

SUMMER 2024  
**CNS 760A: Issues in School Counseling**  
**Tuesday, Wednesday, & Thursday, 9:00am - 4:00pm, Carswell 205**  
Wake Forest University Department of Counseling

**Instructor:** Robert Casares, PhD, LCMHC, LPC, NCC

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**Office Hours:** Available by appointment.

**Course Description:**

This course is designed to allow students to investigate current issues related to the practice of school counseling (5.H). The emphasis will be on identifying appropriate prevention responses to these issues.

**Course Objectives: Knowledge and Skills**

- Conceptualize a systems approach to understanding risk factors (5.F.8).
- Recognize the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.H.12).
- Critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.H.11).
- Plan interventions to promote academic development (5.H.15).
- Select approaches to increase promotion and graduation rates (5.H.16).
- Identify legal and other considerations in supporting students involved with risky behaviors (3.E.6).
- Serve as leaders, advocates, and systems change agents in P-12 schools (5.H.6).
- Describe school counselor roles in school leadership and multidisciplinary teams (5.H.7).
- Describe school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.H.10).
- Use techniques to foster collaboration and teamwork within schools (5.H.3).

**Student Learning Outcomes / Key Performance Indicators**

There is one signature assignment for this course, the Special Population Intervention Assignment that is to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The Special Population Intervention Assignment will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the Special Population Intervention Assignment is IX.a.: Students

demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school’s overall mission.

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

**Methods of Instruction:**

Instructional methods in this course include lectures, discussions, case studies, podcasts, group presentations, experiential activities related to course content, and other interactive activities.

**Required Texts and Readings:**

- McWhirter, J. J., McWhirter, B. T., McWhirter, E. H., & McWhirter, A. C. (2016). *At risk youth* (6th ed.). Cengage. ISBN 978-1305670389

**Additional Materials:**

- Supplemental articles will be provided daily for group discussion and outside reading.

**Summary of Grade Weights by Assignment:**

<b>Learning Activity</b>	<b>Points</b>
Participation and Attendance	40
Case Study 1: The Case of Analiese	10
Case Study 2: The Case of Cody	10
Case Study 3: Utilizing an Ethical Decision-Making Model	15
Assignment 1: Awareness and Prevention of Dating Violence	20
Assignment 2: Educational Structures	20
Assignment 3: Final Project – Part 1: Choosing a Topic	15

Assignment 4: Final Project – Part 2: Data Describing the Problem	40
Assignment 5: Final Project – Part 3: Investigation of Best Practices	40
Assignment 6: Final Project – Part 4: The Plan	40
Assignment 7: Final Project – Part 5: Final Submission & Presentation	150
<b>Total</b>	<b>400</b>

### **Grading Scale**

### **Corresponding Points**

A	93-100	372-400
A-	90-92	360-371
B+	87-89	348-359
B	83-86	332-347
B-	80-82	320-331
C+	77-79	308-319
C	70-76	280-307
F	0-69	<279

### **Description of Assignments:**

#### **Case Study 1: The Case of Analiese**

Read the Case of Analiese and identify the influences in her life that relate to her individual characteristics, her microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

#### **Case Study 2: The Case of Cody**

Read the Case of Cody and use the 5 C's to identify the ways in which Cody's situation illustrates these concepts.

#### **Case Study 3: Utilizing an Ethical Decision-Making Model**

Process the assigned case, based on the ethical decision-making model presented by Remley and Herlihy (2016).

### **Assignment 1: Awareness and Prevention of Dating Violence**

Your topic for this assignment is awareness and prevention of dating violence. Imagine that you have before you, as a first step, the task of training teachers and staff in your school district on this topic.

Using the assigned handouts and materials, prepare a short summary of no more than 500 words outlining a presentation for training teachers and staff. Address these topics in your presentation:

1. Why school district teachers and staff should receive training on this topic.
2. Types of dating violence.
3. Legal implications for school districts.
4. Next steps.

Remember to use APA format.

### **Assignment 2: Educational Structures**

Choose a school to evaluate in terms of school climate from a film or a television series. You may select any film or television series. If you need a suggestion, here is a list:

- *Abbott Elementary* (TV series)
- *Akeelah and the Bee*
- *A.P. Bio* (TV series)
- *Boston Public* (TV series)
- *The Breakfast Club*
- *Dangerous Minds*
- *Dawson's Creek* (TV series)
- *Degrassi: The Next Generation* (TV series)
- *Diary of a Wimpy Kid*
- *Everybody Hates Chris* (TV series)
- *Finding Forester*
- *Freaks and Geeks* (TV series)
- *Fresh Off the Boat* (TV series)
- *Friday Night Lights* (TV series)
- *Freedom Writers*
- *The Goldbergs* (TV series)
- *Mean Girls*
- *Middle School: The Worst Years of My Life*
- *Mr. Holland's Opus*
- *The O.C.* (TV series)
- *Schooled* (TV series)
- *School of Rock*
- *Stand and Deliver*

In no more than 250 words, describe/analyze the school in terms of school climate. Using the [14 Dimensions of School Climate handout](#) as a guide, make an entry about the school for each of the six domains listed in the table. Remember to use APA format.

### **Assignment 3: Final Project – Part 1: Choosing a Topic**

Your final project for the course is to prepare a training module for adults working with children and young people. **You will need to prepare a presentation in PowerPoint format, with supporting Word documents as detailed below in Part 5.**

Through your presentation you will be training adults to understand and work to prevent and intervene with children and young people at risk of developing one of these sets of behaviors:

- Dropping out of school
- Engaging in substance abuse
- Engaging in risky sexual behaviors
- Participating in violence
- Suicidal ideation, attempts, completion

You may need to read ahead in your text to learn more about the topics in order to make a decision.

**Your work on the project begins during the first week with selection of your topic.**

Please submit a paragraph highlighting which one of the five areas of risky behavior (above) you will be addressing in your training module. Your paragraph can consist of one sentence; if you would like to further elaborate on your topic, please feel free to provide additional information.

### **Assignment 4: Final Project – Part 2: Data Describing the Problem**

For this portion of your project, outline key data points that describe your chosen problem. Use credible and up-to-date sources. Take a look at [www.childtrends.org](http://www.childtrends.org), which has a wealth of information. **Be sure to include in your outline:**

- Definition(s) of the problem.
- Prevalence and trends worldwide, in the U.S., and if available data on state and local trends and prevalence.
- Risk factors.
- Problem behaviors and related considerations.
- Any other information an adult would need to know in order to recognize and support a young person at risk for the behavior.

Remember to use APA format.

### **Assignment 5: Final Project – Part 3: Investigation of Best Practices**

Investigate and document best practices in preventing and intervening with the problem behavior. **Be sure to include in your outline:**

- A list of viable practices on the individual, group, school, family and community levels.
- Citation of references or your sources for the practices.
- Any federal, state and/or local government approaches to the problem.

You may submit your work in outline or paragraph form.

Remember to use APA formatting.

**Assignment 6: Final Project – Part 4: The Plan**

Create a plan for youth at risk to address the problem you have identified in your school. Your plan should be responsive on at least four levels:

1. Education for adults.
2. Prevention activities for adults to implement, including the school counselor.
3. An intervention plan for individual students.
4. Suggestions for evaluating or assessing the plan.

**Assume that your principal and school district are providing you with strong support and funding for whatever you need for implementation.**

Remember to use APA format.

**Assignment 7: Final Project – Part 5: Final Submission**

Consolidate and integrate your work from Parts 1–4 to form your presentation. In addition to your PowerPoint, submit the following resources in a WORD document:

1. A fact sheet or FAQ about the topic.
2. A list of resources.
3. A set of helpful hints for adults working with children or young people regarding the topic.

Your work should include content from the text as well as from other credible (peer-reviewed, federal agency, and/or state agency reports and initiatives) sources. Remember to use APA format.

**Grading Scale:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	0-69

**Late Assignments Policy:**

Assignments are due at the beginning of class on the date they are due otherwise they are considered late. **Please email all assignments to:** [casaredr@wfu.edu](mailto:casaredr@wfu.edu). Unless arrangements have been made with the course instructors, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

**Disability Accommodation Policy and Procedure:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston- Salem, NC, 27109. **Phone:** 336-758-5929. **Email:** [lacenter@wfu.edu](mailto:lacenter@wfu.edu)

**Emergency Contingency Plan:**

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless internet or phone is inaccessible.

**Academic Polices and Honor Code:**

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code \(PDF\)](#), which can also be accessed at the [Graduate School](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.

- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism:** appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

**Other Academic Policies:**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).