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CNS 551. Classroom Guidance: Basic guidance and counseling concepts such as encouragement, communication, self-concept, discipline, and understanding students within the classroom setting with practical approaches in working with students.

Course Purpose: CNS 551 is a required course in the P-12 master’s school counselor program. Classroom Guidance is intended for graduate students learning school counseling and to improve their communication skills with students, parents, administrators, and fellow teachers.

Required Text:

Additional Materials:
State Counseling Standards located on Blackboard

Course Objectives:
This course is designed to meet the following 2009 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

School Counseling Program Area Knowledge Standards
COUNSELING, PREVENTION, AND INTERVENTION
C. Knowledge
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
ASSESSMENT

G. Knowledge

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

Course Objectives:
Upon completion of this course, class members will be expected to:

1. Promote the use of counseling and guidance activities and programs by the total school community to help enhance a positive school climate, which may lead to a future comprehensive developmental school counseling program (SC C.1)

2. Articulate how coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources may promote program objectives and facilitate successful development and achievement of all students (SC C.2)

3. Demonstrate integration of the school counseling program by systematically providing information and skills training to assist students in maximizing their academic, career, and personal/social development (SC C.3)

4. Explain how the use of outcome assessment such as self-report measures (e.g., tests, worksheets, behavior reporting), demonstration (e.g., role play, real life application), assessment by others, and distal measures may address personal-social, career, and academic goals for students (SC G.3)

5. Articulate how data-driven assessment measures (with consideration of bias and fairness of diversity-wise assessments) may be appropriate to evaluate group learning, group goals, and improve counseling program accountability (SC G.3)

6. Display awareness of social competence as a worthwhile educational basic priority, values use of groups and perceives belonging as a basic force in classroom behaviors, and understands challenges for collaborative home/school interventions (SC C.5)

Commitment to Professionalism: All students are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with the Western Kentucky University (WKU) Code of Ethics at: http://wku.edu/judicialaffairs/?pageid=70.

Class Attendance: Throughout the semester, weekly attendance and class participation are expected. One absence may be allowed without a grade deduction, however the final grade may be lowered for additional absences.

In the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at the next class meeting unless other instructions are posted at the course website.

Methods of Instruction
The following methods of instruction may be used in order to facilitate learning of this class: lecture, PowerPoint, graphs, charts, videos, kinesthetic learning activities
(similar to what would be found in an elementary classroom), classroom presentations, group activities, discussion, and individual or group presentations. This list is not intended to be all-inclusive, but rather a sample of methods that may be utilized throughout the semester.

Course Expectations

**Informed Participation** - Learners will be prepared to actively participate in class discussions and activities, including group work. Participation assumes that the learner has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and other’s learning. The student must understand that having little or no involvement in class discussions or problematic involvement in group projects will contribute to neglecting this portion of the final grade. *The instructor reserves the right to reduce a learner's grade for consistent lack of informed participation.*

**Communication Devices** - Cellular phones are a wonderful technological advancement outside of the classroom, but are disruptive in a classroom setting. If you are awaiting an emergency phone call, please place your phone on silence and you may check it during the break. Please do not hesitate to speak with me about any circumstances or issues. I appreciate being made aware of this and your confidentiality is always guaranteed.

Some students are more comfortable using their computer to take down notes during class time. You are welcomed to use this method during class, but you may not surf the web, email, shop, or work on other assignments during class time. You may be asked to leave your computer in your book bag or at home if you are found to be doing this during class time.

**Late Assignments** - Late work will not be accepted. If the student has informed the instructor ahead of time that they will be absent on a day that an assignment is due that assignment must be completed prior to the absence. In addition, emergencies that interfere with assignment completion may be subject to grade reduction. Students are encouraged to notify the instructor by phone or email as soon as they anticipate problems completing assignment.

**Writing Assignments** - Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate. If problems with writing or communication style interfere with effective communication of your ideas, you will rewrite or redo the paper or presentation to receive credit for the assignment.

**Course Requirements:**

**Classroom Participation** – The major forum for learning in this class is through classroom discussion, experiential activities, and demonstrations. Therefore all students are expected to participate during class time. Students are allowed three hours of absence; those students who miss more than the allowed time may have their final grade reduced one letter grade. **14 points**
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>(0-4 points)</td>
<td>(5-9 points)</td>
<td>(10-14 points)</td>
</tr>
<tr>
<td>Student showed little evidence of classroom participation. Had opportunities to participate in class discussions or demonstrations and failed to do so. Missed more than three hours of class period.</td>
<td>Student showed moderate evidence of classroom participation. Had opportunities to participate in class discussions or demonstrations and sometimes participated. Did not miss more than three hours of class period.</td>
<td>Student showed advanced evidence of classroom participation. Had opportunities to participate in class discussions or demonstrations and always participated. Did not miss more than three hours of class period.</td>
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**Comprehensive Guidance Program Critical Performance #1**

With two “critical experiences,” class members are asked to assess their conceptualization of school counseling-related concepts and skills, as well as an ability to apply the knowledge base learned to build professional identity, based on the CACREP standards for this course. Students are to submit their critical experience papers to the instructor through the College of Education and Behavioral Sciences electronic portfolio system.

**General Instructions:**

As a school counselor your task is to develop a comprehensive school guidance and counseling program.

Write a case study paper that includes

1. A description of the school setting (include descriptions of the facilities, administration, size of student body, the school climate, and any other descriptive information necessary to fully describe your school setting) and the school’s social and economic demographics,

2. An explanation of the part- or whole-school advisory/mentor faculty who share the responsibility with the school counselor to guide students’ involvements with the Individual Learning Plan. (The ILP is a major assessment component in Kentucky to enhance student wellness and targets identifying students’ academic needs, career development needs, and personal/social issues they face during middle school grades through high school.),

3. Discuss how you would design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (For example, your use of an online or even a paper version “needs” survey or interest survey that may be given to students to help identify their needs or have students take the EXPLORE or PLAN, when they are asked to choose a career area.),

4. Describe the strategies you would use to help students identify strengths and cope with environmental and developmental problems,

5. Describe the counseling theories and processes that you would use to provide these counseling services effectively to students individually and in groups.

**36 points**
The paper you submit should be written in APA 6th edition format. The rating rubric is attached. The submission is due at the close of the second weekend class. Upload your paper to the CEBS electronic portfolio system.

<table>
<thead>
<tr>
<th>CNS 551 Critical Performance #1 Evaluation Rubric</th>
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<tbody>
<tr>
<td><strong>STANDARD</strong></td>
</tr>
<tr>
<td><strong>SC C.1</strong> Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.</td>
</tr>
<tr>
<td><strong>SC C.2</strong> Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.</td>
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<tr>
<td><strong>SC C.3</strong> Knows strategies for helping students identify strengths and cope with environmental and developmental problems.</td>
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**Comprehensive Guidance Program Critical Performance #2 -**

In this second critical performance, your task is to write a case study paper that

1. Describes how you would use peer helping, counseling, and psycho-educational student groups to address individual student success and systemic changes that support school wide success,

2. Discusses how you would use task groups consisting of school personnel and community constituents to identify the group interventions you would use and provide input on the outcomes of these group interventions,
3. Briefly discuss how you would help the school more effectively address the needs of students to achieve greater personal and academic success by organizing a school wide mentoring/advising program to include other caring adults in the school setting, the community (screened and trained), and Kentucky Higher Education Assistance Authority regional outreach counselors available (at no charge) to provide interactive workshops relating to college admissions and other career topics.

4. Identify the school counseling assessments you would use in terms of how they address Individual Learning Plans, which focus on three comprehensive domains (academic, career, personal/social) and are used to create a plan of action to address the counseling needs of your students, your school and your community.

50 points

In your paper use APA 6th edition format. The grading rubric is attached. Upload your case study through the CEBS portfolio system.

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<thead>
<tr>
<th>CNS 551 Critical Performance #2 Evaluation rubric</th>
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<tr>
<td>STUDARD</td>
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<tr>
<td>Student conceived assessment plans that shared outcome accomplishments through classroom and counseling groups</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>The areas articulated were appropriate and made strong arguments tied to the school counselor’s mission.</td>
<td></td>
<td></td>
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<tr>
<td>Although all areas covered in general were adequate, the paper lacked sufficient detail for strong support from school officials.</td>
<td></td>
<td></td>
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<tr>
<td>The paper neglected areas significantly tied to the mission of counseling and educating students.</td>
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</table>

SC C.5 Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

| SC C.5 Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. | 4 | 3 | 2 |

SC G.3 Identifies various forms of needs assessments for academic, career, and personal/social development.

| SC G.3 Identifies various forms of needs assessments for academic, career, and personal/social development. | 4 | 3 | 2 |

**Discussing Grades**

*You will be able to check your grades in an online grade book. You can ask me about grades in person or by phone. As email is not a protected method of communication and can be easily misinterpreted, I will only discuss grades in person or by phone (This is to protect your privacy. E-mail is not a private form of communication).*
**Professional Performance Review**: Please refer to the rubric for the Professional Performance Review, which is printed in the Department of Counseling and Student Affairs Graduate Student handbook (pp. 35-37). This rubric is used at the close of every course to evaluate each student’s progress in the program.

**Electronic Mail (e-mail)** is the official means of communication with class members. A student’s failure to receive or read official university communications sent to the student’s official e-mail address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check e-mail messages regularly. You can typically expect a response from me within 24 hours Monday through Friday.

**Academic Performance**

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at: http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

**Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

**Academic Integrity and Plagiarism**: Academic integrity is an essential component of an academic community. Every class member is responsible for fostering and maintaining a culture of academic honesty by committing to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, members are expected to abide by the code of ethics for their profession and the student code of conduct for the university.
Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequences of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Class members who have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or “F” for the course, at the instructor’s discretion. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental Graduate Student Handbook.

Please note: The University uses web-based products to detect plagiarism. Student work may be checked by plagiarism detection software.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper to meet a course requirement in another course. Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

A tutorial is posted online in the Student Handbook. In the Statement of Understanding Form you sign regarding responsibility for policies and procedures presented in the handbook, the following statement and signature line is included: “I also attest that I have successfully completed the plagiarism tutorial as required by the department and will be held responsible for upholding department and university standards for ethical behavior and academic integrity.”

Signed______________________________________

Informed Consent: Students enrolled in counseling classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student’s fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment.

Faculty and Department Responsibilities: A student’s progress in this program is contingent upon the student’s ability to meet the requirements and expectations of a professional counselor, as delineated by professional organizations such as the American Counseling Association (ACA) and the American School Counselor Association (ASCA).
Areas of expectation include but are not limited to issues such as ethical and legal responsibilities, competence, and client respect and care. Counselor educators are bound by the ACA code of ethics to recommend remediation or to refuse endorsement of a problematic counselor-in-training. These factors are evaluated based on a class member’s performance, academic behaviors, personal and professional behaviors and awareness, and impact on others, as well as the ability to accept personal responsibility and feedback.

**Students with Disabilities Who Require Accommodations:**
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is (270) 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Student Assistance/Tutoring:**
*Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center, located in the Academic Advising and Retention Center, DUC A-330, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-6254 or stop by DUC A-330. Log on to TLC’s website at http://www.wku.edu/tlc for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.*

***The syllabus and grading requirements may be changed if unforeseen extenuating circumstances occur. If such an event occurs, class members will be properly informed.***
NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 551, you are required to upload your Critical Performance 1 and Critical Performance 2. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at: http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.

- Go to http://www.wku.edu
- Select "Academics" (on left side)
  - Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
  - Select CNS 551 click on "View Critical Performances"
    - You will see Critical Performances listed
      - Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Things to Do AFTER Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Syllabus Expectations; Introduction to School Counseling Standards;</td>
<td>Review Standards</td>
</tr>
<tr>
<td>May 24</td>
<td>Introduction to Ethical Standards</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>Mission Statements; School Counseling Model; Needs Assessments; Designing &amp; Planning; Individual Learning Plans</td>
<td>Prepare Case Study #1 For Submission; Blackboard Discussion; Geroski Chapt 1 - 6</td>
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<tr>
<td>May 25</td>
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<tr>
<td>Friday</td>
<td>Introduction to M Hunter Lesson Plan; Classroom Guidance Lessons;</td>
<td>Review State Standards; Prepare Case Study #1 for Submission</td>
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<tr>
<td>May 7</td>
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<tr>
<td>Saturday</td>
<td>Classroom Guidance Lessons; Psychoeducational Groups; Identifying and Selecting Students for Counseling Services</td>
<td>Submit Case Study #1 via Online Portfolio; Blackboard Discussion; Geroski Chapt 7 - 8</td>
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<tr>
<td>June 8</td>
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<tr>
<td>Friday</td>
<td>Individual Consultation</td>
<td>Prepare Case Study #2</td>
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<td>June 21</td>
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<tr>
<td>Saturday</td>
<td>Mentoring Program;</td>
<td>Submit Case Study #2</td>
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<tr>
<td>June 12</td>
<td>Peer Mentoring via Online Portfolio</td>
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