

Fall 2014

CE 635 Syllabus: Orientation to School Counseling

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Winona State University
Department of Counseling Education
CE 635: Orientation to School Counseling
Rochester – East Hall 111
Fall 2014 – Thursdays 5-8pm

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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. (2013). *The transformed school counselor.* Boston, MA: Houghton Mifflin Company.

Other Required Readings

Other required readings (including course materials such as the course syllabus) can be found under Content on the D2L website: <HTTPS://winona.ims.mnscu.edu/index.asp>. You can access D2L with your ID and password. If you have not set up your ID or password, or have forgotten it, please contact Information Technology at <http://www.winona.edu/it/>.

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.

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 **via phone** before the missed class. 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.

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise while you are in class.

Laptop/PDA Policy:

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor. Use without permission will result in a lower participation grade for that class.

Assignments

School counselor competencies (25 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 letters (20 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.

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

Peer Dialogue

Prior to your reflective response to the RLT, you will be given an opportunity in class to discuss your readings, observations, and interviews. During this time, note emerging themes, similarities and differences, and questions you have about this program or school counseling programs in general.

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 (6th 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 | 25 points |
| Letters | 20 points |
| RLT 1 | 100 points |
| RLT 2 | 100 points |
| RLT 3 | 100 points |

Percentage System

Final points

| | |
|---|-----------|
| A = 90% to 100% | 420 - 378 |
| B = 80% to 89% | 377 - 336 |
| Below 336 – Remediation plan to stay in CED program | |

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

Course Schedule

| DATE | TOPICS/PRESENTATIONS | READINGS/ASSIGNMENTS |
|---------------------------|---|--|
| August 28, 2014 | Introduction & syllabus Intro to ASCA Model | <i>School counselor competencies</i> |
| September 4, 2014 | Counseling theories in schools | ASCA Chpt. 1 Stone & Dahir, Chpts. 1 & 2 |
| September 11, 2014 | Resiliency Counselor roles | Stone & Dahir, Chpt. 3 ASCA Chpt. 2 |
| September 18, 2014 | Leadership Collaboration | Stone & Dahir, Chpt. 4 ASC 3 & 4 <i>Email MSCA board member</i> |
| September 25, 2014 | Email sharing Presentations | Stone & Dahir, Chpt. 5 ASCA 5 <i>RLT 1 due</i> |
| October 2, 2014 | Advocacy/systemic change Ethics | Stone & Dahir, Chpts. 6 & 7 <i>Email legislator</i> |
| October 9, 2014 | Email sharing ASCA Model Accountability | Stone & Dahir, 8 & 9 |
| October 16, 2014 | Special needs Safety | Stone & Dahir, 10 & 11 |
| October 23, 2014 | Counselor visits “Speed counseling” | Stone & Dahir, 12 & 13 Olweus chpt. 1 |
| October 30, 2014 | Presentations of RLT 2 Anti-bullying information | <i>RLT 2 due</i> Olweus Chpt. 1 |

| | | |
|--------------------------|---|--|
| | | <i>Crisis manual</i> |
| November 6, 2014 | Crisis response Suicide | |
| November 13, 2014 | Relevant issues in school counseling Debate | Assigned readings |
| November 20, 2014 | Career & college ready Portfolios MACAC | Stone & Dahir, Chpt. 14 Ed Trust |
| December 4, 2014 | Presentations on RLT 3 Evaluation | Stone & Dahir, Chpt. 15 <i>RLT 3 due</i> |

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, 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.

ACCOMMODATIONS: If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/disabilityservices/>

STUDENT GRIEVANCES: Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are available online at: <http://www.winona.edu/sld/studentpolicy.asp>

PLAGIARISM AND CHEATING: 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/studentpolicy.asp#ACADEMIC_INTEGRITY_POLICY

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/culturaldiversity/>

SEXUALLY EXPLICIT MATERIAL POLICY: As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel

that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or advisor.

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.