mini workshop in Week 8. | |

Week 6: Management Issues & Threat & Risk Assessment

Learning Objectives

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| --- | --- |
| * 1. Determine ethical and legal obligations regarding self-harm and dating violence. | CLO1, CLO2, CLO3 |
| * 1. Explain confidentiality, laws, and ethics related to bullying and cyberbullying. | CLO1, CLO2, CLO3 |

# Activities and Resources

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| **Readings** | 6.1, 6.2 |
| ***Ethical and Legal Issues in School Counseling***  Review Ch. 2: Confidentiality and Counseling Records | |
| ***School Counseling Principles***  Ch. 13: Violence and Criminal Activity | |
| ***Alliant Library***  Vaillancourt, K. M., & Gibson, N. A. (2014). [Model School District Policy for Suicide Prevention](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=eric&AN=EJ1191410&site=ehost-live&scope=site). *Communique*, 43(2), 1–24. | |
| ***Online Resources***  Crawford, S., Doss, K. M., Babel, K. H., & Bush, H. (2017). [Cyberbullying and the Law: Implications for Professional School Counselor](https://files.eric.ed.gov/fulltext/EJ1178332.pdf). *Georgia School Counselors Association Journal*, 25, 70–78.  Threat Assessment for School Administrators & Crisis Teams from the National Association of School Psychologists Online. Retrieved from <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/threat-assessment-at-school/threat-assessment-for-school-administrators-and-crisis-teams>. | |
| ***YouTube***  **View** the “[Understanding the Importance of Multicultural Counseling](https://youtu.be/xZUgD-NbRvo)” video [2:26]. | |

# Assignments

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| **Discussion: Suicide Prevention** | 6.1 |
| **Compare** the components of the Model School District Policy for Suicide Prevention to your local school district.    **Respond** to the following prompts in the Suicide Prevention discussion forum by Wednesday:   * What elements are included at your local school district? * How are the model policy and your local school district policy different? * How could your local school district policy be improved so that it aligns with the model policy?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Cyberbullying** | 6.2 |
| **Write** a one-to two-page paper describing the considerations needed if a student comes to you with a complaint about cyberbullying on social media by another student at the school?  **Reference** current LEA policies and procedure as well as state and federal laws that may apply.  **Format** your paper consistent with APA style guidelines.  **Submit** your paper as a Word document by Sunday. | |

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| **Assignment: Management Issues** | 6.1, 6.2 |
| **Create** a teacher handout or brochure about self-harm, dating violence, bullying or cyberbullying.  **Include** the following elements in your handout or brochure:   * Signs and symptoms to be aware of with the topic * Statistics specific to your school population * Steps educators can take when they notice signs and symptoms * Local, online, and national resources for educators to share or use with students and families   **Utilize** an online tool such as [Canva](http://www.canva.com), [Lucidpress](http://www.lucidpress.com), or other one with which you are familiar to create your handout or brochure.  **Submit** a link to your handout or brochure by Sunday. | |

Week 7: Child Abuse, Trafficking, & Negligence

Learning Objectives

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| --- | --- |
| * 1. Explain local, state, and federal laws related to child abuse and neglect reporting. | CLO1, CLO2 |
| * 1. Determine how to identify and report human trafficking student issues. | CLO1, CLO2 |
| * 1. Explain the reporting procedures and policies of the local LEA related to child abuse, neglect, and trafficking. | CLO1, CLO2 |

# Activities and Resources

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| **Readings** | 7.1, 7.2, 7.3 |
| ***Ethical and Legal Issues in School Counseling***  Review Ch. 4: Preventing Child Abuse | |
| ***School Counseling Principles***  Review Ch. 7: Child Abuse | |
| ***Online Resources***  National Center for Youth Law. June 2017. When Sexual Intercourse with a Minor Must Be Reported as Child Abuse by Mandated Reporters: California Law. Retrieved from <http://fosterreprohealth.org/wp-content/uploads/2018/04/NCYL-Chart-Minor-Sexual-Intercourse-Reporting.pdf>.  Center for Families, Children & the Courts. 2017. Human Trafficking in California Toolkit for Judicial Officers. Retrieved from <https://www.courts.ca.gov/documents/human-trafficking-toolkit-cfcc.pdf>.  The School Counselor and Child Abuse and Neglect Prevention from the American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ChildAbuse.pdf>.  AB 327: CA Child Abuse Reporting. Appendix A: Child Sexual Assault Reporting Requirements. Retrieved from <http://publichealth.lacounty.gov/mch/cpsp/CAChildAbuseRpt.pdf>.  Child Abuse Identification & Reporting Guidelines from the California Department of Education. Retrieved from <https://www.cde.ca.gov/ls/ss/ap/childabusereportingguide.asp>.  Signs of Human Trafficking from the National Human Trafficking Resource Center (NHTRC) Information. Retrieved from <https://www.sdcda.org/preventing/human-trafficking/nhtrc-info.html#signs_list>.  Human Trafficking Awareness for Educators. 2015. National Human Trafficking Resource Center. Retrieved from <https://polarisproject.adobeconnect.com/p7zjdyrfetj/>. | |

# Assignments

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| **Discussion: Child Abuse & Neglect Reporting** | 7.1 |
| **Reference** your local LEA policies and procedures to identify the reporting process for child abuse and neglect.  **Respond** to the following prompts in the Child Abuse & Neglect Reporting discussion forum by Wednesday: Do you feel your local LEA policies and procedures for identifying and reporting child abuse and neglect are comprehensively aligned with the state and federal guidelines and requirements? Why or why not?  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Child Abuse, Neglect, & Human Trafficking** | 7.2, 7.3 |
| **Create** a brochure as an educational tool for teachers and staff with the core elements of child abuse, neglect, and human trafficking.  **Include** the following information:   * Signs of child abuse, neglect and human trafficking in students * Reporting laws * Local LEA procedure for reporting * Resources such as the child abuse hotline, human trafficking hotline, websites, etc. * Your contact information   **Utilize** an online tool such as [Canva](http://www.canva.com), [Piktochart](http://www.piktochart.com), or other one with which you are familiar to make your brochure.  **Submit** a link to your brochure by Sunday. | |

Week 8: Technology & Counseling

Learning Objectives

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| --- | --- |
| * 1. Interpret ethical and legal guidelines surrounding telehealth counseling. | CLO1, CLO4 |
| * 1. Determine the ethical differences between providing telehealth and on-site counseling. | CLO1, CLO2, CLO4 |
| * 1. Analyze the role of school psychologist in relation to student misuse of technology related to counseling. | CLO2, CLO4 |

# Activities and Resources

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| **Readings** | 8.1, 8.2, 8.3 |
| ***Ethical and Legal Issues in School Counseling***  Ch. 1: Technology Challenges | |
| ***School Counseling Principles***  Ch. 3: Cyberspace | |
| ***Online Resources***  ASCA Toolkit: Virtual High School Counseling from the American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-high-school-counseling>.  ASCA Toolkit: Virtual Middle School Counseling from the American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-middle-school-counseling>.  ASCA Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004, and 2010, 2016). Alexandria, VA: American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>.  Ethical Considerations: School Counseling in a Virtual Setting (Part 1) from the American School Counselor Association. Retrieved from <https://videos.schoolcounselor.org/ethics-virtual-school-counseling>.  Ethical Considerations: School Counseling in a Virtual Setting (Part 2) from the American School Counselor Association. Retrieved from <https://videos.schoolcounselor.org/ethical-considerations-school-counseling-in-a-virtual-setting-part-2>. | |

# Assignments

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| **Discussion: School Counseling in a Virtual Setting** | 8.1, 8.2, 8.3 |
| **Respond** to the following prompts in the School Counseling in a Virtual Setting discussion forum by Wednesday:   * How do FERPA and the Ethical Standards for School Counselors impact the availability of school counseling in a virtual setting to your students? * What are the main ethical differences between providing telehealth and on-site counseling? * What is your role when a student misuses technology?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Professional Development Mini Workshop–Group Presentation** | COURSE |
| **Imagine** your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.  **Develop** a *15-minute or less* professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.  **Note**. You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.  **Consider** including the following in your professional development mini workshop:   * Description of a school counselor’s role * Important legal and ethical guidelines school counselors abide by * Ethical boundaries in schools * Dual relationships * Timelines * Child abuse reporting * Confidentiality * Other information your group wants to provide   **Note**. Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.  **Deliver** your professional development mini workshop during your groups scheduled day and time. | |
| **Faculty Note.**  **Post** an announcement this week about how you want the groups formed. Either students self-select or you assign them to groups. You will want to have this announcement posted by *Monday of Week 2*.  **Create** the groups in Canvas, once they are identified, so students can coordinate schedules:   * Groups Overview: <https://community.canvaslms.com/videos/1113-groups-overview-instructors> * Canvas table of contents for guides about groups: <https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Groups>   **Consider** tying the groups to Week 8 assignment so that you can grade everyone in the group at once, instead of one at a time. The links above provide information on how to set this up in Canvas. | |

# Rubrics

**Discussion Rubric**

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|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Initial Response to the Forum Topic**  4 points | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to Peer’s Response to the Forum Topic**  4 points | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Paper Rubric**

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| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Elements**  2 points | Demonstrates an above average level of knowledge of the required elements. | Knowledge of the required elements is proficient. | Knowledge of the required elements is not yet proficient. | Knowledge of the required elements is introductory. |
| **Application**  6 points | Demonstrates an above average level of knowledge of the connection between research and practice. | Knowledge of the connection between research and practice is proficient. | Knowledge of the connection between research and practice is not yet proficient. | Knowledge of the connection between research and practice is introductory. |
| **References**  2 points | The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product. | The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product. | The work product provides a general reference section with few or no sources cited. | The work product has no reference section with few or no sources cited. |
| **Format**  2 points | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |

**Handouts Rubrics**

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|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Elements**  3 points | Demonstrates an above average level of knowledge of the required elements. | Knowledge of the required elements is proficient. | Knowledge of the required elements is not yet proficient. | Knowledge of the required elements is introductory. |
| **Application**  8 points | Demonstrates an above average level of knowledge of the connection between research and practice. | Knowledge of the connection between research and practice is proficient. | Knowledge of the connection between research and practice is not yet proficient. | Knowledge of the connection between research and practice is introductory. |
| **References**  4 points | The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product. | The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product. | The work product provides a general reference section with few or no sources cited. | The work product has no reference section with few or no sources cited. |

**Signature Assignment Week 3 Outline**

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|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Elements**  2 points | Demonstrates an above average level of knowledge of the required elements. | Knowledge of the required elements is proficient. | Knowledge of the required elements is not yet proficient. | Knowledge of the required elements is introductory. |
| **Application**  6 points | Demonstrates an above average level of knowledge of the connection between research and practice. | Knowledge of the connection between research and practice is proficient. | Knowledge of the connection between research and practice is not yet proficient. | Knowledge of the connection between research and practice is introductory. |

**Signature Assignment Week 5 Draft**

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|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Elements**  3 points | Demonstrates an above average level of knowledge of the required elements. | Knowledge of the required elements is proficient. | Knowledge of the required elements is not yet proficient. | Knowledge of the required elements is introductory. |
| **Application**  7 points | Demonstrates an above average level of knowledge of the connection between research and practice. | Knowledge of the connection between research and practice is proficient. | Knowledge of the connection between research and practice is not yet proficient. | Knowledge of the connection between research and practice is introductory. |

**Signature Assignment Rubric**

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|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Elements**  (2 pts) | Presentation addresses the key elements required and goes beyond the parameters of the assignment. | Presentation addresses the key elements required and meets the parameters of the assignment. | Presentation attempts to address the key elements required and meets the parameters of the assignment. | Presentation attempts to address a few of the key elements required but is missing information. |
| **Analysis & Evidence**  (8 pts) | Presentation shows an in-depth analysis with a firm understanding of the concepts. Evidence is relevant, with a strong connection to the main point. | Presentation shows a level of analysis with a clear understanding of concepts. Evidence is used to support the presentation, but some are unclear or irrelevant. | Presentation shows a level of analysis with a clear understanding of concepts, but connections made are unclear or inaccurate. Evidence is used to support the presentation, but some are unclear or irrelevant. | Presentation provides some analysis, but connections made are unclear or inaccurate. Some evidence used but does not clearly support the analysis. |
| **Performance**  (3 pts) | Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown. | Provides some audience interaction. Use of visual or communication aids. Shows an acceptable level of creativity in the presentation. | Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation. | Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation. |
| **Structure**  (3 pts) | Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points. | Organized logically and flows smoothly. Content presented are coherent, transitions well, and points are clearly stated. Only a few areas seem disconnected and vague. | Organized logically and flows smoothly. Most content presented is coherent, transitions need more development, and points are clearly stated. Only a few areas seem disconnected and vague. | Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development. |
| **Grammar & Spelling**  (2 pts) | Presentation follows proper structure, grammar, and spelling. Little to no errors throughout the entire presentation. | Presentation follows proper structure, grammar, and spelling. Few errors are shown. | Presentation contains a few errors in structure, grammar, and spelling. Few errors are shown. | Presentation follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer. |
| **Citation**  (2 pts) | Sources used follow guidelines required by the college. There are little, to no errors made. | Sources used follow guidelines required by the college; however, there are a few errors. | Sources used follow guidelines required by the college; however, there are a few errors. | Minimal sources used and inconsistently follows guidelines required by the college. |