



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: Legal and Ethical Issues in Schools
Course Number: CNS 6043
Course Date: Fall 2020
Course Meeting Times: Tuesdays, 5:15 P.M. to 7:15 P.M.
Course Location: Lawrence Hall – Room 201
Course Designation: Level I Course (Required for School Counseling Program)
Semester Hours: 3
Prerequisites: None
Limitation on Enrollment: 18

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W (1:00 P.M. to 4:00 P.M.)

Course Description: This course is designed to provide prospective school counselors with information about contemporary professional issues in school counseling K-12. Current professional issues in school counseling will be examined as well as the transformed role of the school counselor and components of successful comprehensive school counseling programs. In

addition, essential theories, research and practice of the profession will be investigated.

Emphasis is placed on developing the awareness, knowledge and skills necessary to effectively negotiate the cultural, educational, social and philosophical forces that impact the lives and academic achievement of students in a pluralistic society.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes

and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Demonstrate knowledge of the historical context of ethics in school counseling and the development of current ethical issues in school counseling.
- B. Comprehend the principles of the American School Counseling Association (ASCA) Code of Ethics, Standards for School Counseling Program in Pennsylvania, and applicable state and federal legislation and policies in education
- C. Identify and implement various ethical decision-making models to analyze a multitude of complex ethical dilemmas that arise during interaction with school constituencies
- D. Recognize the need for advocacy within the school counseling profession to better support underserved populations, close the achievement gap, and promote greater equity among all students
- E. Gather an understanding of commonly utilized school counseling techniques and strategies to engage large student case loads effectively over the course of an academic year
- F. Display an awareness of the multicultural issues that may arise within the school system and counselor-client relationships to apply ethically responsible practices and encourage positive collaboration
- G. Communicate the need for school counselor engagement in various roles, including individual, group, and career counseling to strengthen professional identity and meet the needs of the student population

I. Course Content

- A. Historical Context of Ethics and Counseling
 - a. Evolution of the ASCA Ethical Standards
 - i. Define

- ii. Manage
 - iii. Deliver
 - iv. Assess
 - b. ASCA Mindsets and Behaviors
- B. Ethics, Morals, Values, and Legal Obligations.
 - a. Differences between ethics, morals, and values.
 - i. Understanding the differences between these areas and their intersections
 - ii. Being able to identify what types of problems ethical dilemmas present
 - b. Developing a Personal Ethical Stance
 - i. How do we want to be perceived as school counselors?
 - ii. Functioning as a leader
- C. Framework for Elementary and Secondary School Counselor Preparation Program Guidelines
 - a. Program Design
 - b. Program Delivery
 - c. Professional Core Rationale
 - d. Candidate Competencies
 - i. Core Standards
 - ii. Educational Requirements
 - iii. Examinations
- D. The Counseling Relationship
 - a. Documentation
 - b. Informed Consent
 - c. Harm and Personal Values
 - d. Advocacy
 - e. Multiple Relationships
 - f. Termination and Referral
 - g. School Staff Interaction
 - h. Developmental Considerations
- E. Confidentiality and Privacy
 - a. Exceptions to confidentiality
 - b. Confidentiality with groups
 - c. Sharing information with 3rd parties
 - d. Record keeping and release of records

- F. Professional Responsibility
 - a. Monitoring effectiveness
 - b. Seeking consultation
 - c. Continuing education requirements
 - d. Non-discrimination
- G. Client rights and informed consent
 - a. Tarasoff and duty to protect
 - b. Mandated reporting
 - i. Child abuse reporting
 - ii. Child neglect reporting
- H. Safety Considerations in Schools
 - a. Firearms in Schools
 - b. School Security
 - c. School Policies on Safety
- I. Ethical Decision Making Models and Application to Areas of Practice
 - a. Review of Ethical Decision-Making Models
 - b. Ethics of Evaluation, Assessment and Interpretation
 - c. Ethics of Supervision, Training, and Teaching.
 - i. The supervisory relationship
 - ii. Professional disclosure
 - iii. Promoting diversity and competence
 - iv. Promoting growth experiences
 - d. Research and evaluation
- J. Professional Advocacy and Self-Care
 - a. Managing boundaries.
 - i. Boundary extension
 - ii. Recognizing your own limits
 - b. Advocating for students
 - i. Underserved students
 - ii. Disadvantaged students
 - c. Self-care
 - i. Burnout
 - ii. Seeking consultation
 - iii. Seeking your own assistance

K. Social Media

- a. Roles and responsibilities of school counselors
- b. Cyber Bullying
- c. Student Perceptions
- d. School Policies

L. Multi-cultural awareness and Ethics.

- a. Self-other awareness
 - i. Recognizing our own biases
 - ii. Recognizing cultural differences
 - iii. Awareness of client beliefs about help and therapy
 - iv. Culture of the client's family, neighborhood, current social status
- b. Power differentials in school counseling
 - i. Increasing client access to services
 - ii. Working with students and families of multicultural backgrounds

M. Policy in Education

- a. No Child Left Behind
- b. The Every Student Succeeds Act
- c. Individuals with Disabilities Education Act
 - i. Inclusive Environments
 - ii. Least Restrictive Approaches

N. Steps of Improving Student Success

- a. Mission
- b. Elements
- c. Analyze
- d. Stakeholders
- e. Results
- f. Educate

III. Methods of Instruction

- A. Audio Visual Presentations
- B. Podcasts
- C. Thought Exercises
- D. Group Discussion
- E. Scholarly Readings

IV. Methods of Assessment

Assessment	Points
A. ASCA Podcasts (5)	10-Points
B. NEA Today Posting (3)	15-Points
B. Ethical Case Scenario	25-Points
C. Conference Proposal/Presentation	25-Points
D. Final Examination	25-Points
Total	100-Points

- A. **ASCA Podcasts:** This class is about critical thought and bringing awareness to our own beliefs and sometimes challenging those beliefs as it relates to issues in school counseling. Class content will involve intense and in-depth discussion of ethical dilemmas and ethical decision-making for school counselors. This requires participation and involvement from students in order to have a rich discussion on these issues. During Weeks 5-9 students will listen to podcasts on various topics related to school counseling available through the ASCA website. The topics include television series featuring characters in childhood and adolescent developmental stages, the history of school counseling, stress related to the school counseling position, parent involvement, underserved populations and the holiday season, and the creating greater equity among students. After listening to the podcasts, students will develop some questions and thoughts on the topic for discussion during class sessions.

Student Learning Outcomes: A, D, E, F, G

Total Points: 10-Points

- B. **NEA (National Education Association Posting):** Students will review 3 different articles on the NEA website that relate to topics school counselors are encountering within the modern-day school system. Students will read the article and post a response to the article on Canvas. Topics of interest should include school safety, social justice, crises situations, and students experiencing mental health needs. The post should include a brief

overview of the article and a personal response to the topic of article by communicating how you would address the issue in an ethical manner that incorporates personal philosophy and systemic resources.

Student Learning Outcomes: A, D, F, G

Total Points:

- C. **Ethical Case Scenario:** In groups of 3-4 students will review an ethical case scenario based upon a specific topic reviewed in class. All case scenarios (not potential solutions) will be provided to students during a class session and groups will be given 30-minutes to work on each ethical case scenario. Students will be given time in class to research and assess the case scenario and determine legal ethical codes associated with the scenario and a step-be-step response that addresses other legal and ethical codes (be sure to review state laws and counseling codes of ethical practice). Students will post their responses according to each specific scenario to a discussion board so that the class may compare and contrast the responses of each group to determine the best overall response for each scenario.

Student Learning Outcomes: A, B, C, D, F, G

Total Points: 20-Points

- D. **Conference Proposal and Presentation:** Students are to explore and review the ASCA website for conference presentations over the past 5 years. This conference review will be conducted in class. After the review and discussion of current trends in ASCA research and presentations, students in groups of 3-5, will develop and present their own conference proposal. The proposal will follow the criteria and format required by the ASCA conference. This proposal will be submitted to the instructor and presented to the class.

Student Learning Outcomes: A - G

Total Points: 25-Points

- E. **Final Examination:** Students will complete a final examination. The examination will cover all course material. The examination will involve multiple choice, short answer

questions, and essay questions involving ethical dilemmas. The essay questions will make up the bulk of the examination.

Student Learning Outcomes: A - G

Total Points: 25-Points

V. **Final Grade Scale**

Note: All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program**.

Graduate Counseling Handbook for additional information about course grades and academic integrity: Rosemont Handbook)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible to become familiar with and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This amounts to three absences for a class that meets on MWF schedule, two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted, excepting that submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for

any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Suggested Texts and Equipment

American School Counselor Association. (2016). *ASCA Ethical Standard for School Counselors*.

Retrieved from

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

American School Counselor Association. (2019). *ASCA national model: A framework for school counseling programs (4th ed.)*. Alexandria, VA: Author.

Murphy, J. J. (2015). *Solution-focused counseling in schools (3rd ed.)*. Alexandria, VA:

American Counseling Association.

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 09/04/2018	ASCA (1992) Article Huey (1992) Article	
Week 2: 09/11/2018	ASCA (2016) Standards Ethical Decision-Making	NEA Posting (1)
Week 3: 09/18/2018	Bodenhorn (2006) Article Davis & Mickelson (1994) Article	NEA Posting (2) ASCA Podcast (1)
Week 4: 09/25/2018	Hermann (2002) Article Trusty & Brown (2005) Article	NEA Posting (3) ASCA Podcast (2)
Week 5: 10/02/2018	Hobson & Kanitz (1996) Article Hall et al. (2013) Article	ASCA Podcast (3)
Week 6: 10/09/2018	DeKruyf et al. (2013) Article Huss et al. (2008) Article	ASCA Podcast (4)
Week 7: 10/16/2018	Glosoff & Pate (2002) Article Herlihy (2002) Article	ASCA Podcast (5)
Week 8: 10/23/2018	Capuzzi (2002) Article Lambie (2005) Article	Ethical Case Scenario
Week 9: 10/30/2018	Hermann & Finn (2002) Article Pica-Smith & Poynton (2014) Article	
Week 10: 11/06/2018	Jenkins (1985) Article Bauer et al. (2002) Article	Conference Proposal Presentations

Week 11: 11/13/2018	Terres & Larrabee (1985) Article	Conference Proposal Presentations
Week 12: 11/20/2018	Thanksgiving Holiday – No Class	
Week 13: 11/27/2018	Watson (1990) Article Ekstrom (2004) Article	
Week 14: 12/04/2018	Course Termination	Final Examination

VIII. **Bibliography**

A. Print Resources

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- Bauer, A., Ingersoll, E., & Burns, L. (2004). School Counselors and Psychotropic Medication: Assessing Training, Experience, and School Policy Issues. *Professional School Counseling*, 7(3), 202-211. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732563>
- Bodenhorn, N. (2006). Exploratory Study of Common and Challenging Ethical Dilemmas Experienced by Professional School Counselors. *Professional School Counseling*, 10(2), 195-202. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/24029164>
- Capuzzi, D. (2002). Legal and Ethical Challenges in Counseling Suicidal Students. *Professional School Counseling*, 6(1), 36-45. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732388>
- Cowger, E., & Larrabee, M. (1993). Making Sense Out of Changes in Ethical Standards. *The School Counselor*, 40(5), 348-355. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/23900204>

- Davis, J., & Mickelson, D. (1994). School Counselors: Are You Aware of Ethical and Legal Aspects of Counseling? *The School Counselor*, 42(1), 5-13. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/23901705>
- DeKruyf, L., Auger, R., & Trice-Black, S. (2013). The Role of School Counselors in Meeting Students' Mental Health Needs: Examining Issues of Professional Identity. *Professional School Counseling*, 16(5), 271-282. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.16.5.271>
- Ekstrom, R., Elmore, P., Schafer, W., Trotter, T., & Webster, B. (2004). A Survey of Assessment and Evaluation Activities of School Counselors. *Professional School Counseling*, 8(1), 24-30. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732411>
- Glosoff, H., & Pate, R. (2002). Privacy and Confidentiality in School Counseling. *Professional School Counseling*, 6(1), 20-27. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732386>
- Guillot-Miller, L., & Partin, P. (2003). Web-Based Resources for Legal and Ethical Issues in School Counseling. *Professional School Counseling*, 7(1), 52-57. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732535>
- Hall, W., McDougald, A., & Kresica, A. (2013). School Counselors' Education And Training, Competency, and Supportive Behaviors Concerning Gay, Lesbian, And Bisexual Students. *Professional School Counseling*, 17(1), 130-141. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.17.1.130>
- Herlihy, B., Gray, N., & McCollum, V. (2002). Legal and Ethical Issues in School Counselor Supervision. *Professional School Counseling*, 6(1), 55-60. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732390>
- Hermann, M. (2002). A Study of Legal Issues Encountered by School Counselors and Perceptions of Their Preparedness to Respond to Legal Challenges. *Professional School Counseling*, 6(1), 12-19. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732385>
- Hermann, M., & Finn, A. (2002). An Ethical and Legal Perspective on the Role of School Counselors in Preventing Violence in Schools. *Professional School Counseling*, 6(1), 46-54. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732389>

- Hobson, S., & Kanitz, H. (1996). Multicultural Counseling: An Ethical Issue for School Counselors. *The School Counselor*, 43(4), 245-255. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/23900913>
- Huey, W. (1992). The Revised 1992 Ethical Standards for School Counselors. *The School Counselor*, 40(2), 89-92. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/23901145>
- Huss, S., Bryant, A., & Mulet, S. (2008). Managing the Quagmire of Counseling in a School: Bringing the Parents Onboard. *Professional School Counseling*, 11(6), 362-367. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732849>
- Isaacs, M. (1997). The duty to warn and protect: Tarasoff and the elementary school counselor. *Elementary School Guidance & Counseling*, 31(4), 326-342. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42869212>
- Jenkins, D. (1985). Ethical and legal dilemmas of working with students with special needs. *Elementary School Guidance & Counseling*, 19(3), 202-209. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42868673>
- Kress, V., Drouhard, N., & Costin, A. (2006). Students Who Self-Injure: School Counselor Ethical and Legal Considerations. *Professional School Counseling*, 10(2), 203-209. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/24029165>
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- Lonborg, S., & Bowen, N. (2004). Counselors, Communities, and Spirituality: Ethical and Multicultural Considerations. *Professional School Counseling*, 7(5), 318-325. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732600>
- Moyer, M., Sullivan, J., & Growcock, D. (2012). When is it Ethical to Inform Administrators about Student Risk-Taking Behaviors? Perceptions of School Counselors. *Professional School Counseling*, 15(3), 98-109. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732929>
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- Pica-Smith, C., & Poynton, T. (2014). Supporting Interethnic and Interracial Friendships Among Youth to Reduce Prejudice and Racism in Schools: The Role of the School Counselor. *Professional School Counseling*, 18(1), 82-89. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.18.1.82>
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- Watson, C. (1990). Gossip and the Guidance Counselor: An Ethical Dilemma. *The School Counselor*, 38(1), 34-39. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/23900848>

B. Non-Print Resources

- American School Counselor Association (ASCA): <https://www.schoolcounselor.org/>
- Elementary School Counseling: <http://www.elementaryschoolcounseling.org/>
- National Education Association (NEA): <http://neatoday.org/>
- Savvy School Counselor: <http://savvyschoolcounselor.com/>

IX. CACREP Standards Assessment Crosswalk

CACREP Standard	Assessment	Student Learning Outcome
History and philosophy of the counseling profession and its specialty areas (1a. Professional Counseling Orientation and ethical practice)	ASCA Podcasts, Ethical Case Scenario, Final Examination	(A) (B)

<p>The multiple professional roles and functions of counselors across specialty areas and their relationship with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1b. Professional Counseling Orientation and ethical practice)</p>	<p>ASCA Podcasts, Ethical Case Scenario, Final Examination</p>	<p>(B) (C) (D) (F) (G)</p>
<p>Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (1c. Professional Counseling Orientation and ethical practice)</p>	<p>ASCA Podcasts, NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation</p>	<p>(C) (F) (G)</p>
<p>The role and process of the professional counselor advocating on behalf of the profession (1d. Professional Counseling Orientation and ethical practice)</p>	<p>ASCA Podcasts, NEA Today Posting, Conference Proposal /Presentation</p>	<p>(C) (D) (G)</p>
<p>Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (1e. Professional Counseling Orientation and ethical practice)</p>	<p>ASCA Podcasts, NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation</p>	<p>(C) (D) (F) (G)</p>
<p>Professional counseling organizations, including membership benefits, activities, services to members and current issues (1f. Professional Counseling Orientation and ethical practice)</p>	<p>ASCA Podcasts, Ethical Case Scenario, Conference Proposal/Presentation</p>	<p>(A) (B)</p>
<p>Professional counseling credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (1g. Professional Counseling Orientation and ethical practice)</p>	<p>Ethical Case Scenario</p>	<p>(B)</p>
<p>Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and ethical practice)</p>	<p>Ethical Case Scenario, Conference Proposal/Presentation, Final Examination</p>	<p>(A) (B) (C) (F)</p>

Technology's impact on the counseling profession (1j. Professional Counseling Orientation and ethical practice)	Conference Proposal/Presentation	(A) (B)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and ethical practice)	ASCA Podcasts, Ethical Case Scenario, Conference Proposal/Presentation	(E)
Self-care strategies appropriate to the counselor role (1l. Professional Counseling Orientation and ethical practice)	ASCA Podcasts, Conference Proposal/Presentation	(E)
The role of counseling supervision in the profession (1m. Professional Counseling Orientation and ethical practice)	Ethical Case Scenario, Conference Proposal/Presentation, Final Examination	(A) (B) (C)
Multicultural counseling competencies (2c. Social and Cultural Diversity)	ASCA Podcasts, NEA Today Posting, Ethical Case Scenario	(B) (F)
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2h. Social and Cultural Diversity)	ASCA Podcasts, NEA Today Posting, Ethical Case Scenario	(D) (F)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development)	Ethical Case Scenario, Conference Proposal/Presentation, Final Examination	(B) (D) (E) (G)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4g. Career Development)	Conference/Proposal Presentation, Final Examination	(A) (D) (G)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development)	Conference/Proposal Presentation	(B) (D) (E) (G)
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5d. Counseling and Helping Relationships)	Ethical Case Scenario, Conference Proposal/Presentation, Final Examination	(B) (E) (G)
The impact of technology on the counseling process (5e. Counseling and Helping Relationships)	Ethical Case Scenario, Conference Proposal/Presentation	(A) (B)

Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships)	ASCA Podcasts, Ethical Case Scenarios, Conference Proposal/Presentation	(C) (D) (E) (F)
Evidence-based counseling strategies and techniques for prevention and intervention (5j. Counseling and Helping Relationships)	Conference Proposal/Presentation	(E) (G)
Ethical and culturally relevant strategies for designing and facilitating groups (6g. Group Counseling and Group Work)	Ethical Case Scenario, Final Examination	(B) (G)
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (7a. Assessment and Testing)	Ethical Case Scenario, Final Examination	(A) (G)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing)	NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation, Final Examination	(B) (C) (G)
Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing)	NEA Today Posting, Ethical Case Scenario, Final Examination	(B) (C) (G)
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (7m. Assessment and Testing)	Ethical Case Scenario, Final Examination	(B) (F)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Program Evaluation)	NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation	(A) (G)
Identification of evidence-based counseling practices (8b. Research and Program Evaluation)	Conference Proposal/Presentation	(E) (G)
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (8j. Research and Program Evaluation)	Ethical Case Scenario, Conference Proposal/Presentation	(B) (G)

CACREP Specialty Standards (School Counseling)	Assessment	Student Learning Outcomes
1. Foundations		
A. History and development of school counseling	ASCA Podcasts, Ethical Case Scenario, Final Examination	(A) (B)
B. Models of school counseling programs	Ethical Case Scenario, Conference Proposal/Presentation, Final Examination	(A) (B) (C)
C. Models of P-12 comprehensive career development	Conference Proposal/Presentation, Final Examination	(G)
D. Models of school-based collaboration and consultation	ASCA Podcasts, Ethical Case Scenario, Final Examination	(C)
E. Assessments specific to P-12 education	Ethical Case Scenario	(D) (E)
2. Contextual Dimensions		
A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools	ASCA Podcasts, NEA Today Posting, Conference Proposal /Presentation	(C) (D) (G)
B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	ASCA Podcasts, Ethical Case Scenario, Final Examination	(B) (C) (D) (F) (G)
C. School counselor roles in relation to college and career readiness	Conference Proposal/Presentation, Final Examination	(G)
D. School counselor roles in school leadership and multidisciplinary teams	ASCA Podcasts, Ethical Case Scenario, Final Examination	(C)
E. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	ASCA Podcasts, NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation	(C) (F) (G)

F. Competencies to advocate for school counseling roles	ASCA Podcasts, NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation	(D) (G)
J. Qualities and styles of effective leadership in schools	ASCA Podcasts, NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation	(B) (C) (D) (E) (F) (G)
L. Professional organizations, preparations standards, and credentials relevant to the practice of school counseling	ASCA Podcasts, Ethical Case Scenario, Conference Proposal/Presentation	(A) (B)
M. Legislation and government policy relevant to school counseling	Final Examination	(B)
N. Legal and ethical considerations specific to school counseling	ASCA Podcasts, NEA Today Posting, Ethical Case Scenario, Conference Proposal/Presentation, Final Examination	(B)
3. Practice		
B. Design and evaluation of school counseling programs	ASCA Podcasts, NEA Today Postings, Conference Proposal/Presentation, Final Examination	(A) (B) (D) (F) (G)
D. Interventions to promote academic development	ASCA Podcasts, NEA Today Postings, Conference Proposal/Presentation	(C) (D) (E) (F) (G)
F. Techniques of personal/social counseling in school settings	ASCA Podcasts, NEA Today Postings, Conference Proposal/Presentation	(C) (D) (E) (F) (G)
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	ASCA Podcasts, NEA Today Postings, Conference Proposal/Presentation	(C) (D) (E) (F) (G)
I. Approaches to increase promotion and graduation rates	ASCA Podcasts, NEA Today Postings, Conference Proposal/Presentation	(C) (D) (E) (F) (G)

K. Strategies to promote equity in student achievement and college access	ASCA Podcasts, NEA Today Postings, Conference Proposal/Presentation	(C) (D) (E) (F) (G)
L. Techniques to foster collaboration and teamwork within schools	ASCA Podcasts, NEA Today Postings, Conference Proposal/Presentation	(C) (D) (E) (F) (G)
N. Use of accountability data to inform decision making	Conference Proposal/Presentation	(C) (E)