

Texas A&M University Commerce
COLLEGE of EDUCATION
Department of Psychology, Counseling, and Special Education
Counselor Education Program
COUN 514: School Counseling and Development
Summer 2014

Instructor: Dodie Limberg, Ph.D., Certified School Counselor
Telephone: 903 886 5142
Office: Binnion 223
E-Mail: dorothea.limberg@tamuc.edu (emails will be answered within 24 hours)
Office Hours: 11:00pm-4:00pm Tuesday & by Appointment

Meeting Day: Online Instruction
Location: my Leo or online.tamuc.org

Text:

Required:

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Erford, B. T. (Ed.) (2011). *Transforming the school counseling profession* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall. (ISBN-10: 0132462958)

Texas Education Agency. (2004). A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development, pre-K - 12th Grade. (4th ed.). Austin, TX *Author Note:* The TEA Guide text is online if someone does not prefer to buy one. It is located at <http://www.schoolcounselor.org/files/Texas.pdf>

Highly Recommended:

Gysbers, N. & Henderson, P. (2011). *Developing and managing your school guidance and counseling Program* (5th ed.). Alexandria, VA: American Counseling Association.

Other required selections (journal articles) will be distributed in class.

- *Students are expected to complete all assigned reading and use readings to contribute to online discussion and learning.*

Catalog Course Description:

As the foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school counseling programs; appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included. Recommended for non-counselor educational professionals as well as counselors.

Prerequisites:

COUN 501 & 510 or consent of instructor.

This course is required of all students seeking master's degrees with the school counseling focus and of all students seeking school counselor certification in Texas.

Purpose of the Course:

COUN 514: *School Counseling & Development* is designed to support professional school counseling students in transferring theory into practice. In this course, students will learn specific skills that can be applied to facilitating and coordinating a developmental, comprehensive professional school counseling program. A comprehensive, developmental school counseling program includes the following counselor-related task and responsibilities: (a) use of technology; (b) appropriate employment of assessment; (c) the provision of structured counseling groups, psychoeducational groups, crisis interventions, consultation services, and peer mediation; (d) availability of ethical and legal counseling services to all students (e.g., child abuse/neglect, substance abuse related issues, behavioral disorders, discipline issues, counseling with special populations, etc.); (e) community collaboration/partnership; and (f) advocacy for systemic and social change. Students will gain experience in designing materials for both counseling and psychoeducational (classroom guidance) groups and special programs. Additionally, students will develop an understanding of the broad range of services that need to be provided by professional school counselors. A primary purpose of COUN 514 is to broaden students' perspective of the professional school counselor's role to include activities beyond individual and group counseling and the traditional "Guidance Counseling" model. This course is designed to provide students with practical skills and knowledge that can be applied to preK-12 school settings. Focus will be on the counselor's role in classroom guidance, consultation, class management, program design, and coordination of an effective school counseling program.

Whom the Course is Intended

COUN 514 is a required course for all professional school counseling graduate students. Professional school counselors entering the preK-12 school setting face a unique arena in which to apply their skills. They are expected to fulfill many roles yet often face role ambiguity. COUN 514 is designed to support students' understanding of how to apply theoretical knowledge to practical situations in and out of the classroom. This course examines the various roles of a professional school counselor and focuses on the skills needed to fulfill each role. Through the course, students are taught models that can be applied in real life situations. They also are encouraged to develop their own models for practical application.

How Course is related to Other Courses

This course is intended to support the development of students' professional school counseling competencies (dispositions, knowledge, skills, and attitudes) as stipulated by the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009), and the TExES COMPETENCIES.

Accreditation Standards Addressed in COUN 514: *School Counseling & Development*

1. Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009)

- a. History and philosophy of the counseling profession (*Section II.1.a.*)
- b. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (*Section II.1.g.*)
- c. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (*Section II.1.i.*)
- d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (*Section II.8.d.*)
- e. Knows history, philosophy, and trends in school counseling and educational systems (*School Counseling: A.1.*)
- f. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (*School Counseling: A.3.*)
- g. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling (*School Counseling: A.4.*)
- h. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program (*School Counseling: A.5.*)
- i. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (*School Counseling: A.6.*)
- j. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students (*School Counseling: C.2.*)
- k. Knows strategies for helping students identify strengths and cope with environmental and developmental problems (*School Counseling: C.3.*)
- l. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling (*School Counseling: C.4.*)
- m. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning (*School Counseling: C.5.*)
- n. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students (*School Counseling: E.2.*)
- o. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (*School Counseling: E. 3.*)
- p. Identifies various forms of needs assessments for academic, career, and personal/social development (*School Counseling: G.3.*)
- q. Knows models of program evaluation for school counseling programs (*School Counseling: I.2.*)
- r. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation) (*School Counseling: I.3.*)
- s. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) (*School Counseling: I.4.*)
- t. Understands the outcome research data and best practices identified in the school counseling research literature (*School Counseling: I.5.*)
- u. Analyzes and uses data to enhance school counseling programs (*School Counseling: J.3.*)

- v. Understands the relationship of the school counseling program to the academic mission of the school (*School Counseling: K.1.*)
- w. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (*School Counseling: K.2.*).
- x. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material (*School Counseling: K.3.*)
- y. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (*School Counseling: M.1.*)
- z. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community (*School Counseling: M.2.*)
- aa. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (*School Counseling: M.3.*)
- bb. Understands systems theories, models, and processes of consultation in school system settings (*School Counseling: M.4.*).
- cc. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (*School Counseling: M.5.*)
- dd. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them (*School Counseling: M.6.*)
- ee. Knows the qualities, principles, skills, and styles of effective leadership (*School Counseling: O.1.*)
- ff. Knows strategies of leadership designed to enhance the learning environment of schools (*School Counseling: O.2.*)
- gg. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program (*School Counseling: O.3.*)
- hh. Understands the important role of the school counselor as a system change agent (*School Counseling: O.4.*).
- ii. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings (*School Counseling: O.5.*).

2. TExES COMPETENCIES THAT RELATE TO THIS COURSE (*TExES is the state examination required for school counselor certification.*)

Competency 001 (*Human Development*)

- The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (*Student Diversity*)

- The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (*Factors affecting Students*)

- The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (*Program Management*)

- The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

Competency 005 (*Developmental Guidance Program*)

- The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (*Counseling*)

- The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (*Assessment*)

- The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (*Collaboration with Families*)

- The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (*Collaboration with Others in the School and Community*)

- The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (*Professionalism*)

- The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Course Objectives:

At the conclusion of COUN 514: *School Counseling & Development*, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes as stipulated by CACREP (2009):

1. history, philosophy, and current trends in school counseling and educational systems (**CACREP [2009] Section II.1.a.**)
2. relationship of the school counseling program to the academic and student services program in the school (**CACREP [2009] School Counseling: A.5.**)
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (**CACREP [2009] School Counseling: A.3**)
4. strategies of leadership designed to enhance the learning environment of schools (**CACREP Standard [2009]: School Counseling: O.1., O.2., O.4.**)
5. knowledge of the school setting, environment, and pre-K—12 curriculum (**CACREP [2009]: School Counseling: E.2., E.3.**)
6. current issues, policies, laws, and legislation relevant to school counseling (**CACREP [2009]: School Counseling: A.3., A.4.**)
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (**CACREP [2009]: School Counseling: A.6**)
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development (**CACREP [2009]: School Counseling: M.4.**)
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices (**CACREP [2009]: School Counseling: A.5., C.2., G.3., K.1., K.3.**)

10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ASCA Ethical Standards for School Counselors) (**CACREP [2009]: *School Counseling: A.3., A.4.***)
11. advocacy for all students and for effective school counseling programs (**CACREP Standard [2009]: *School Counseling: O.4.***)
12. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students (**CACREP [2009]: *School Counseling: M.3.***)
13. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K--12 students in maximizing their academic, career, and personal/social development (**CACREP [2009]: *School Counseling: C.2.***)
14. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate (**CACREP [2009]: *School Counseling: C.5., K.3; CACREP Standards [2009] D.3.***)
15. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community (**CACREP [2009]: *School Counseling: M.2., O.3., O.5.***)
16. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs (**CACREP [2009]: *School Counseling: A.5.***)
17. knowledge of prevention and crisis intervention strategies (**CACREP [2009]: *School Counseling: A.6.; CACREP Standards [2009] C.2., C.3.***)
18. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes (**CACREP [2009]: *School Counseling: G.3.***)
19. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home (**CACREP [2009]: *School Counseling: C.2.***)
20. implementation and evaluation of specific strategies that meet program goals and objectives (**CACREP [2009]: *School Counseling: I.2., I.3., I.4., I.5.***)
21. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies (**CACREP [2009]: *School Counseling: G.3.***)
22. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program (**CACREP [2009]: *School Counseling: A.5.***)
23. strategies for seeking and securing alternative funding for program expansion (**CACREP [2009]: *School Counseling: A.5.***)
24. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school (**CACREP [2009]: *School Counseling: A.5., C.2., G.3., K.1., K.3.***)

CONTENT AREAS include, but are not limited to, the following:

- I. Foundations of School Counseling
 - A. Definitions and Philosophy Related to School Counseling
 - B. Relationship of School Counseling Program to Academic and Student Services Programs
 - C. Integrating the School Counseling Program into the Total School Curriculum
 - D. Historical Development of the School Counseling Profession
 - E. Current Trends and Issues Affecting School Counseling and Educational Systems
 - F. The School Counseling Setting, Environment, and Curriculum
 - G. Opportunities and Barriers Affecting Student Success and Development
 - H. Legal Issues Relevant to School Counseling
 - I. Ethical Issues Related to School Counseling
 - J. Collaboration & Team Building: Parents, Non-counselor School Personnel, Outside Resources
- II. Essential Services in a School Counseling Program
 - A. Advocacy
 - B. Counseling
 - C. Classroom Guidance (Group guidance)
 - D. Consultation
 - E. Information Service
 - F. Assessment
 - G. Placement
 - H. Educational Planning and Career Development
 - I. Coordination
 - J. Funding Essential Services
- III. The Comprehensive Developmental School Counseling Program
 - A. Systems Theories in Relation to a Comprehensive Developmental School Counseling Program
 - B. Leadership Strategies to Promote a Comprehensive Developmental School Counseling Program
 - C. Models for a Comprehensive Developmental School Counseling Program
 - D. Program Development Cycle (Texas Model)
 - 1. Organizing for Change
 - 2. Planning the Program
 - 3. Designing the Program
 - 4. Implementing the Program
 - 5. Evaluating the Program
 - E. Evaluation of Individual Counselors

Course Requirements/Assignments:

*****All assignments should be posted in the course dropbox.*****

Comprehensive Final Examination	100 points
Developmental Classroom Guidance Lesson	30 points
Accountability Project	50 points
Journal Article Review	20 points
Discussion Posts/Online Participation	150 points
Total	350 points

Grading Scale:

A=330 pts minimum

B=288 pts minimum

C=252 pts minimum

D=216 pts minimum

Weekly Discussion/Online Participation: Weekly posts

Students will need to participate in online discussion. A new discussion topic will be provided by the instructor weekly. Discussion topics will be posted on Wednesday of their assigned week and all students should post to each discussion by Monday of the following week. Additionally, students are expected to reply to any responses made on their post. There will be a discussion topic each week, in the discussion link, that will be related to the readings and lecture. Each student is expected to post at least once each week in the discussion link. Furthermore, students are expected to monitor the discussion board each week to respond to any posts that are made from their posts.

Developmental Classroom Guidance Lesson: Due July 20

Facilitating developmental classroom guidance lessons (psychoeducational groups) are a common and effective role of the professional school counselor in a *Comprehensive Developmental School Guidance and Counseling Program*. Students will create an original developmental classroom guidance lesson plan for a specific group of students. Additionally, students will provide an outline & handouts for their developmental classroom guidance session online to be available for their classmates.

Journal Article Reviews (1): Due July 27

Find 1 peer reviewed journal articles on an issue within school counseling. Summarize article in no more than one page and one page of reflection (2 pages total). Must include APA style citation of the article and be written in APA format. Include a viable link to the article or upload a copy of the article itself.

Accountability Assignment: Due August 3

Students will design a way to measure the effectiveness of a part of their comprehensive guidance program (e.g., guidance lesson, group) using MEASURE.

Comprehensive Final Examination (open book/open note): Due August 8

The development of your understanding of the components of a *Comprehensive Developmental Professional School Counseling Program* is essential for its implementation and support. Furthermore, professional school counselors need the ability to clearly articulate their appropriate roles and responsibilities to advocate for the profession. This exam be open note and cover material from selected readings (which may or may not have been discussed in class), lecture notes, individual assignments, and class activities. The finished examination responses must be typed and written clearly (i.e., proof the document prior to turning it in). Students may use any sources they would like, but may not consult with others in the construction of their responses.

Attendance & Participation:

The student is expected to participate regularly on discussion boards. University guidelines regarding attendance policy will be followed. Online participation is necessary and mandatory in order to develop knowledge, dispositions, and skills as ethical and effective professional school counselors. To earn the participation points, students should (a) have completed reading; (b) have completed all assigned work, (c) contribute to discussions, and (d) follow online learning etiquette.

ALL ASSIGNMENTS MUST BE TYPED & IN APA FORMAT

*****Assignments will not be accepted through email*****

Please note: No late work will be accepted. Any assignment not turned in at the designated classroom due date & time will result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

Professionalism:

Due to the experiential, interpersonal, and intrapersonal nature of this course professionalism is critical. Within course discussions, students will need to the ability to accept constructive feedback and get along with their peers. Additionally, appropriate online professionalism (i.e., netiquette, grammar, etc.) should be followed. Please see the instructor if you have any concerns.

Accommodating Students with Special Learning Needs:

The Individuals with Disabilities Education Act of 2004 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Texas A&M Commerce provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148**

Student Conduct & Academic Integrity:

By enrolling in this course, you have accepted the responsibility to abide to policies and procedures set forth by the University of Texas A&M Commerce. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

Other Considerations:

- As part of this profession, you are **STRONGLY** encouraged to join the American Counseling Association (ACA) and the Texas Counseling Association (TCA). Additionally, it is **highly suggested** that you join the American School Counselor Association (ASCA) and the Texas School Counselor Association (TSCA).

HELPFUL WEBSITES:

American Counseling Association (ACA)

www.counseling.org

American School Counselor Association (ASCA)

www.schoolcounselor.org

National Board of Certified Counselors (NBCC)

www.nbcc.org

Council for Accreditation of Counseling and Related Education Programs (CACREP)

www.cacrep.org

Chi Sigma Iota (Counseling Academic and Professional Honor Society International)

www.csi-net.org

Tentative Topical Outline

Note: Changes may have to be made. If so, they will be announced in on the course home page. The content for each week will be released on Monday. Assignments are due on the following Sunday with the exception of the last week.

Class/Date	Topic and Readings (students are responsible for completing all assigned readings and reviewing the powerpoints each week)	Assignments Due on following Sunday at 5pm, with the exception of the last week
Week 1 July 7		July 13
Topic 1	<i>Introductions, Texts, Syllabus, & Expectations</i>	Review syllabus
Topic 2	<i>History of School Counseling</i> Chapter 1 & 2 Erford vii-ix of ASCA National Model Book	Discussion post
Topic 3	<i>Ethics of School Counseling</i> Chapter 5 Erford	Discussion post
Topic 4	<i>ASCA National Model</i> Chapter 3 Erford ASCA National Model book pp.1-30	Discussion post
Week 2 July 14		July 20
Topic 1	<i>Outcome Research, Data-Driven School Counseling, & Accountability in School Counseling</i> Chapter 4, 8, & 13 Erford ASCA National Model book pp. 41-56 & 100-107	Discussion post Journal Article Review 1 & 2
Topic 2	<i>Culturally Competent School Counselor</i> Chapter 6 Erford	Discussion post
Week 3 July 21		July 27
Topic 1	<i>Leadership and Advocacy in School Counseling</i> Chapter 7 Erford	Discussion post Developmental Classroom Guidance Lesson

Topic 2	<i>Classroom Guidance</i> Chapter 9 Erford	Discussion post
Topic 3	<i>Individual & Group Counseling within the Schools</i> Chapter 10 Erford ASCA National Model Book pp. 84-87	Discussion post
Week 4 July 28		August 3
Topic 1	<i>Career Planning & Consultation, Collaboration, and Parent Involvement</i> Chapter 11 & 12 Erford	Discussion post Accountability Project
Topic 2	<i>Specialized Problems within the Schools</i> Chapter 14 Erford	Discussion post
Week 5 August 4		
Topic 1	<i>Professional School Counseling and Students with Disabilities</i> Chapter 15 Erford	Discussion post
Topic 2	<i>Helping Students with Mental and Emotional Disorders</i> Chapter 16	Discussion post
Topic 3	<i>Final</i>	Final due by Friday August 8 at 12pm

Supplemental Resources & Texts

- American Counseling Association. (2005). *Code of ethics*. Alexandria, VA: Author.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington D.C.: Author.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association.
- American School Counselor Association. (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.
- Baker, S. B., & Gerler, E. B. (2007). *School counseling for the twenty-first century* (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Cobia, D. C., & Henderson, D. A. (2006). *Developing an effective and accountable school counseling program* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Corey, G., Corey, M. S., & Callanan, P. (2010). *Issues and ethics in the helping professions* (8th ed.). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- Cottone, R. R., & Tarvydas, V. M. (2006). *Ethical and professional issues in counseling* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Dahir, C. A., & Sone, C. (2011). *The transformed school counselor* (2nd ed.). New York: Wadsworth Publishing.
- Davis, K. M., & Lambie, G. W. (2005). Family engagement: A collaborative, systemic approach for middle school counselors. *Professional School Counseling*, 9(2), 144-151.
- Davis, K. M., Williamson, L. L., & Lambie, G. W. (2005). Sexual minority adolescents: Professional school counselors' ethical responsibilities. *Journal of GLBT Issues in Counseling*, 1(1), 127-140.
- Dimmitt, C. L., Carey, J. C., & Hatch, P. A. (2007). *Evidence-based school counseling: Making a difference with data-driven practice*. New York: Corwin Press.
- Fischer, L., Schimmel, D., & Stellman, L. R. (2003). *Teachers and the law* (6th ed.). Boston, MA: Allyn and Bacon.
- Holcomb-McCoy, C. C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. New York: Corwin Press.
- Lambie, G. W. (2005). Child abuse and neglect: A practical guide for professional school counselors. *Professional School Counseling*, 8(3), 249-258.
- Lambie, G. W. (2004). Motivational enhancement therapy: A tool for professional school counselors working with adolescents. *Professional School Counseling*, 7(4), 268-276.
- Lambie, G. W., Sias, S. M., Davis, K. M., Lawson, G., & Akos, P., (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling & Development*, 86(1), 18-25.
- Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to school counseling: A historical proposition. *Professional School Counseling*, 8(2), 124-131.
- Perusse, R., & Goodnough, G. (2004). *Leadership, advocacy, and direct service strategies for professional school counselors*. Belmont, CA: Brooks Cole.
- Remley, T. P., & Herlihy, B. (2009). *Ethical, legal, and professional issues in counseling* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Schmidt, J. J. (2003). *Counseling in schools: Comprehensive programs of response services for all students* (5th ed.). Boston, MA: Allyn & Bacon.
- Sciarra, D. (2003). *School counseling: Foundations and contemporary issues*. Belmont, CA: Books Cole.
- Sink, C. (2005). *Contemporary school counseling: Theory, research, and practice*. New York: Lahaska Press.
- Stone, C. B. & Dahir, C. A. (2010). *School counselor accountability: A MEASURE of student success* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Valente, W. D., & Valente, C. M. (2003). *Law in the Schools* (5th ed.). Upper Saddle River, NJ: Merrill

