



**COUN 5002 – Theories of School Counseling
Fall 2 2024
Three Credit Hours**

Contact Information

Instructor: Dr. Poppy Moon

Email Address: moon@ulm.edu

Office Hours: By appointment

Preferred mode of communication with instructor: email and Zoom

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

- Gain a comprehensive understanding of major counseling theories, including Person-Centered, Adlerian, Cognitive-Behavioral, Reality Therapy, Existential, Solution Focused Therapy, Ecological School Counseling, & Strengths-Based Counseling,
 - Develop the ability to apply theoretical concepts to real-world counseling scenarios in school settings,
 - Learn to formulate and implement effective counseling strategies tailored to individual student needs.
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Objectives

Program Objective related to CACREP Professional Practice 3.E and School Counseling 5.H

Students will demonstrate *content* knowledge related to theories of counseling that will be measured at two points in time with a success rate of 70% or higher. In this course, our Key Performance Indicator Assignment (KPI #1) is the Applying a School Counseling Theory to a Fairy Tale Character, and it will measure the standards 3.E.1, 3.E.2, 3.E.12, 5.H.13 & 5.H.14

CACREP Standards

From the objectives above, students will learn the following CACREP standards and will be evaluated for the KPI #1 for the Core Standards 3.E and the School Counseling Standards 5.H

Standards

Core

Development of school counseling program mission statements and objectives	5.H.4
Strategies for implementing and coordinating school-based interventions	5.H.13
techniques of social-emotional and trauma-informed counseling in school settings	5.H.14
theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1
critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2
processes for developing a personal model of counseling grounded in theory and research	3.E.21

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, assigned readings, hands on learning, and role play.

Class Policies and Procedures

Required Textbooks

Dollarhide, C. T., Lemberger-Truelove, M. E. (Eds.). (2019). *Theories of school counseling for the 21st century*. Oxford.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, the ULM Library, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

Students are encouraged to utilize the [ULM Library's Counseling Subject Guide](#). This site provides information on researching articles and databases, locating ebooks, and finding relevant websites.

Students are responsible for checking Canvas regularly for course information, syllabi, supplemental materials, additional handouts, required readings, and all class lessons.

Student Performance Evaluation: Criteria and Procedures

Course Assignments

Nice to Meet You Video Discussion Post– Let’s get to know each other in this fun activity!

Crafting a Person-Centered Mission Statement for Your School Counseling Program (50 pts): Students will craft a mission statement that emphasizes empathy, individuality, and inclusivity, aiming to nurture student growth and strengths through the principles of Person-Centered Counseling.

Creating a Virtual Sand Tray with Adlerian Theory (100 pts): Students will create and describe a virtual sand tray based on Adlerian theory. They will show their understanding of Adlerian concepts by designing a sand tray scenario that encourages self-awareness, insight, and personal growth.

Creating an Irrational Puppet Show - Unmasking Cognitive Distortions (100 pts):
The purpose of this assignment is to help students better understand cognitive distortions and how they can lead to irrational thinking and behaviors.

Create Your Own Magic Wand! (100 pts): The purpose of this assignment is to encourage creativity, self-expression, and fun by designing and making a magic wand. The magic wand will serve as a personal and symbolic tool students can use when working in schools.

Mandala of Self-Discovery: Unfolding Existential Layers (100 pts): This mandala-based art therapy assignment aims to guide students on a journey of self-discovery. Students will be exploring different layers of existence, emotions, and beliefs through the creation of a multi-layered mandala.

Mock Counseling Session Assignment: Integrating Theories in Practice (250 pts):

The assignment is to provide students with a practical opportunity to demonstrate Reality Therapy Counseling skills with a mock client.

Applying a School Counseling Theory to a Fairy Tale Character Presentation (300 pts. – KPI #1): Students will analyze the well-being and development of a fairy tale character by applying a specific school counseling theory. Students will incorporate principles and techniques from their selected counseling theory to create a treatment plan to be used in school.

This assignment will serve as the Key Performance Indicator #1 for the CACREP Core and School Counseling Standards 3.E.1, 3.E.2, 3.E.21, 5.H.4, 5.H.13, & 5.H.14. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

Theories Mock Praxis Exam (50 pts) – Students will take a mock praxis exam covering theories you studied in this course. This will help prepare students for the School Counseling Praxis exam and the National Counselor Exam you will take at the end of your graduate program. This is a timed one-hour exam. It has 25 multiple choice questions.

Extra Credit Opportunity (10 pts on any assignment) – Participate in ASCA webinars and get CEU credit. See Canvas for details.

Assignment Points & Percentages

	Points	Percentages
Mission Statement	50	5%
Adlerian Virtual Sand Tray	100	10%
Irrational Puppet Show	100	10%
Magic Wand	100	10%
Mandala	100	5%
Reality Therapy Mock Session	250	25%

Theories Mock Praxis Exam	50	5%
School Counseling with a Fairy Tale Character	300	30%
	1,000-point Total	100%

Evaluation and Grade Assignment

Grades for each assignment and the cumulative grade will be assigned as follows:

- A = 100-90%
- B = 89 – 80%
- C = 79 –70%
- D = 69 – 60%
- F = 59-0%

Course Schedule

Assignments are due at 11:59 pm on the due date. Note: Assignments are not due in order. I am assigning them early to give you time to complete them. Be sure you check the course calendar to see when the dates fall.

Date	Topics for the Week	Readings/Lectures/Multimedia	Assignments/Due Date	CACREP Standards
Week 1 10/21-10/27	The Context of School Counseling & Person Centered Counseling	Chapters 1-4 Carl Rogers on Empathy Mr. Rogers on Relationship Building Person Centered Therapy NCE Prep Stuff You Should Know: Maslow’s Hierarchy of Needs Stuff You Should Know: Piaget’s Theory of Cognitive Development	Person-Centered School Counseling Program Mission Statement (10/30)	5.H.4 3.E.1
Week 2	Adlerian Therapy	Chapter 5 & 7	Adlerian Virtual Sandtray (11/3)	

<p>10/28-11/3</p>	<p>& Reality Therapy</p>	<p>Sibling Dynamics</p> <p>Reality Therapy in Action</p> <p>Adlerian Therapy NCE Prep</p> <p>Stuff You Should Know: Eric Erickson's Stages of Development</p> <p>Stuff You Should Know: Kohlberg's Theory of Moral Development</p> <p>Start thinking about your Applying Counseling Theories to Fairy Tale Characters Assignment (12/3)</p>	<p>Reality Therapy Mock Counseling Session (11/17)</p>	<p>3.E.1 5.H.14</p> <p>3.E.1 3.E.2 3.E.21 5.H.14</p>
<p>Week 3 11/4-11/10</p>	<p>Cognitive Behavioral Therapy</p>	<p>Chapter 6</p> <p>Lily & Cognitive-Behavioral Therapy</p> <p>REBT & ABCDE</p> <p>Bandura's Social Learning Theory</p> <p>Stuff You Should Know: Freud's Stages of Psychosexual Development</p> <p>Stuff You Should Know: Skinner Behavior Modification Theory</p>	<p>My Irrational Cognitive-Behavioral Puppet Show (11/10)</p>	<p>3.E.1 5.H.14</p>
<p>Week 4 11/11-11/17</p>	<p>Solution Focused Counseling</p>	<p>Chapter 9</p> <p>Solution Focused Therapy with Russ Curtis</p>	<p>Create Your Own Magic Wand! (11/17)</p> <p>Mock Session Due (11/17)</p>	<p>3.E.1 5.H.14</p> <p>3.E.1 3.E.2</p>

		<p>How to Use Solution Focused Therapy with Teenagers</p> <p>What Makes SFBT Magical</p> <p>The Miracle Question</p> <p>Stuff You Should Know: Gestalt Therapy</p>		<p>3.E.21</p> <p>5.H.14</p>
<p>Week 5</p> <p>11/18-11/24</p>	<p>School Counseling from an Existential Perspective & Ecological School Counseling</p>	<p>Chapter 8 & 11</p> <p>David Foster Wallace Graduation Speech</p> <p>Bronfenbrenner's Ecological Systems</p>	<p>Existential Art Exploration Activity (11/24)</p>	<p>3.E.1</p> <p>5.H.14</p>
<p>Week 6</p> <p>11/25-11/27</p>		<p>Thanksgiving Break starts at 12 pm on Wed. 11/27</p>	<p>Theories Mock Praxis Exam Opens On 11/25</p>	<p>5.H.13</p> <p>5.H.14</p> <p>3.E.1</p> <p>3.E.2</p>
<p>Week 7</p> <p>12/2-12/8</p>	<p>Strengths-Based School Counseling</p>	<p>Chapter 10</p> <p>The Science of Character – VIA Institute</p>	<p>Applying Counseling Theories to Fairy Tale Characters Due (12/3)</p>	<p>5.H.13</p> <p>5.H.14</p> <p>3.E.1</p> <p>3.E.2</p> <p>3.E.21</p>
<p>Week 8</p> <p>12/9-12/10</p>	<p>Praxis Fun</p>	<p>Theories Mock Praxis Exam</p>	<p>Theories Exam (due 12/9)</p>	<p>5.H.13</p> <p>5.H.14</p> <p>3.E.1</p> <p>3.E.2</p>

This syllabus is dynamic and may be modified during the term. Students should regularly check emails and Canvas for updates and announcements regarding course content and scheduling adjustments.

KPI Assessment: Applying a Counseling Theory to a Fairy Tale Character

The KPI assessment in this class is the Applying a School Counseling Theory to a Fairy Tale Character. It is rated in your Tevera account.

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

- 5pts = Advanced: Skills and understanding evident at an exceptional level
- 4 pts = Proficient: Strong level of mastery of skills and understanding
- 3 pts = Basic: Understanding of concepts/skills evident
- 2 pts = Developing: In process of developing understanding of concepts and skills; growth needed
- 1 pt = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student’s stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
Strategies for implementing and coordinating school-based interventions	5.H.13	
techniques of social-emotional and trauma-informed counseling in school settings	5.H.14	
theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1	
critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2	
processes for developing a personal model of counseling grounded in theory and research	3.E.21	

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building a faculty, staff, and student body that reflects these cultural values.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

If you have accommodations your professor needs to be aware of, contact them within the first two days of class.

Special circumstances. If you encounter any unforeseen circumstances during the semester that may affect your performance (e.g., physical, or mental illness, family emergency), please let your professor know within 7 days so we can discuss possible accommodations or alternative

arrangements. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Other Policies and Procedures

Attendance Policy : This is an online class. Students must note the due dates for assignments in Canvas. Students are required to check their ULM e-mails daily.

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. If you read this far, email Dr. Moon for a surprise. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must

be conducted in civility without sarcasm. ULM Counselor Education professors take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and Emailing: Instructors will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

ULM Late Policy: No assignments will be accepted after the last day of class. Late assignments may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Dr. Moon's Late Policy Notice – If you have an issue that is keeping you from completing work, please notify me within one week. I am willing to work with students who need assistance, however I cannot make accommodations if a student does not notify me in a timely manner. If I am not notified within one week, the regular late policy will apply.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

ULM's policies on serving students with disabilities can be obtained on the ULM website :
www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Phone: 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix