

Fall 2015

## CE 635 Syllabus: Orientation to School Counseling

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**Winona State University**  
**Department of Counselor Education**  
**CE 635: Orientation to School Counseling**  
**Fall 2015**

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**Office Hours:** Monday, 1-5; Tuesday, 3-5; Thursday 1-5; other hours by appointment

**Course Location:** East Hall 234

**Course Dates, Times, Delivery:** Thursdays, 5-8pm

**Course Description:** *Orientation to School Counseling* is a graduate level course designed to introduce students to current school counseling models and effective practice. The focus is on practical issues faced by school counselors as they implement an effective school counseling program, work with students, colleagues and families, and manage role responsibilities effectively. The course content will be delivered using a combination of lecture, discussion, experiential activities and individual and group projects. Field-based learning is also an important aspect of this course. *Prerequisite: CE 601.*

**Required Texts:**

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

Stone, C.B., & Dahir, C.A. (2015). *The transformed school counselor.* Boston, MA: Houghton Mifflin Company.

Jackson, T. (1993). *Activities that teach.*

**Course Objectives:**

**This course will provide the essential learnings necessary for the student to:**

1. Identify components of a comprehensive school counseling program that contributes to safe and respectful schools and overall school improvement
2. Demonstrate leadership and collaborative skills, and explain how they relate to advocacy, social justice action and systemic change.
3. Recognize and begin to follow the ethical and legal expectations of the school counselor.
4. Demonstrate awareness of multicultural considerations in working with special populations and various cultural groups.
6. Recognize technological resources available to school counselors for individual student planning, career exploration, and college and career transitioning.

7. Identify necessary components of individual counseling sessions and individual student planning sessions.
8. Describe interventions that are theoretically and empirically based befitting to children and adolescents' common presenting concerns.
9. Discuss the role of the school counselor in various child and adolescent school situations.
10. Articulate the differences among types of support services such as collaboration, consultation and coordination and identify how they are part of a comprehensive school counseling program.
11. Write measurable goals for school counseling programs, and methods of data collection and/or an accountability system to assess the effectiveness of improvement toward these goals.
12. Observe current school counseling programs, and discuss observations using critical thinking and solution-focused methods of examination.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)**  
**Related Standards:**

*School Counseling:*  
CACREP Standards

This course meets or works toward the following competencies for school counseling licensure.

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.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

**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.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

#### H. Skills and Practices

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).

#### J. Skills and Practices

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.

### 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.

#### 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 Expectations and Requirements:**

Being prepared for class by reading the assigned material is also part of your professional preparation. This work prepares you by providing you the knowledge you need to confidently face concerns typical in the school counseling field, and strengthens your stamina for the workload required of effective school counselors. Assignments are expected on time. If for some reason, a student has difficulty meeting the course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan if agreed upon by the instructor and the student. Late assignments without instructor permission will result in a reduction in the grade.

### **Attendance and Class Participation**

Attendance is expected. Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings. Professional conduct is a requirement in the school counseling field, and therefore, it is expected in this course.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor **as soon as possible**. If it is necessary to miss a class for any reason, a make-up activity will be assigned the first time. If additional classes are missed, 10 points will be deducted from your grade.

### **Inclement Weather Policy**

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and email.

### **Assignments**

School counselor competencies (20 pts.) – Early in the semester, all students will fill out the ASCA School Counselor Competencies Checklist. This is an opportunity to identify personal knowledge and set academic goals, both for the student and the professor.

Leadership & advocacy communication (40 pts.) – During the semester, students will correspond with a school counselor in a leadership position and a legislator. Students will learn how to locate and connect with school counseling leaders and legislators, identify the issues that these parties see as important, and begin to develop advocacy skills.

As there are plenty of school counselors in our region, each student will need to contact a different school counseling leader, via phone, to learn about the role of school counselors as leaders in their state and the profession. In addition, each student will write a letter to a legislator advocating for students in some way.

You will write a 2 page reflection of the experience, and include a copy of the letter and brief summary of the phone conversation. ‘

#### Active Learning Activity (20 points)

Each class we will begin with an activity that can be utilized in a group or classroom. In pairs, each of you will have an opportunity to lead one of the activities with the class. You may use the Activities that Teach book or find other resources.

#### Reflective Learning Tasks (100 points each)

A Reflective Learning Task or RLT, is a process whereby students address issues/dynamics of school counseling by synthesizing past learnings and experiences, required and extended readings, instructional site experiences, professional interviews and class discussion. In other words, RLT's should be an integration of the experiences from the classroom, the school setting, current literature, peer discussion and YOU! Because each of you has had varied previous and outside experiences, RLT's will be very individualized and relevant to your personal and professional development as a school counselor-in-training. With that said, please remember that we can learn a lot from others in the classroom, so you are encouraged to seek *consultation* on the RLT's you turn in to me.

For those of you unfamiliar with RLT's, they do represent a shift from summarizing and regurgitating to higher-order conceptualizing. For each of the RLT's, you will be completing readings and directed tasks, sharing your work with the members of your team, and receiving feedback and support from university and field professionals. Initially the RLT process can feel ambiguous and challenging. Please embrace this growth process! Not only is this consistent with many of the issues facing school counselors, but also provides an opportunity to bring yourself to the process. Before, during and after completing an RLT, remember to ask yourself how this process relates to your professional development in the school counseling field.

#### Reflective Learning Task 1 – Foundation & Management

##### *Literature review*

Required: ASCA Chpt. 2 & TSC chpts. 3 & 7  
Must use at least 4 additional resources

In a group of 2-4, you will develop a “foundation” for your dream school counseling program. Utilizing the ASCA Model template, students will identify their beliefs, develop a mission and vision statement and develop a SMART goal for each of the ASCA Model themes. In addition, you will develop an annual calendar of activities.

There will be one foundation paper turned in for the group. Each individual will turn in his/her own reflection paper. Your reflection should include, what was the process your group utilized in developing your paper? Were you an active or passive participant in the process? As a participant, do you agree with the outcome? What do you see as the strengths of your goals? What do you imagine will impede your goals?

#### Reflective Learning Task 2 – Schools and School Counseling (Individual Project)

##### *Literature Review*

Required: ASCA Ch 4; and TSC Ch 8, 12, 2-3, 6-7.

Suggested: \*

### *Interview a school counselor*

The topic for each interview is the role of the school counselor, and how the counselor is important to the development and learning of students. Before the interview, make a list of open-ended questions that allow you to gain each person's perspective on the school counselor.

Example Questions: (Remember that the purpose of this activity is for your own professional development—**be sure to ask the questions that you want answered.**)

- 1) What are the school's expectations regarding the role of the counselor?
- 2) How does the counselor spend his/her time?
- 3) What are the duties (or job description\*\*) of the school counselor?
- 4) What is the philosophy or mission statement\*\* of the school? How does the counselor contribute to that mission?
- 5) How is the school organized and administered?
- 6) How is the counselor evaluated\*\*?

\*\*get a copy of these if available, as well as the school profile

### *Shadow/observe a School Counselor*

Individually schedule a period of at least 4 hours in which you can "shadow" a school counselor at the level you wish to work. In order to get an accurate perspective of the role of a school counselor, the counselor must be experienced (this cannot be their first year as a school counselor). Ideally this should be in a 4-hour chunk of time, but you may separate them if necessary. Observe the school setting, the counseling facilities, and the counselor's roles and functions. (Keeping a time log of the counselor and his or her duties during those 4 hours may be helpful to you.) Note both the strengths and concerns present in the school setting/system, and the counseling program. If you have not been a school teacher, it is highly recommended, though not required, for you to make arrangements to observe a teacher in a classroom for a period of time as well.

As part of your 4-hour shadow, you must participate in at least 3 of the following:

- Observe a classroom lesson;
- Observe a class meeting or group;
- Sit in on a department meeting;
- Sit in with a student meeting;
- Sit in on a parent meeting;
- Observe an ISP, IEP or 504 meeting;
- Observe the counselor consulting with a teacher or administrator;
- Interview the counseling/building secretary
- Join counselor in other duties such as lunch, bus, etc.
- Participate or observe the counselor role in testing

### ***Reflective Response 2***

The Reflective Response is meant to help you engage in your own professional development. So, from your readings, observations and interviews, choose a theme about school counseling that emerged for you through these assigned tasks, and use that theme to identify: 1) essential learnings you acquired, and 2) a focus question (i.e., gap area) that will

help you in future inquiry about that theme. Synthesize your learnings and question into a reflective response paper using APA style (6<sup>th</sup> edition) . In addition, attempt to respond to your focus question by researching and reading *at least one additional article* from a professional journal about that theme (e.g., Professional School Counselor, Journal of School Counseling, The Counseling Psychologist, Career Development Quarterly, Journal of Counseling and Development, etc.).

In your reflective response paper, explain a) the significance of your question/theme and how it emerged, b) how your observations, experiences and interviews support, highlight or contrast with literature, classroom discussion and class activities, and c) how the tasks and learnings from the tasks for the RLT relate to your development as a counseling professional, the development of comprehensive school counseling programs, and student development as a whole. Make sure to identify any additional or unanswered questions that relate to your continued training on that theme.

### RLT 3 – student development

#### *Literature Review*

TSC- Ch 3; NCDA website; ASCA Ch 4 and p. 102-107

Review Child and Adolescent Development - Piaget's and Kohlberg's stages of development.

#### *Developmental Observations*

Each member of your group needs to complete 1 hour of observation of students at a particular developmental level. As a group, you need to cover each level of schooling (at least one person observe elementary-aged students, one middle school-aged and one high school aged; if there are 4 in your group, you may choose to break up elementary into early [K-2] and middle elementary [3-6] or observe preschool-aged children as the fourth area). These observations can be done in schools and classrooms, recreational settings such as the mall, a basketball game, or a playground, daycare settings, after-school programs, etc.

#### *Student interview*

With the written permission of a parent, each group member will interview a child age 8 or above. Be sure to focus specifically on their perspective of being a child. What is it like? What does it mean to "grow up"? What do adults do that are helpful? What do they wish that adults knew about being a person their age? The goal of this activity is to get the child's own theory of child development.

#### *Developmental Discovery*

Meet with your group members after observations and interviews have been completed and discuss the following (some class time will be reserved for this, but you may need to complete your discussions outside of class):

- 1) What are kids learning at each stage?
- 2) How do they think and reason?
- 3) How do they learn?
- 4) What are they interested in? Not interested in?
- 5) How long can they keep their attention to something?
- 6) How do the stages of development match what you experienced? How do they differ?

*Reflection 3*

Looking at the learning components, and then the action components, was the outcome what you expected? What questions were answered for you and what questions came out of this experience? How did your perspective change? What were the “aha” moments of this exercise?

You will have the opportunity to present your RLT experience to the class in 10-15 minutes. You are encouraged to be creative and all group members participate in the process.

**Grades**

All assignments/tests are graded on the below percentage & point system:

*Course Requirement points*

Attendance and Class Participation	75 points
Counselor Competencies	20 points
Communication	40 points
Active Learning	20 points
RLT 1	100 points
RLT 2	100 points
RLT 3	100 points

*Percentage System                      Final points*

A = 90% to 100%	455 - 410
B = 80% to 89%	409 - 364
Below 336 – Remediation plan to stay in CED program	

*Please see me if you have any questions about the course.*

**Course Schedule**

<b>DATE</b>	<b>TOPICS/PRESENTATIONS</b>	<b>READINGS/ASSIGNMENTS</b>
<b>August 27</b>	Introduction & syllabus Intro to ASCA Model	<i>School counselor competencies</i>
<b>September 3</b>	Counseling theories in schools	ASCA Chpt. 1 Stone & Dahir, Chpts. 1 & 2
<b>September 10</b>	Resiliency Counselor roles	Stone & Dahir, Chpt. 3 ASCA Chpt. 2
<b>September 17</b>	Leadership Collaboration	Stone & Dahir, Chpt. 4 ASC 3 & 4
<b>September 24</b>	Presentations Advocacy/systemic change Ethics	Stone & Dahir, Chpt. 5 ASCA 5 <b><i>RLT 1 due</i></b>
<b>October 1</b>	SEMSCA	Stone & Dahir, Chpts. 6 & 7

<b>October 8</b>	No Class - on line discussion	Stone & Dahir, 8 & 9 <i>Communications due</i>
<b>October 15</b>	Special needs Safety	Stone & Dahir, 10 & 11
<b>October 22</b>	Counselor visits “Speed counseling”	Stone & Dahir, 12 & 13
<b>October 29</b>	Presentations of RLT 2 Anti-bullying information	<i>RLT 2 due</i> Olweus Chpt. 1
<b>November 5</b>	Crisis response in schools Suicide	<i>Crisis manual</i>
<b>November 12</b>	Relevant issues in school counseling Debate	Assigned readings
<b>November 19</b>	Career & college ready Portfolios MACAC	Stone & Dahir, Chpt. 14 Ed Trust
<b>December 3</b>	Presentations on RLT 3 Evaluation	Stone & Dahir, Chpt. 15 <i>RLT 3 due</i>

**University Expectations and Resources:**

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment To Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged

member of our class and community. Campus resources for students:  
<http://www.winona.edu/diversity/estatement.asp>.

### **Graduate Student Resources:**

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, ([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

- RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))
- UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

- *UCR Learning Center - Rochester* - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
- *Writing Center - Winona:* The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>