

EDCEP 822 Counseling Adolescents Summer 2024

Instructor Information

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Course Description:

This is a foundation course for secondary school counselors and addresses issues relevant to secondary school counseling programs.

Course Intended Learning Objectives:

The following table outlines the learning objectives, CACREP standards, and where in EDCEP 822 the learning objectives should be met. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Students will demonstrate their knowledge of facilitating school transitions	CACREP 5.G.3.g
Students will have the basic understanding of how to increase graduation rates	CACREP 5.G.3.i
Students will have a basic understanding of prevention, and intervention in each academic, social-emotional, and career domains.	CACREP 5.G.3.j CACREP 2.F.5.j CACREP 5.G.3.m CACREP 5.G.3.d

Counseling Program Key Performance Indicator(s):

KPI 4: Student is able to apply ethical and legal standards of professional school counseling in P-12 settings

KPI 4 Assessment: *Case Study*:

KPI 5: Student is able to demonstrate knowledge of the components of a comprehensive school counseling program

KPI 5 Assessment: *Presentation: Group Development*

Rubric

KPI 9: Student is able to facilitate student skill development for career, educational, and life-work planning and management

KPI 9 Assessment: *Presentation: School Counselor Role in Transitions*

Rubric

KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision-makers for a diverse and changing world.

Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Required Reading Materials

Kress, K., Paylo, M., & Stargell, N. (2019). *Counseling children and adolescents* (1st ed.). Needham Heights, MA: Pearson

Instructional Delivery Methods:

EDCEP 822: Counseling Adolescents is an asynchrony online course. Modules will open by 6:00 a.m. on Saturday(s) and close at 11:59 p.m. on Friday(s).

Communication with Dr. Holloway

Dr. Holloway is online and checking course emails throughout the week. Please email or contact between 8:00 a.m. – 4:00 p.m. Monday-Friday for the best response time. I have limited availability to respond during evenings and weekends. Please allow 24 hours to answer an email. If you want to set up a Zoom meeting email smkriley@ksu.edu and provide 3 dates & 3 corresponding times and one will be selected.

Dr. Holloway Course Expectations

***Participation:** There are a variety of Discussion Boards, Online Activities, and Projects in EDCEP 822: Adolescent Counseling. Discussion Boards require meaningful responses from two group members for full credit.*

***Deadlines/Late Work:** All deadlines are posted in the syllabus and in our canvas course. If Dr. Holloway is not contacted within five days of missing a deadline or submitting late work, there will be no points awarded. Dr. Holloway will not grade late work until the final two weeks of the semester.*

Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

Evaluation Plan:

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are below:

EDCEP 822: Counseling Adolescent Assignments

Activity	Description	Points	Due Date
Chapter Reflections: Discussion Boards	Thoughtful understanding and application of the material will be assessed in a one page APA written chapter reflection	50 points	
Cultural Beliefs Recorded Presentation	Students will write a two page paper that review the diverse needs of middle/high school students	20 points	

Presentation: Group Development	Students will explain the process of developing and implementing group counseling activities for middle/high school adolescents thought the use of data and school needs	20 points	
Classroom Lessons	Design 2 classroom lessons, one more middle school and one for high school for the developmental needs of the respective level	30 points	
Secondary Counselor Promotion	Students will form a communication tool (newsletter) to promote awareness and understanding of the counselor role in middle/high school	20 points	
Presentation: Case Study	Students will complete a case study. Additional information provided in our Canvas class	15 points	

Presentation: School Counselor's Role in Transitions	Students will create a presentation over the role a school counselor plays in the three transitions that take place between elementary school to post-secondary	20 points	
Intervention Toolkit: Academic, Social-Emotional, & Career	Students will create a toolkit of interventions. Students must have 5 academic interventions, 5 career interventions, and 5 social emotional interventions	50 points	
Final Presentation: Why Secondary School Counselors	Students will create a presentation to showcase the work and impact of secondary school counselors. Presentation must not exceed 10 minutes	40 points	

Grading Scale

Total Points: 265

The minimum number of total points required for each grade is listed below:

A = 240

B = 212

C = 187

Any student who has not earned at least 187 points by the end of the semester will fail the course.

Tentative Course Calendar

Each week opens on Saturday at 6:00 AM and closes on Friday at 11:59 PM. Unless otherwise specified, all assignments, readings, and other activities each week should be completed before that week closes.

EDCEP 852 Tentative Course Calendar					
Week	Date	Content/Topic	Assignment Due	Readings	CACREP Stds
1		Introduction to EDCEP 822: Adolescent Counseling <i>Course Syllabus Overview</i> <i>What is an adolescent?</i>	Chapter Reflection: Chapter 1 Beliefs Recorded Presentation Presentation: Case Study	Chapter 1: <i>Developmentally Informed Youth Counseling</i> Chapter 4: <i>Ethical & Legal Foundations</i>	5.G.3.j 2.F.5.j 5.G.3.m 5.G.3.d
2		What is the School Counselor's Role in Academic & Social Emotional Struggle? <i>Individual Counseling Groups</i> <i>Interventions</i>	Chapter Reflection: Chapter 12 Classroom Lesson Intervention Toolkit: Academic & Career	Chapter 12: <i>Academic & Social Emotional Transitions & Struggles</i>	5.G.3.j 2.F.5.j 5.G.3.m 5.G.3.d
3		How to help in Family-Related Struggles? <i>Individual Counseling Interventions</i> <i>Groups</i>	Chapter Reflection: Chapter 11 Group Development Presentation: School Counselor's Role in Transitions	Chapter 11: <i>Family-Related Transitions & Struggles</i>	5.G.3.g
4		How to help in Behavior & Intellectual Impairments? <i>504's</i> <i>IEP's & Special Education Interventions</i>	Chapter Reflection: Chapter 13 & 14 Secondary Counselor Promotion	Chapter 13: <i>Neurodevelopmental & Intellectual Impairments</i> Chapter 14: <i>Disruptive Behavior Problems</i>	5.G.3.i

			Final: Presentation: Why Secondary School Counselors		
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Kansas State University Information

Academic Honesty Policy

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course

experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

K-State Email Account & Canvas

Please check your K-state email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse.

If you are struggling with these issues, do not wait to seek assistance.

University Excused Absences

K-State has a [University Excused Absence policy](#) (Section F62). Class absence(s) will be handled between the instructor and the student unless there are other university offices involved. For university excused absences, instructors shall provide the student the opportunity to make up missed assignments, activities, and/or attendance specific points that contribute to the course grade, unless they decide to

excuse those missed assignments from the student's course grade. Please see the policy for a complete list of university excused absences and how to obtain one. Students are encouraged to contact their instructor regarding their absences.

Tentative Course Calendar

Each week opens on Saturday at 6:00 AM and closes on Friday at 11:59 PM. Unless otherwise specified, all assignments, readings and other activities each week should be completed before that week closes.

EDCEP 857 Tentative Course Calendar					
Week	Date	Content /Topics	Assignments Due	Readings	CACREP Stds
1	6/30/2024	Adolescent Development & Legal & Ethical Guidelines	Reflection: Chapter 1 Cultural Beliefs Video Recording Case Study:	Chapter 1: Developmentally Informed Youth Counseling Chapter 4: Ethical & Legal Foundation	
2	7/7/2024	Academic & Career Interventions	Reflection: Chapter 12 Classroom Lesson Group Development	Chapter 12: Academic & Social-Emotional Transitions & Struggles	
3	7/14/2024	Connection between School Counselors & Special Education	Reflection: Chapters 13 & 14 Presentation: School Counselor's Role in Transitions Secondary Counseling Promotion	Chapter 13: Neurodevelopmental & Intellectual Impairments Chapter 14: Disruptive Behavior Problems	
4	7/21/2024	Family Transitions	Reflection: Chapter 11 Intervention Toolkit: Academic & Career Final: Why Secondary School Counselors	Chapter 11: Family-Related Transitions & Struggles	

Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.

EDCEP 822 Course Syllabus and Canvas Signature Verification Page

By signing this page, I am verifying that I have read **each** page of the EDCEP 822 course syllabus and reviewed the Canvas page.

Student Name

Date