

Course Title: EPSY 5320 – Critical Issues in Counseling
Credits: 3
Location/Time: Gentry 103, Wednesday 5:30-8:00pm
Instructor: Diandra J. Prescod, Ph.D, LPC, NCC, ACS
Office: 313 Gentry
Office Hours: By appointment
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Required Texts:

There is no required textbook for this course. Instead, we will discuss articles in academic journals.

Please Download:

- [ACA Code of Ethics and Standards of Practice and Policies and Procedures for Processing Complaints of Ethical Violations](#)
- [ASCA Ethical Standards](#)
- [2024 CACREP Standards](#)
- [Counselor Education Handbook](#)
- Other required selections (e.g., journal articles) assigned by the instructor (available on Blackboard)

Note: Students are expected to read assigned chapters/ articles prior to each class meeting.

The Department of Educational Psychology aligns with the Neag School of Education’s mission to improve educational and social systems to be more effective, equitable, and just for all.

Academic Integrity Statement:

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#).

Copyright:

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Cell Phones, Texting, Instagramming, Tweeting, Facebooking, etc:

As an educator, or future educator, you understand the importance of "engagement" for learning. You also understand how nonacademic tasks detract from engagement. Please be respectful of your other students (and me) and refrain from texting, instagramming, tweeting, facebooking, etc., and please do not respond to cell phone calls. If you are expecting an important call, please silence your phone. When you are alerted to the incoming call, you may leave the room to take the call.

Absence of Students due to Religious Beliefs:

Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students' Office).

Students with Disabilities:

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.

Mental Health Services:

The mission of SHaW Mental Health is to provide the highest quality clinical services to promote the emotional, relational, and academic potential of all students. We are committed to the core values of respect, responsiveness, innovation, and quality to enhance the unique experience of each individual at the University of Connecticut.

Equity, Diversity, Equal Employment Opportunity, and Affirmative Action:

The university community has a shared responsibility to promote affirmative action and provide equal opportunity in order to ensure non-discriminatory work and learning environment.

Policy Against Discrimination, Harassment and Related Interpersonal Violence:

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University

takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Course Description and Objectives

The purpose of this course is to provide students with an introduction to the broad profession of counseling; the ethical standards of the American Counseling Association and the American School Counseling Association; and a review and analysis of the critical and emerging issues and incidents facing today's professional school counselors. The course will focus on (a) the broad profession of counseling, (b) the ethical standards of ACA and ASCA, and (c) analyzing and discussing critical and emerging issues/incidents which today's school counselors are simultaneously addressing on a variety of levels.

CAACREP Curricular Content	2016 STANDARD
history and development of school counseling	5.G.1.a
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b
school counselor roles in relation to college and career readiness	5.G.2.c
school counselor roles in school leadership and multidisciplinary teams	5.G.2.d
school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	5.G.2.e
competencies to advocate for school counseling roles	5.G.2.f
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	5.G.2.i
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l
legal and ethical considerations specific to school counseling	5.G.2.n
techniques to foster collaboration and teamwork within schools	5.G.3.l

Course Objectives

Course Objective	STANDARD	EVALUATION
Identify the historic elements and trends which have shaped the counseling profession	5.G.1.a 5.G.2.l	Class 2 discussion
Examine the professional roles and functions of various counseling specialties	5.G.2.d 5.G.2.e	Ethical Case Pres.
Explore the impact of professional organizations, certification and licensure on the counseling profession	5.G.1.a	Class 2 discussion School Interview
Identify ethical and legal considerations in professional counseling and to apply these through case study reviews	5.G.2.n	Ethical Case Pres. Critical Issue Paper
Identify critical issues/concerns among school age youth facing today's school counselors	5.G.2.g 5.G.2.i 5.G.2.c	Ethical Case Pres. Critical Issue Paper

Engage in critical analyses of actual case studies depicting school counselors who were faced with and attempted to address complex critical incidents.	5.G.2.n 5.G.3.l	Ethical Case Pres. School Reflection
Sharpen our ability to engage in constructive problem solving involving difficult and challenging situations.	5.G.2.a	Ethical Case Pres. Critical Issue Paper
Prepare and give presentations to different simulated audiences, (e.g., parents, students, teachers, school administrators, members of boards of education and state legislators), and advocate for attitudinal and systemic change	5.G.2.b 5.G.2.f	Ethical Case Pres. Critical Issue Paper

Course Assignments

Class Investment and Dispositions	15 pts.
Ethical Case Presentation	20 pts.
Conference Proposal Submission	10 pts.
Critical Issue Presentation	25 pts.
Discussion Post Participation	20 pts.
<u>Guest Speaker Reflection</u>	<u>10 pts.</u>
Total	100 pts.

Assignments not received by the instructor on the date they are due will receive half credit

Course Requirement Descriptions

All assignments must be typed in 12-point New Times Roman font & in APA format (unless otherwise specified)

1. Class Investment & Dispositions

- Active and professionally appropriate participation is expected of everyone in all classes including preparation for class, regular verbal offerings to discussions, and active listening to others, and all other professional dispositions.
- It should be clear from your part in discussions that you have read at least the materials provided and given thought to the implications of the issues involved.
- This class is largely dependent upon professional participation of everyone.

Students will be assessed on the following professional dispositions:

- ▲ Exhibits sound ethical decision-making and professional behaviors
- ▲ Treats peers, colleagues, and authority figures with courtesy, respect, and open-mindedness
- ▲ Accepts and uses constructive criticism and seeks feedback
- ▲ Interacts appropriately and positively with others
- ▲ Displays professional maturity
- ▲ Displays openness to diversity and ability to work with diverse individuals
- ▲ Demonstrates enthusiasm, confidence, and initiative
- ▲ Demonstrates appropriate self-monitoring and control of emotions and behaviors
- ▲ Maintains confidentiality of conversations with classmates, colleagues, and clients as well as of client records
- ▲ Prepares thoroughly and consistently

2. NCDA Conference Proposal Submission

Professional development and continuing education is important as a school counselor. The National Career Development Association (NCDA) hosts an annual conference and includes a “[School Career Counselors and Specialists](#)” constituency group. For this assignment, students are asked to complete and [submit the proposal](#) for the conference. NCDA’s deadline is October 21st at midnight and proof of submission (confirmation email) is due to me on October 23rd.

3. Ethical Case Presentation

Each member of the class will be assigned one ethical case, which they will present to the class. The presentation should be approximately 15 minutes in length. A successful presentation will discuss several ethical conflicts that arise from the case, refer back to the code of ethics, and finally discuss what you believe the best course(s) of action is/are for the case study.

The presentation should begin with a comprehensive summary of the most important and relevant facts of the case. Then, follow use the “Solutions to Ethical Problems in Schools (STEPS)” to guide the rest of your presentation. If you are having difficulty finding solutions, please feel free to consult with outside literature (be sure to cite it). Engage your colleagues in a discussion and remember to have no more than 3 questions to ask them about the case. (CACREP 5.G.2.c,d,e,g,i,l,n)

Solutions to Ethical Problems in Schools (STEPS) – (ASCA, 2016)

1. Define the problem emotionally and intellectually.
2. Apply the ASCA and ACA ethical codes and the law.
3. Consider the students’ chronological and developmental levels.

4. Consider the setting, parental rights, and minors' rights.
5. Apply the moral principles.
6. Determine your potential courses of action and their consequences.
7. Evaluate the selected action.
8. Consult.
9. Implement the course of action.

4. **Critical Issue in School Counseling Presentation**

You will be assigned a school counseling issue for this presentation. All of the topics are critical school counseling issues surrounding school-aged students. (CACREP 5.G.2.a,b,f,n)

- Presentation:
 - You will be asked to present the school counseling issue for 20-25 minutes (feel free to make a power-point). Preparation includes 1) becoming knowledgeable about the current professional literature on the topic, (2) informing your colleagues about the topic, (3) discussing school counselors' role in addressing the issue, (4) sharing an idea, in detail, about a student/professional development opportunity that can address the issue, and (5) creating a presentation that encourages healthy discussion. You will be evaluated on how well you present information on the topic, engage your colleagues, and discuss the role school counselors play in addressing these issues.

5. **Guest Speaker Reflection**

This semester we will have several discussions with school/career/mental health counselors. The purpose of this reflection gather your thoughts around what you heard. What did the counselors view as the most pressing issues in their school and why? How are they addressing (or how did they address) the problem? What did you enjoy most about the discussion? What did you want more information about? What do they see as the future of school counseling?

Please complete your reflection (3 pages, not including the title page) discussing what you learned. Be prepared to share what you learned with your colleagues at the end of the semester. (CACREP 5.G.2.n; 5.G.3.l)

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER

Tentative Course Outline

Class Day	Topics/ Class Plans	Readings- done before class	Assignments Due
Week 1 – ON CAMPUS			
W 8/28	Welcome! Introductions! Course Overview.		
Week 2			
W 9/4	Professional Identity & Advocacy (e.g., accreditation, credentials, professional association leadership) History & Trends of Counselor Education/ CACREP & Controversies.	CACREP Standards. ACA & ASCA Ethical Guidelines.	(CACREP 5.G.1.a; 5.G.2.l)
Week 3			
W 9/11	ACA & ASCA ethical guidelines. Most common challenges faced by school counselors.	ACA & ASCA Ethical Guidelines	Sign up for Critical Issue. (CACREP 5.G.2.n)
Week 4			
W 9/18	Issues Involved in Confidentiality. Ethical Case. Ethical Case.	Trice-Black et al., 2013 Carlson, 2017	(CACREP 5.G.2.c,d,e,g,i,l,n)
Week 5			
W 9/25	Working with Students Who Self Harm. Ethical Case. Ethical Case.	Pirani & Carmichael, 2009	(CACREP 5.G.2.c,d,e,g,i,l,n)
Week 6 – ON CAMPUS			
W 10/2	Working with Students Who May Harm Others. Ethical Case. Ethical Case.	Paolini, 2015	(CACREP 5.G.2.c,d,e,g,i,l,n)
Week 7			
W 10/9	Reporting Abuse and Neglect. Ethical Case.	School Counselor and Child Abuse and Neglect Prevention Sikes et al., 2010	(CACREP 5.G.2.n)
Week 8			
W 10/16	Career Development.	Edwin, Prescod, & Bryan, 2019 Edwin & Prescod, 2018	(CACREP 5.G.2.c)
Week 9 – ON CAMPUS			
W 10/23	Mental Health.		(CACREP 5.G.2.c,d,e,g,i,l,n)
Week 10			
W 10/30	Guest Speaker. Critical Issues Presentation. Critical Issues Presentation.		(CACREP 5.G.2.c,d,e,g,i,l,n)
Week 11			
W 11/6	Guest Speaker. Critical Issues Presentation. Critical Issues Presentation.		(CACREP 5.G.2.a,b,f,n)
Week 12			

W 11/13	Guest Speaker. Critical Issues Presentation. Critical Issues Presentation.		(CACREP 5.G.2.a,b,f,n)
Week 13			
W 11/20	Guest Speaker. Critical Issues Presentation.		(CACREP 5.G.2.n; 5.G.3.l)
Week 14			
W 11/27	FALL RECESS.		
Week 15 – ON CAMPUS			
W 12/4			Guest Speaker Reflection.

Articles for Discussion

ASCA. The school counselor and child abuse and neglect prevention.
<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Child-Abuse-and-Neglect-P>

Carlson, N. (2017). To tell or not to tell: The fine line between minors' privacy and others' right to know. *Counseling Today*. 16-18.

Edwin, M., Prescod, D.J., & Bryan, J. (2019). Profiles of high school students' career aspirations. *The Career Development Quarterly*, 67(3), 255-263.

Edwin, M. & Prescod, D.J. (2018). Fostering elementary career exploration with an interactive, technology-based career development unit. *Journal of School Counseling*, 16(13). Retrieved from <http://www.jsc.montana.edu/articles/v16n13.pdf>.

Paolini, A. (2015). School shootings and student mental health: Role of the school counselor in mitigating violence. *Vistas Online*.

Pirani, K., & Carmichael, K.D. What school counselors need to know about students who self-injure. *The Alabama Counseling Association Journal*, 35(1), 4-13.

Sikes, A. Remley, T.P., & Hays, D.G. (2010). Experiences of school counselors during and after making suspected child abuse reports. *Journal of School Counseling*. Retrieved from <http://www.jsc.montana.edu/articles/v8n21.pdf>

Trice-Black, S., Kiper Riechel, M.E., & Shillingford, M.A. (2013). School counselors' constructions of student confidentiality. *Journal of School Counseling*, 11(12). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1034752.pdf>.