Ethical, Legal, and Professional Issues in School Counseling: PSYCHOLOGY 6460
Tuesdays, 5:15 to 7:45 PM, Spring Semester 2016

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Course Overview (Content Area): Ethical, Legal, and Professional Issues in School Counseling is a graduate level course intended for students who plan to license for and enter the field of professional school counseling. The course is based on essential knowledge and skills as established by the Utah State Office of Education standards. Specifically, the course focuses on professional school counselor identity, foundations of school counseling and contextual dimensions of school counseling.

Prerequisites: Students are expected to be admitted into the school counseling program or received department permission.

Required Readings:
In place of a specific textbook for the course, readings will be taken from the American School Counseling Association website. It is expected that all students will join the association as student members. The cost to join is $69. Details will be discussed in class. Information can be found at www.schoolcounselor.org. In addition, students are encouraged to join the Utah School Counselor Association. The student cost is $25 (if joined through the state website; if added when paying for ASCA, the cost is $45). Information can be found at www.utschoolcounselor.org.


Required Course Materials: In addition to the required readings, all students will need access to the internet during class. This can be a phone, tablet, or computer. We will be using Socrative for class quizzes and discussions. Information can be found at http://www.socrative.com. Our “classroom number” is 718590. More information will be given in class.

Accommodations: The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program.” If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435.797.2444), preferably during the first week of the course.

Student Expectations: Students are expected to actively participate in the class and present their own viewpoints regarding the course content while respecting and appreciating any differing points of view offered by classmates or the instructor. Late assignments will be marked down according to instructor discretion.

Structure of the Course/Method of Instruction: The course meets from 5:15 to 7:45 PM on Tuesdays unless otherwise discussed. The course may include lecture, class discussions, audiovisual examples, experiential exercises, readings, role-playing, modeling, student presentations, written assignments and exams.

Course Objectives (Knowledge & Skill Outcomes as defined by the USOE Standards): At the successful completion of the course students should be able to demonstrate a(n):

- Knowledge of the history & philosophy of the school counseling profession including significant factors and events (1.1)
- Understanding professional roles, functions and relationships with other human service providers (1.2)
- Proficiency in technological competence and computer literacy (1.3)
- Knowledge of professional organizations, their divisions, branches, and affiliates; membership benefits, activities, services to members and current emphases of the following organizations: ACA, ACTE, ASCA. (1.4)
• Knowledge of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (1.5)
• Knowledge of public and private policy processes, including the role of the professional school counselor in advocating on behalf of the profession and program (1.6)
• Knowledge of advocacy processes needed to address institutional and social barriers including, but not limited to SES, ethnicity, gender, culture, diversity, etc that impede quality, access, equity and success for students (1.7)
• Knowledge of ethical standards of ACA, ACTE, ASCA and related entities, and applications of ethical and legal considerations in professional school counseling (1.8)
• Knowledge of the school setting environment, and pre K-12 curriculum. (10.5)
• Understanding of current issues, policies, laws, and legislation relevant to school counseling (10.6)
• Ability to identify ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors) (10.10)
• Advocacy skills for all students and for effective school counseling programs supported by data collection, analysis and presentation (11.1)

Course Assignments: All assignments are to be made in via canvas before class begins unless other arrangements have been made. Late work will be docked at the instructor’s discretion. The papers (vs. assignments) must be in APA style format. See http://owl.english.purdue.edu/owl/resource/560/01/ for help with APA formatting.
• Class Participation: Participation is essential for this class. Whereas it is not worth a specific point value, students who are not prepared to participate in class or have not participated in Canvas discussions (posting and reading posts) will be docked up to a full letter grade. Attendance may be taken; if you need to miss a class, you need to let the instructor know.
• Reading Assignments: Reading assignments provide background knowledge to the topic being discussed in class. All reading assignments need to be done by the due date to be beneficial for class discussion. There is no specific point value to the reading assignments; however, they will be used for class quizzes, activities, and discussion. Questions related to the reading will make up a major part of the final.
• Foundation Assignment (20 points): The purpose of this assignment is to introduce the student to the instructor. Answers may be shared in class unless noted. Credit will be given for completion. It will also serve as a computer literacy assessment.
• ASCA Website Review (25 points): The purpose of this assignment is to learn the benefits and resources available through the ASCA website. Guide sheet will be provided in class.
• Ethics Paper (50 points): The purpose of this assignment is to become familiar with the ethical codes of ACA, ASCA, and ACTE and improve writing skills. Detailed information given in class.
• Legislative Outreach (10 points): The purpose of this activity is to emphasize the importance of advocacy for your profession. During the current legislative session (begins third Monday in January and runs for 45 days), each student will need to find their own representatives in the state legislature (see http://www.le.state.ut.us/Documents/find.htm for details) and email one representative regarding an education related current event/issue. The email must contain your home address (so that they will know that you are one of their constituents) and ask a specific question. Submit a copy of the email (including date sent) to Canvas for class credit.
• Law Review Worksheet (25 points): The purpose of this assignment is to become familiar with the laws in the Utah that pertain to the practice of school counseling, develop skills in reading, analyzing and applying school law to the practice of school counseling and improve writing skills. Detailed information given in class.
• Collaboration Paper (65 points): The purpose of this assignment is to identify current views of the school counselor as identified by parents, administrators, and teachers. You will interview parents, administrators and teachers regarding their impression of school counselors. Interviews must be held at different levels of education (elementary, middle, high school) with professionals from two different “types” of schools (traditional public school, charter school, or private school). More details will be provided in class.
• Systemic Change Pre-Assignment (20 points): The purpose of this assignment is to become familiar with Utah Futures. Students will review the website for Utah Futures and answer questions provided by the instructor.
• Systemic Change Lesson Plan (50 points): The purpose of this activity is to help students understand the powerful resources available online for promoting college and career readiness and provide students opportunity to strengthen guidance lesson planning. Using an online college or career resource, students will develop an activity and worksheet to be used in teaching 6th – 12th grade students about college and career readiness. Detailed information given in class.
• Leadership Challenge (20 points): The purpose of this assignment is for each student to learn more about his/her personal leadership style. Using a leadership style inventory discussed in class students will assess their own leadership abilities and then write a brief summary of his/her leadership strengths and weaknesses.
• Advocacy Case Study (50 points): How can school counselors become stronger advocates for students? The purpose of this assignment is to have students define how they will be an advocate for students. Details to be given in class.
• Professional Development Assignment (65 points): Each student is responsible for attending one professional development conference/seminar (minimum four hour experience). Various activities will be posted on canvas. If desired, students may
submit alternative activities for instructor approval. A 4-5 page paper about the experience will be written. More details provided in class.

- Final Exam (100): The final will be based off of readings, lecture and class discussions. It will be a closed book exam. There will be multiple choice and short answer questions. It is anticipated that the exam will take no longer than three hours.

Grading: Total points possible for the course is 500. The following percentages will be used to determine grades:

- A = 94-100%
- A- = 90-93%
- B+ = 87-89%
- B = 84-86%
- B- = 80-83%
- C+ = 77-79%
- C = 74-76%
and so forth

Class Schedule: A current class schedule can be found on Canvas. Please note that the class schedule is not a binding contract and is subject to revisions, as needed, during the course of the term. Students are discouraged from working ahead as assignments may change. Students will be notified in advance regarding any changes.