

SYLLABUS
Counseling 749
School Guidance and Counseling
Summer 2009

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Textbooks:

Cobia, D.C., & Henderson, D.A. (2007). *Developing an effective and accountable school counseling program* (2nd Ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

American School Counselor Association. (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA: Author.

<http://iris.peabody.vanderbilt.edu/cou/chalcycle.htm>

Goal:

This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the ASCA national model for school counseling programs. Students will be expected to demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students. The emphasis will be on school counseling programs as critical components of the education enterprise, the planning and management of such a program, and the skills of school counselors.

Objectives:

Upon completion of this course, student will be able to apply knowledge and skills related to these CACREP School Counseling program standards:

SCHOOL COUNSELING FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.

3. 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.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. 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..

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
3. Designs and implements prevention and intervention plans related to 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.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.
3. 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.

F. Skills and Practices

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. 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.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. 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.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

N. Skills and Practices

2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

Course Requirements:

1. **Class Attendance.** Your attendance is expected. More than two absences will lower your grade.
2. **Documentation of Mastery.** (80% of your grade)

You will compile evidence that demonstrates you can apply the information we review and practice during this class and that you have investigated current literature.

A) One portion of the document you prepare should be an “executive summary” of your understanding of school counseling. That summary should be no longer than one page in which you explain the scope of a school counseling program and your abilities related to that process.

B) The second part of this assignment will include assigned material from each chapter that represents your understanding of the materials and a demonstration that you have met the objectives stated for each section. You will have between 2 and 5 assignments for each chapter. The assignments may come from the margin notes, portfolio suggestions, our classroom activities, or if you would like to be more creative, something you have generated to demonstrate your understanding and use of the chapter material. The assignments will be due the Mondays following the class week. This assignment is designed to help build a portfolio of useful information.

3. **Additional Activities - All Are Highly Recommended for Ongoing Compilation-** Choose 1 or 2 for 20% of your grade:

- Goodie File
- Web Site Reviews
- Resources List
- Guidance Lesson Plan on social skills
- Lists, lists, lists

Satisfactory completion of the above projects will produce a grade of B. Meritorious completion will result in a grade of A. We will be developing a rubric for assignments during class.

Tentative Schedule

Date	Topic	Reading
May 12	<i>The profession of school counseling</i> Significant historical events; Relationship to academic program: roles, functions and professional identity	<i>Cobia & Henderson, 1,2</i> [CACREP SC A.1,3,4]
May 13 9:00 Juvenile Court	<i>Promoting excellence for all</i> Personal issues that affect learning and development; Factors that promote or inhibit success, access, equity issues; looking at data;	<i>Cobia & Henderson, 1,2</i> [CACREP SC A.6; D.1; E.1,2,3,]
May 14	<i>Promoting systemic change</i> Leadership, Diversity and Advocacy, Collaboration and Teaming; Assessment Knowledge and Skills	<i>Cobia & Henderson, 3, 4</i> [CACREP SC O. 1-5; E.1,2,3; F.2,3,4; M.1,2,3,4]
May 19 9:00 Brain Awareness	<i>Comprehensive Programs</i> Programs and their components, ASCA model, other planning models, student competencies, research	<i>Cobia & Henderson, 3, 4</i> [CACREP SC A.5, C.2,4; G.3;H.1-5;I.1-5; J1-3]
May 20 9:00 Summit School 10:00 Children's Center	<i>Data Driven Programs</i> Management and accountability <i>Facilitating Academic Transitions</i> Recognizing and responding to changes	<i>Cobia & Henderson 5, 6</i> [CACREP SC C.2,4; D.1,3;; E.1,2,3; F.2,3,4; M.1,2,3,4 O. 1-5]
May 21 9:00 Reagan High	Visits: 9 Reagan 10:30 Carver 11:30 Mineral Springs Elementary Mineral Springs Middle	<i>Cobia & Henderson 5, 6</i> [CACREP SC O. 1-5; E.1,2,3; F.2,3,4; M.1,2,3,4]
May 26	<i>Guidance Curriculum</i> Development and implementation of curriculum; curriculum design, lesson plans;; classroom management	<i>Cobia & Henderson, 7</i> [CACREP SC D.1,3; K.1-3]
May 27	<i>Individual Planning</i> Career and educational planning	<i>Cobia & Henderson, 8</i> [CACREP SC D.1,3; I.2-3; M.5,6; N.3]
May 28	<i>Responsive Services</i> Services for additional support; referral skills, collaborative opportunities	<i>Cobia & Henderson, 9</i> [CACREP SC D.1,3;N.2,5]
June 2	<i>Responsive Services</i> Services for additional support; referral skills, collaborative opportunities	<i>Cobia & Henderson, 10</i> [CACREP SC D.1,;3; N.2,5]
June 3	<i>System Support</i> Accountability and evaluation; fair share responsibilities; crisis planning	<i>Cobia & Henderson, 11</i> [CACREP SC A.2; D.5; M..5,6; N.2,3,5]
June 4	<i>Legal and Ethical Concerns in School Counseling</i> Guidelines for practice in schools	<i>Cobia & Henderson, 12</i> [CACREP SC A.2]

