

Fall 2012

CE 635 Syllabus: Orientation to School Counseling

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Fall 2012
Orientation to School Counseling
CE 635
(3 semester hours)**

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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.

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. (List of campus resources can be found in Appendix A).

REQUIRED TEXTS

Dahir, C. A. & Stone, C. B. (2012). *The Transformed School Counselor* (2nd ed.). Belmont CA: Brooks/Cole Cengage Learning. ISBN 0840034059

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

RECOMMENDED TEXTS

American School Counselor Association (2005). *The ASCA national model: A framework for school counseling programs*, second edition. Alexandria, VA: Author. ISBN 1929289022

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.
5. Design classroom guidance lesson plans, which are developmentally appropriate, preventive or responsive to the needs of particular students, and align to ASCA National standards.
6. Utilize 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. Observe current school counseling programs, and discuss observations using critical thinking and solution-focused methods of examination.

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 & 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.

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 you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible. Missing two classes results in a reduction in one letter grade.

Late or Unfinished Assignments

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of Incomplete (I) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

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.

COURSE ASSIGNMENTS

Exams 1 & 2 (50 points each)

Two exams will be given during the semester. The exams will consist of multiple choice questions, true/false questions, and/or short answer questions.

Field Experience (75 points)

You will write a 10-12 page paper pertaining to the following field experiences. Your paper should include three sections: factual information/observations, your conceptualization of the experiences, and your professional identity as a school counselor. The paper should be clearly organized, integrate information from your field experiences and readings from text to inform your professional identity, and conclude with implications for your professional practice as a school counselor.

A. Shadow 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. 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.

B. Participant Observer in a School Counseling-Related Activity

With the help of the counselor in the building, following your shadowing experience described above, you will select a school related event, function, or meeting to attend as a participant observer (i.e., you are not responsible for facilitating the event, but rather will be carefully observing, with the option to participate if the participation has been pre-planned with the counselor. Your primary responsibility will be to carefully note the content and process of the activity, with particular attention to its impact on students and their learning, on the school staff, and on the school as a part of a larger community system (e.g., parents, community members, school board). Examples of school related events include, but are not limited to: IEP meetings, child study or multidisciplinary team meetings, staff development meetings, parent-teacher conferences, school board meetings, support groups, school-agency collaboration, after-school tutoring, mentor programs, etc.

C. Site Interviews

Conduct an interview with 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:

1. What is your background education and training that prepared you to be a school counselor? Any specialized training (such as play, crisis, etc.)?
2. How many years have you served as a school counselor?
3. How many school counselors are in your school?
4. What is the counselor/student ratio at your school?
5. What is/are your favorite, least favorite counseling activities, and why?
6. How long are individual and/or group counseling sessions?
7. What are the school’s expectations regarding the role of the counselor?
8. How does the counselor spend his/her time? If you had to break down your week into percentages, what percentage do you spend in various tasks/activities?
9. What are the duties (or job description) of the school counselor? What are your administrative duties if any?
10. What is the philosophy or mission statement of the school? How does the counselor contribute to that mission?
11. How is the school organized and administered?
12. How is the counselor evaluated?
13. How is your role as a school counselor different than you expected it to be?
14. What is your advice/tips for graduate students preparing to be school counselors?

Special Topics Research Paper/Guidance Lessons

Research Paper (50 points)

Often administrators, parents, and teachers will turn to you when they have a limited understanding of a process (such as 504 or IEP development) or specific student needs. You will find that you will be providing education and training on such topics. This assignment prepares you for your future role in raising awareness and providing training in such areas.

With a partner, you will select a specialty topic (ex: grief, ADHD, cyberbullying, alcohol use, suicide, dyslexia, autism, etc.) and complete a literature review on the topic.

- You must include the following specific topics to include in your literature review:
 - The issue and its prevalence in schools, with specific populations (e.g. gender, ethnicity, social class, etc.)
 - The symptoms associated with the issue
 - Evidence- based interventions for school counselors to utilize when working with students who present with the issue
 - Interventions that school counselors can present to teachers and/ or parents to assist the student (note specific theoretical orientation regarding interventions)

The length of the paper (including references) should be 8-10 pages. The paper should be written utilizing APA style and must include at least seven scholarly references (not including websites).

Guidance Lessons (35 points)

With your partner, you will design five guidance lessons pertaining to your topic. It is expected that any school counselor could read your lesson plans and implement them in a school setting.

Lesson plans should include the following:

- Specific grade level
- ASCA Standard and Benchmark
- Lesson Title
- Topic Description
- Measurable Objectives (Essential Learnings – “The student will...”
- Materials
- Activity/Procedure (with adaptations for students needing accommodations)
- Discussion Questions
 - Content (check for understanding)
 - Personalization (make it meaningful)
- Plan for assessment
 - May not be that day, but how will you assess your effectiveness and the student’s learning?

Poster Presentation (50 points)

With your partner, you will design a poster presentation based on your literature review. The poster should appear professional and include key points and interventions from your review. You are encouraged to present your poster at a local, state, or national conference.

Assignment	Points
Exam 1	50
Exam 2	50
Field Experience	75
Research Paper	50
Guidance Lessons	35
Poster Presentation	50
Total Points	310

GRADING SCALE

- 100-93%: A
- 92-86%: B
- 85-79%: C
- 78-72%: D

Tentative Course Schedule

ate	Topic	Assigned Reading	Assignments Due
August 30	New Vision of 21 st -Century School Counseling	Dahir & Stone 1	
September 6	Counseling Theory; Counseling Practice	Dahir & Stone 2, 3	
September 13	Ethical Legal & Professional Issues in School Counseling	Dahir & Stone 6	
September 20	Leadership & Advocacy	Dahir & Stone 4, 5	
September 27	Middle School Counseling Panel; Implementing the ASCA National Model	Dahir & Stone 7	
October 4	D2L: ASCA National Model Discussion; Work Day		Field Experience Paper Due
October 11	High School Counseling Panel; ASCA National Model – Accountability and Data-Driven Decision Making	Dahir & Stone 8	
October 18	Exam 1		Exam 1
October 25	D2L: Work Day		
November 1	Creating a Safe, Supportive, and Respective School; Diversity	Dahir & Stone 9, 11	
November 8	Consultation & Collaboration	Dahir & Stone 12, 13	Bring draft of research paper/guidance lessons to class
November 15	Career; Working with Special Needs Students	Dahir & Stone 10, 14, 15	Bring draft of research paper/guidance lessons to class
November 22	Poster Presentations		Research Paper/Poster Due
November 29	No Class - Thanksgiving Break		
December 6	Exam 2		Exam 2

RUBRICS

FIELD EXPERIENCE PAPER

Shadow a school counselor - completed			5
Participant observer in a school counseling related activity - completed			5
Site Interview - completed			5
Factual Information/Observations			15
Conceptualizations of the Experiences			15
Professional Identity as a school counselor			15
Paper is organized and integrates information from field experiences and readings			10
Includes a thorough discussion of implications for professional practice as a school counselor			5
Total Points			75

RESEARCH PAPER

Issue is clearly described – prevalence indicated			5
Symptoms associated with the issue were identified and discussed			5
Evidence- based interventions for school counselors to utilize when working with students who present with the issue were described			15
Interventions that school counselors can present to teachers and/ or parents to assist the student were clearly identified and discussed. Specific theoretical orientations regarding interventions were noted.			10
APA style was utilized and appropriate; Length of paper was appropriate; Scholarly references were utilized			10
Paper was organized and free of grammatical errors, spelling errors, etc.			5
Total Score			50

GUIDANCE LESSONS

Specific grade level identified			1
ASCA Standard and Benchmark included			2
Topic Description was clearly described			2
Objectives were clearly stated and measurable			5
Activity/Procedure was appropriate for grade level and creative			10
Discussion Questions were specific and reflected upon content and meaning			10
Plan for assessment was specific and appeared to assess effectiveness			5
Total Points			35

POSTER PRESENTATION

Key points from literature were included			15
References were cited and APA style was utilized appropriately			10
Presentation was organized and free of grammatical errors, spelling errors, etc.			10
Poster appeared professional and creative			15
Total Points			50

APPENDIX A: STUDENT NOTICES

Diversity Statement:

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice:

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, etc.

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 toys that make any noise.

Recording Policy:

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed.

Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 (www.winona.edu/inclusion-diversity/)
- Access Services (formerly Disability Services), Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 (www.winona.edu/counselingcenter/)
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (<http://www.winona.edu/tutoring/>)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Tau 313, 457-5370 (<http://www.winona.edu/mathematics/mac/>)
- Advising Services – Warrior Success Center, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support Services* and *the Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.

- If you have a disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, please visit Access Services as soon as possible.
- College can be very stressful. The *Counseling and Wellness Services* office is here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- For help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in the Library (220) or go on-line and use *TutorTrac* to schedule a session.
 - For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
 - For help specifically with understanding math concepts and solving math problems, the *Math Achievement Center (MAC)* is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Tau 313 and provides free tutoring for all students in math, statistics, or math education courses. The center is open Mon-Fri, and Sunday evening.
- The GLBTA Advocate can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.

Rochester Campus Resources

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, rochsss@winona.edu (www.winona.edu/rochester/)
- WSU Inclusion and Diversity Office, Kryzsko Commons Room 236, Winona Campus, 507-457-5595 (www.winona.edu/inclusion-diversity/)
- WSU Access Services, Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- RCTC Counseling Center, UCR Room SS 133, 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306, 285-7182
- GLBTA Advocate, contact Counseling and Wellness Services in the Integrated Wellness Center on Winona's campus (457-5330) for the name and number of the current Advocate
- Advising Services – Warrior Success Center, Maxwell 314, 507-457-5878 (www.winona.edu/advising/)

Details about Campus Resources

- Two good places to help you find resources of all kinds are the *WSU-Rochester Student & Campus Services Office* and the *WSU Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of 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 Winona in Kryzsko Commons Room 236, and they can be reached at 457-5595.
- If you have a disability, WSU Access Services can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall and they can be reached at 457-5878. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the Access Services as soon as possible.
- College 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, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. WSU counselors in Winona are located in the Integrated Wellness Complex (room 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.
- For help with writing and the development of papers on the WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182.
- The GLBTA Advocate can direct people to GLBT resources on and off campus.