Austin Peay State University
Department of Psychological Science & Counseling
COUN 5210: School Culture for Counselors

Term: Spring 2024	**Meeting Time:** Thurs. 4:30-7:30	**Room #:** CL 302
Credit Hours: 3	**Instructor:** Dr. Eva Gibson she/her/hers	**E-mail address:** gibsone@apsu.edu
Telephone: (931) 221-6224	**Student Hours:** Tues/Thurs: 3–4:15; Wed: 1:30-4	**Office:** CL 303B **Schedule an appointment:** **https://calendly.com/gibsone/30min**

REQUIRED TEXT:

Atkins, R. & Oglesby, A. (2018). *Interrupting racism: Equity and social justice in school counseling.* Routledge.

Brant-Rajahn, S. N., Gibson, E. M., & Sandifer, M. C. (Eds.) (2022). *Developing, delivering, and sustaining school counseling practices through a culturally affirming lens.* IGI Global. https://doi.org/10.4018/978-1-7998-9514-5

REQUIRED READINGS:

Bryan, J. & Henry, L. (2012). A model for building school–family–community partnerships: Principles and process. *Journal of Counseling and Development, 90,* 408-420. https://doi.org/10.1002/j.1556-6676.2012.00052.x

Gibson, E. M., Thompson, J.M., Cook Sandifer, M. I., & Brant-Rajahn, S. N. (2022). A culturally affirming shared leadership framework. *Professional School Counseling, 26*(1c), 1-10. https://doi.org/10.1177/2156759X221134665

Goodman-Scott, E. (2018). Enhancing student learning by "Building a Caring Climate": School counselors' experiences with classroom management. *Professional School Counseling, 22*(1), 1-12. https://doi.org/10.1177/2156759X19852618

Goodman-Scott, E., & Boulden, R. (2019). School counselors' experiences with the section 504 process: "I want to be a strong team member…[not] a case manager". *Professional School Counseling, 23*(1), 1-9. https://doi.org/10.1177/2156759X20919378

McCormac, M. E., & Snyder, S. (2019). Districtwide initiative to improve Tier 1 with evidence-based classroom lessons. *Professional School Counseling, 22*(1b), 1-11. https://doi.org/10.1177/2156759X19834438

Moyer, M., & Sullivan, J. (2008). Student risk-taking behaviors: When do school counselors break confidentiality? *Professional School Counseling, 11*(4), 236-245. https://doi.org/10.1177/2156759X0801100404

Milsom, A., & DeWeese, M. (2021). Fostering Strengths and Supporting the Needs of Students With Disabilities. In M. A. Rausch & L. L Gallo (Eds.), *Strengthening School Counselor Advocacy and Practice for Important Populations and Difficult Topics* (pp. 193-213). IGI Global. http://doi:10.4018/978-1-7998-7319-8.ch011

Purgason, L., Honer, R., & Gaul, I. (2020). Capitalizing on cultural assets: Community cultural wealth and immigrant-origin students. *Professional School Counseling, 24* (1), 1-11. https://doi.org/10.1177/2156759X20973651

Ryan, T., Kaffenberger, C., & Carroll, A. (2011). Response to Intervention: An opportunity for school counselor leadership. *Professional School Counseling, 14*(3), 211-221. https://doi.org/10.1177/2156759X1101400305

Shimoni, A., & Greenberger, L. (2014). School counselors deliver information about school counseling and their work: What professional message is conveyed? *Professional School Counseling, 18*(1), 15-27*.* https://doi.org/10.1177/2156759X0001800117

COURSE DESCRIPTION:

This course examines the unique role of school-based counselors. Students will be introduced to school leader functions, student support activities, school-wide program planning, education policies, and professional considerations. School stakeholders will be explored in addition to consultation models designed to promote, develop, and enhance effective teamwork within the school. This course also integrates experiential lesson plan assignments and practice sessions.

Austin Peay State University
College of Education
CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Counseling Program Course Policies

Divisive Concepts Statement
APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any specific theory.

CoBHS Diversity Statement
The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Institutional Culture.

Students with Disabilities
Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Office of Student Disability Resource Center (MUC 114, phone #: 221-6230; email: sdrc@apsu.edu)

Academic and Classroom Misconduct
Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the "Code of Conduct" in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. APSU Policy 3:005 Student Academic and Classroom Misconduct will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism
It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for

in person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work.

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text Is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in "Methodology" part of a manuscript should not raise a serious ethical concern.

Policy on Minors
Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom
Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Confidentiality
This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA and ASCA Codes of Ethics will be followed.

Email Policy
It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance
Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a

grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: http://www.collegehelptips.com/how-to-professionally-email-your-professor/ .

Demonstrating Respect

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- Respect of time: Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

Class Grievances
I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

Counseling Services
The APSU Health and Counseling Center provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Campus Resources

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Newton Military Family Resource Center	https://www.apsu.edu/mva/nmfrc/index.php
Latino Community Resource Center	https://www.apsu.edu/student-life/lcrc/
Wilbur N. Daniel African American Cultural Center	https://www.apsu.edu/aacc/

Minimal Technology Requirements
Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the D2L System Check to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the GOVSTECH Website. Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the Office of Distance Education. You can find more information about technology resources available for students through the Office of Informational Technology.

Student Complaints and Appeals Procedures
FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this webpage for more information.

Changes to Course Syllabus
The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

COURSE OBJECTIVES AND REQUIREMENTS

Knowledge and Skill Outcomes: The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Demonstrate a commitment to professionalism, advocacy, courageous conversations, and antiracism.	SC G.2.f SC G.2.l SC G.2.m	Readings, discussion, educational policy review, school-wide program proposal, resume, professional development project
Understand counselor roles and responsibilities in collaboration, consultation, and school leadership.	SC G.1.d SC G.2.a SC G.2.b SC G.2.c SC G.2.j SC G.2.m SC G.3.l	Readings, discussion, SC interview, policy presentation, parent SEL webinar, communication plan assignment, collaborative class, review of consultation resources
Identify student and stakeholder needs and plan comprehensive programming.	SC G.2.e SC G.2.g SC G.3.c SC G.3.g	Readings, discussion, SCCR lesson plan, SSCR presentation, classroom management plan, suicide prevention assignment, classroom observation, TnAchieves project
Analyze and use data to enhance school counseling programs.	SC G.3.n SC G.3.o	Readings, discussions, class activities

METHODS OF INSTRUCTION
This class is intended to include class discussion, collaborative projections, and presentations. To enhance the learning experiences, media information, reading, writing, and experiential assignments will be utilized as appropriate.

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

(Please note: The following assignments are intended to facilitate engagement in this course and to satisfy the course objectives.)

A. **School-wide Program Proposal (25 points):** Each student will create a proposal of a school-wide program in recognition of National School Counseling Week. This assignment will be graded based on audience suitability, clarity, feasibility, and potential effectiveness. Paper length is expected to be no more than one page. Submissions will be evaluated as: Distinguished (25), Proficient (20), Basic (18), Unacceptable (15), or Absent (0).

B. **Communication Plan (50 points):** Students will create a communication plan that encompasses outreach efforts for students, families, school personnel, and community partners. The plan should detail a rationale, methods, potential content, and recommended frequency of communication for each stakeholder group. Paper length is expected to be approximately 2-4 pages. A cover page and reference page is not required. Based on this criteria, this assignment will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).

C. **Parent SEL Webinar (50 points):** Using Screencast-o-Matic, Zoom, or a similar recording program, students will complete a 10-15 minute informational webinar designed to explain socio-emotional learning (SEL) to parents. Students may integrate resources from the CMCSS SEL webpage or other sources. This assignment will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).

D. **Observation Reflection (50 points):** Students will complete a 3-hour classroom observation at an assigned site and submit a reflection based on the experience. Students must complete the 3-hour observation within one day. This assignment will be graded based on adherence to time and location expectations as well as thoroughness of reflection. Based on this criteria assignments will be evaluated as: Distinguished (50), Proficient (40), Basic (35), or Unacceptable (30). More resources can be found in D2L.

E. **Classroom Management Plan (50 points):** Students will create a classroom management plan that includes the following: how the counselor will foster a positive environment, classroom rules, an explanation of how they will be taught to students, and methods of reinforcement (i.e. praise, conferences, rewards, consequences, etc.). Paper length is expected to be approximately 2 pages. A cover page and reference page is not required. Based on this criteria, agendas will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0). More resources can be found in D2L.

F. **School Counseling Core Curriculum Lesson Plan (50 points):** While working with an assigned group, students will complete a lesson plan designed for a 30-minute school counseling core curriculum lesson. Students will utilize the ASCA lesson plan template and include all components as noted therein. A rubric is provided with assignment criteria.

G. **Policy Presentation (50 points):** Students will examine CMCSS Instructional Policies and choose 3 to present. *Note: Students must pre-select policies to avoid duplicates.* During the presentation, students should: visually display the policy names & numbers from the CMCSS website, provide a brief summary of the policies, and discuss counselor considerations/implications. Based on these criteria, this assignment will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).

H. **Resume (20 points):** Students will create a resume for a school counselor position, submit it to the university Career Office, then revise based on recommendations. Students will upload documentation of submission and the final product.

I. **School Counseling Core Curriculum Presentation (50 points):** Students will co-present SCCR based on the pre-established lesson plan. Presentations will be graded based on how well the student: covers the material, adheres to the time frame, engages the audience, and demonstrates professionalism. Based on this criteria, presentations will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).

J. **School Counselor Interview (25):** Students will interview a school counselor and submit a reflection based on the experience. The instructor will provide required questions and the student will create and include supplemental questions. The questions must be submitted with the reflection. This assignment will be evaluated as: Distinguished (25), Proficient (20), Basic (18), Unacceptable (15), or Absent (0). More resources can be found in D2L.

K. **Professional Development Project (20 points):** Students will create a LinkedIn profile appropriate for a new professional. Profiles must include a professional headshot. This assignment will be evaluated as: Distinguished (20), Proficient (18), Basic (15), Unacceptable (13), or Absent (0). More resources can be found in D2L.

L. **TnAchieves Project: Part 2 (50 points):** This is a continuation of Part 1 completed in COUN 5150. This semester, Students will continue meetings with their assigned TnAchieves mentees. Students will complete an oral report midsemester and a final report at the conclusion of the semester. Additional information can be found in D2L. This assignment will be graded based on thoroughness of completion. Based on this criteria assignments will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).

M. **Suicide Prevention Assignment (100 points):** Students will complete an [online suicide prevention course](#). As quizzes are embedded throughout the modules, this assignment will be graded on successful completion of the online course. Upon completion, students will upload their completion certificate to D2L. *Note: This assignment is self-paced, but requires 5 hours…please be sure to plan accordingly.*

N. **Research & Readings Presentation (50 points):** Students will deliver a presentation based on the assigned reading material (text & article). Presentations will be graded based on how well the student: covers the material, engages the audience, and demonstrates professionalism. Based on this criteria, presentations will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0). A presentation schedule can be found in D2L.

O. **Participation (12@ 5 points each):** Students will arrive to class prepared and abide by the attendance policy. Preparation does require reading the material before class. Additionally, students should actively engage in classroom discussions and activities. **Each** missed class results in the loss of **5** participation points. <u>If you miss a class, you are responsible for the information presented or the assignments due that day.</u> Students have the opportunity to earn 60 points at the conclusion of the semester. Three times tardy (tardy is defined as arriving late or leaving early) comprise one absence. Attendance will be taken at the beginning of each class period. Note: Cell phone usage AND computer usage is prohibited during class.

ASSIGNMENT DUE DATES
Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include presentations which are due the day of class.

LIFE HAPPENS POLICY
If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

LATE ASSIGNMENTS
Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

RELAX, RELATE, & RELEASE POLICY
Students will have the option of utilizing the *"Relax, Relate, & Release Policy"* in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness: https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times

STUDENT WORK ARCHIVES
Please note that exemplary student work will be archived to provide student examples in future courses.

Assignment	Date	Points	Percent
School-wide program proposal	2/4	25	4
Communication plan	2/11	50	7
Parent SEL webinar	2/18	50	7
Observation reflection	2/25	50	7
Classroom management plan	3/3	50	7
SCCR lesson plan	3/17	50	7
Policy presentation	3/24	50	7
Resume	3/31	20	3
SCCR presentation	4/4	50	7
School counselor interview	4/7	25	4
Professional development project	4/11	20	3
TnAchieves Project	4/21	50	7
Suicide prevention assignment	4/28	100	14
RR presentation	varies	50	7
Participation (12)	ongoing	60	9
TOTAL		700	100

GRADING SCALE
A = 90% +
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% -

Scoring Rubric
School Counseling Core Curriculum Lesson Plan

	Highly Effective 10	Effective 8	Revisions Needed 6	Does not meet standards 4
Planning	The lesson has objectives and standards that align with the ASCA National Model. The lesson plan includes the grade level and is appropriate for the developmental level of the students with whom it is being used.	The lesson has objectives and standards stated. The lesson plan includes the grade level and is appropriate for the developmental level of the students with whom it is being used.	The lesson has objectives and standards stated, but they may be partially misaligned to the lesson plan. The grade level or developmental level is included, but the lesson is inappropriate or misaligned with that grade or developmental level.	Components are missing.
Materials & Evidence base	A detailed list of materials are presented and the appropriate evidence base is selected.	General materials are included and the appropriate evidence base is selected.	Materials or evidence base are omitted.	This section is not addressed.
Procedures	Includes a clear description of an introduction, instructions on teaching content, a plan for students to practice content, a summary and closing.	Components are presented in a brief manner.	Procedures are unclear and/or components are left out.	Procedures are not addressed.
Data Collection Plan	Includes a clear description of expected participation data, mindsets & behavior data, and outcome data.	Includes a brief description of expected participation data, mindsets & behavior data, and outcome data.	Plan is unclear and/or components are left out.	Data collection is not addressed.
Use of template	Lesson plan utilizes provided template.	NA	NA	Does not utilize provided template

COURSE SCHEDULE

Date	Topic	Activity
1/18 Week 1	Foundation *CACREP G.2.j*	**ZOOM Meeting** Orientation to course **READ:** Interrupting Racism-Ch. 1; *Gibson et al.* article
1/25 Week 2	Supporting Exceptional Students *CACREP G.3.g*	**READ**: *Milsom* chapter; *Goodman-Scott & Boulden* article
2/1 Week 3	Engaging Partners *CACREP G.2.f; G.2.a.; G.3.l.*	**NO PHYSICAL CLASS MEETING** **READ**: Interrupting Racism-Ch. 9; *Bryan & Henry* article **DUE:** School-wide Program Proposal **RECOMMENDATION:** Start suicide prevention assignment
2/8 Week 4	Change Agents *CACREP G.3.b. National School Counseling Week*	**READ**: *Shimoni & Greenberger* article **DUE:** Communication Plan
2/15 Week 5	Social-emotional Learning *CACREP G.2.b*	**READ:** *McCormac* article **DUE:** Parent SEL webinar
2/22 Week 6	Systems Work *CACREP G.3.n; G.3.o; G.3.c.*	**READ**: Interrupting Racism-Ch. 5; *Ryan et al.,* article **DUE:** Observation Reflection **RECOMMENDATION:** Send resume to Career Services
2/29 Week 7	School Culture *CACREP G.3.c*	**TnAchieves Oral Reports** **READ**: SC Practices-Ch. 3; *Goodman-Scott* article **DUE:** Classroom Management Plan
3/7 Week 8	BREAK – NO CLASS	BREAK – NO CLASS
3/14 Week 9	Collaboration *CACREP G.2.c.*	**Collaborative Class (SC and Social Work)** **READ**: SC Practices-Ch. 11 **DUE:** • SCCR LP • Application for Fieldwork
3/21 Week 10	Critiquing Processes *CACREP G.2.m*	**READ**: Interrupting Racism-Ch. 3 **DUE:** Submit policy selection
3/28 Week 11	Consultation Preparation *CACREP G.1.d; G.2.l.*	**READ**: Interrupting Racism-Ch. 4; consultation resources in D2L **DUE:** Resume
4/4 Week 12	Positionality *CACREP G.2.a; G.3.c*	**SCCR Presentations & (Semi) Professional Headshots** **READ**: Interrupting Racism-Ch. 2 **DUE:** School Counselor Interview
4/11 Week 13	Professional Positions & Policies *CACREP G.2.l; G.2.m*	**Policy Presentations** **READ:** Interrupting Racism-Ch. 6; educational policies listed in D2L link **DUE:** Professional Development Project
4/18 Week 14	Culturally-affirming Considerations *CACREP G.2.c*	**READ**: SC Practices-Ch. 7; *Purgason* et al. article **DUE:** • TnAchieves Final Report • Course evaluation in OneStop
4/25 Week 15	Supporting Wellness *CACREP G.2.e; G.2.g*	**NO PHYSICAL CLASS MEETING** **READ:** *Moyer & Sullivan* article **DUE:** Suicide prevention assignment