**Campbellsville University**

**School of Education**

**G1, 2017**

**SGC 523-01 Counseling Skills**

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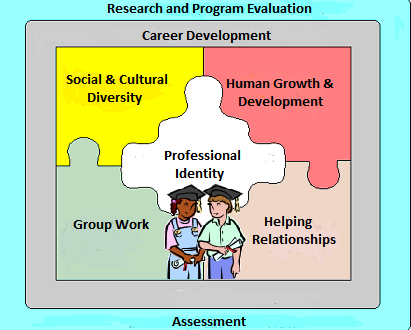
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# “Empowerment for Learning”

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**Textbook**:

Byrd, R. & Erford, B. (2014). *Applying Techniques to Common Encounters in School*

*Counseling.* Upper Saddle River, NJ: Pearson Education, Inc.

**Pre-requisites**: None

**Course Description**: Candidates will develop an understanding of essential interviewing and counseling techniques that foster therapeutic relationships with students while maintaining professional boundaries. They will learn how to establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate the counselor-client relationship. They will practice individual counseling and classroom guidance approaches that promote school success through academic, career, and personal/social development for all students.

**PROFESSIONAL STANDARDS addressed in this course:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **CU Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** |
| Case Studies  400 pts.  Obj.1-8 | C.2.a, b | 5 a, b, c, f, g | A.7, 2a, b, c, 5a, 7f | 5 d, g, 7 b | 2, 4 | I D, II C, III A, B, E, V B,VI B, C, D | 2 A, C, 5 B, C, D, E | A.1.1, A.1.2 | 5.a, b, c, d, e, f, g | C.3, D.1, 4 |
| Field Experiences 100 pts.  Obj. 1-8 | C.2.a, b | 5 a, b, c, f, g | A.7, 2a, b, c, 5a, 7f | 5 d, g, 7 b | 2, 4 | I D, II C, III A, B, E, V B,VI B, C, D | 2 A, C, 5 B, C, D, E | A.1.1, A.1.2, A.2.1, A.2.2 | 5.a, b, c, d, e, f, g | C.3, D.1, 4 |
| Discussion Forums  80 pts.  Obj. 1-8 | C.2.a, b | 5 a, b, c, f, g | A.7, 2a, b, c, 5a, 7f | 5 d, g, 7 b | 2, 4 | I D, II C, III A, B, E, V B,VI B, C, D | 2 A, C, 5 B, C, D, E | A.1.1, A.1.2 | 5.a, b, c, d, e, f, g | C.3, D.1, 4 |
| Learning Logs  80 pts.  Obj. 1-8 | C.2.a, b | 5 a, b, c, f, g | A.7, 2a, b, c, 5a, 7f | 5 d, g, 7 b | 2, 4 | I D, II C, III A, B, E, V B,VI B, C, D | 2 A, C, 5 B, C, D, E | A.1.1, A.1.2 | 5.a, b, c, d, e, f, g | C.3, D.1, 4 |
| Class Participation  80 pts.  Obj. 1-8 | C.2.a, b | 5 a, b, c, f, g | A.7, 2a, b, c, 5a, 7f | 5 d, g, 7 b | 2, 4 | I D, II C, III A, B, E, V B,VI B, C, D | 2 A, C, 5 B, C, D, E | A.1.1, A.1.2 | 5.a, b, c, d, e, f, g | C.3, D.1, 4 |

**Kentucky Standards For Guidance Counseling Programs Addressed:**

1. Knowledge and Skill Requirements for School Counselors
2. Counseling and Guidance
   1. individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
   2. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development.

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

5. Helping Relationships

* 1. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
  2. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
  3. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

1. integration of technological strategies and applications within counseling and consultation processes;
2. ethical and legal considerations.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

1. Helping Relationships
   1. an orientation to wellness and prevention as desired counseling goals;
   2. counselor characteristics and behaviors that influence helping processes;
   3. essential interviewing and counseling skills;
   4. counseling theories that provide students with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
   5. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
   6. a general framework for understanding and practicing consultation;
   7. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) School Counselor Professional Knowledge, Skills, and Practices Addressed:**

Counseling, Prevention, and Intervention

1. Knowledge
   1. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
2. Skills and Practices
   1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
3. Demonstrates the ability to use procedures for assessing and managing suicide risk.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

A.7. Understands the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.

2. a. Understands multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

2.b. Understands attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

2.c. Implements individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

5.a. Develops counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

7.f. Understands age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

InTASC 5 Application of Content

InTASC 7 Planning for Instruction

**International Literacy Association (*ILA*) Addressed:**

Standard 2 Curriculum and Instruction

Standard 4 Diversity

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

Standard A.1 Content and Pedagogical Knowledge

Standard A.2 Clinical Partnerships and Practice

**Technology Standards for School Administrators (TSSA) Addressed:**

Standard I. Leadership and Vision

Standard II. Learning and Teaching

Standard III. Productivity and Professional Practice

Standard V. Assessment and Evaluation

Standard VI. Social, Legal, and Ethical Issues

**Educational Leadership Policy Standards (ISLLC) Addressed:**

Standard 2 Advocating, nurturing, and sustaining a school culture and instructional program

conducive to student learning and staff professional growth

Standard 5 Acting with integrity, fairness, and in an ethical manner

**SPECIFIC OBJECTIVES:**

Upon completion of this course, candidates will:

1. Understand theories and techniques best utilized with students in the P-12 school setting.
2. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, and social context).
3. Apply effective and systemic interviewing techniques and strategies.
4. Recognize how different techniques may impact the counseling process.
5. Modify interventions that are not working.
6. Evaluate reactions to counseling.
7. Recognize when consultation/referral is necessary.
8. Monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the counseling process adversely.

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**Case Studies (80 pts)** Candidates will read and write 3-5 page reflections on case studies that represent issues and challenges faced by school counselors in applying counseling techniques in

P-12 school environments.

**Learning Logs (80 pts.)** Candidates will write a 2-3 page response to the following three questions based on the reading assignments, internet resources, and activities each week.

* What do you consider the most important concept(s)/skill(s) that you learned this week?
* How will you apply this concept in completing course assignments and activities?
* How will you apply this concept in your future practice as a guidance counselor?

**Field Experiences (100 pts.)** Candidates will conduct and digitally record one counseling session (30 minute minimum each) with one elementary student and one counseling session with one middle/high school students utilizing various techniques highlighted in class. (3 hours) Candidates will conduct and digitally record one counseling session with one diverse student (e.g., students with disabilities, students with ethnic/cultural diversity, students receiving free/reduced lunch) utilizing various techniques highlighted in class. (2 hours)

Candidates will submit a copy of the signed parent permission forms, the three recordings, their field experience reflection, and the signed and completed field experience summary form.

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**RUBRICS:**

**SGC 523 Counseling Skills**

**Discussion Forum Scoring Guide**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment**  **KSGC** C.2.a, b **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support**  **KSGC** C.2.a, b **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections**  **KSGC** C.2.a, b **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

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| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**SGC 523 Field Experience Reflection**

**Scoring Guide**

**100 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience. |
| **General Assignment**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 523 Counseling Skills**

**Case Study**

**Scoring Guide**

**50 pts.**

Write a 3-5 page response to the reflection questions at the end of the case study you chose. Do not rewrite the questions in your response.

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| **Category** | **45-50** | **40-44** | **35-39** | **Below 35** |
| **General Assignment**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Reflection contains a response to each question in equal amounts. | Reflection contains a response to each question, but some are more developed than others. | Reflection contains a response to most of the questions. | Reflection only contains a response to few or only one of the questions. |
| **Length** | Three to five full pages of content | Two to three full pages of content | One-two full pages of content | Less than one full page of content |
| **Support**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the text. | Observations and/or statements are logical but made with little or loose support from the text. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Reflection makes clear connections to SGC 523 content | Reflection makes loose connections to SGC 523 content. | Reflection makes little connection to SGC 523. | No attempt is made to connect the experience to SGC 523. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 523 Counseling Skills**

**Learning Log**

**Scoring Guide**

**10 pts.**

Write a two-three page response to the following three questions based on the reading assignments, internet resources, and activities for the week.

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| **Category** | **9-10** | **7-8** | **5-6** | **Below 5** |
| **General Assignment**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Reflection contains a response to each question in equal amounts. | Reflection contains a response to each question, but some are more developed than others. | Reflection contains a response to most of the questions. | Reflection only contains a response to few or only one of the questions. |
| **Length** | Two to three full pages of content | One to two full pages of content | 1/2 full page of content | Less than 1/2 full page of content |
| **Support**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the reading assignments, internet resources, and activities for the week. | Observations and/or statements are logical but made with little or loose support from the reading assignments, internet resources, and activities for the week. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGC** C.2.a, b  **KCPGO** 5 a, b, c, f, g  **InTASC** 5 d, g, 7 b  **CAEP** A.1.1, A.1.2 | Reflection makes clear connections to SGC 523 content | Reflection makes loose connections to SGC 523 content. | Reflection makes little connection to SGC 523. | No attempt is made to connect the experience to SGC 523. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

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#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**REFERENCES:**

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