

Spring 2011

CE 645 Syllabus: School Counseling Practice

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Winona State University
Department of Counseling Education
CE 645: School Counseling Practice
Spring 2011

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Course Location: Minne' Hall, Room 109

Time: Mondays 5-8PM

Course Description: *School Counseling Practice* is a graduate level course designed to provide students with the opportunities to learn practical knowledge and skills needed for the delivery of a comprehensive school counseling program. These skills include creating a developmentally appropriate guidance curriculum; identifying, assessing and intervening with individual students with specific problem behaviors; and creating systemic interventions (e.g., group counseling, mentor programs, policy modifications) for students with similar concerns. The focus of the course will be developing competencies needed for the school counseling practicum and internship sequence. 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. *Prerequisites: CE 601 and CE 635.*

Required Texts:

Erford, B. T. (2011). *Transforming the School Counseling Profession, 3rd edition*. Upper Saddle River, NJ: Pearson Education, Inc.
Jenson, W.R., Rhode, G., Reavis, H. K. (1994). *The Tough Kid Tool Box*. Longmont, CO: Sopris West.
Vernon, A. & Clemente, R. (2004). *Assessment and Intervention with Children and Adolescents*. American Counseling Association.

from previous courses:

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

Recommended Texts:

Parsons, R. D. (2007). *Counseling Strategies That Work!: Evidence-Based Interventions for School Counselors*. New York: Pearson.

Other Readings

** Additional required readings as listed in your course schedule can be found on Desire to Learn (D2L) at <https://winona.ims.mnscu.edu/>. You can access D2L with your Warrior ID and password.

Course Objectives:

Students will:

1. Apply knowledge of developmental theory to classroom guidance curriculum design and delivery.
2. Design interventions that are theoretically and empirically based befitting to children's and adolescents' presenting concerns and developmental level.
3. Accurately synthesize various types of information into a case conceptualization and action plan.
4. Collaborate with pre-service special education teachers on a functional behavior assessment and behavior intervention plan.
5. Express awareness of multicultural considerations in working with special populations and cultural groups.
6. Identify necessary components of individual counseling sessions and individual student planning sessions.
7. Demonstrate basic knowledge of behavioral characteristics of individuals with exceptionalities, disabilities, behavior disorders, mood disorders, victims of abuse and individuals who are using alcohol or drugs.
8. Discuss the role of the school counselor in various child and adolescent school situations.
9. Utilize technology to analyze data in decision-making for systems of students.
10. Articulate the school counselor's role in crisis planning, response and follow-up.

Course Requirements:

Attendance and Class Topical Discussion

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 engaging in reflective discussion of course readings. Professional conduct is a requirement in school counseling and of this course. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible. Points will be given for attendance and participation.

Being prepared for class by reading the assigned material is also part of your professional preparation. This work prepares you with 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. Late work will be penalized, unless mutually agreed upon by the instructor and student. If for some reason, a student has difficulty meeting the course expectations, students are responsible for notifying the instructor immediately.

Developmental Papers

This assignment combines developmental theory with classroom lesson design. You will write 4 2-3-page papers. Each paper will summarize the typical student in cognitive, behavioral and affective terms at one of the four following stages of development: early childhood, middle childhood, early adolescence and middle adolescence. Following the developmental summary, detail a lesson plan that would be appropriate to that stage of development. Then, make sure to thoroughly explain why each lesson plan is appropriate for the stage you have chosen. These lesson plans should be aligned with the American School Counselor Association National Standards (designate and write out which standard you are choosing). The lesson plans should also

include student objectives (essential skills or learnings), a description of the content and activity, a plan to meet all students needs (accommodations, secondary and tertiary prevention) and a plan for assessment (may not necessarily be completed with the lesson plan – could be done with a later lesson).

Functional Behavior Assessment/Behavioral Intervention Plan Reflection

You will obtain permission to observe one student at a school for 30-60 minutes. During that time, you will complete a Functional Behavior Assessment (FBA) of that student. Included in that FBA is a time on task assessment using the BASC observation form. With that FBA and the other information you have gathered, you will put together a Behavior Intervention Plan (BIP) for that student by collaborating with a pre-service teacher from another class (during class time). After collaborating with the pre-service special education teacher, you will turn in a typed version of your observations, a report of the FBA and BASC results and a thorough discussion of your plan for intervention (BIP).

Group Presentation

Students will work in groups of 3-4 to research, plan and deliver a 20-25 minute presentation on an assigned topic with a 5-10 minute time for discussion. The topic must be chosen from one of the following: Attention Deficit Hyperactivity Disorder (ADHD/ADD), Pervasive Development Disorders, Learning Disabilities, Anxiety Disorders, Attachment Disorders, Mood Disorders, Giftedness, or Mental Retardation.

Groups should prepare the presentation for parents and community members, and present information about the topic to that audience's perspective. The presentation should be both informative and therapeutic (assume the audience is having a problem with this topic). Compile and share educational information about the topic in handouts or brochures and use or offer research-based interventions that may be appropriate for the audience's needs. Presenters should hand in the following to the instructor: an outline of the presentation, copies of any presentation materials (including Powerpoints, brochures/handouts, posters, etc.), a typewritten description of the intervention plan such as support for the students and/or parents, and a reference page (with at least 5-7 *scholarly* references, any resources you recommend to your audience including any video clips you use).

Case Conceptualization Paper

Each student will be given an individual case of a K-12 student the week before Spring Break. The student is responsible for drafting a potential individual intervention plan, drawing on their knowledge of counseling theory, child and adolescent development, and research-based interventions to create a case conceptualization. Students should use a variety of resources and materials for their paper to determine best practices for intervention with this type of student. The plan should be realistic and developmentally appropriate. Students will briefly share their case with the class and will have the opportunity to consult with other students in the class about their case at that time. A 6-8 page synthesis of the case plan should include a detailed description of the student including developmental history, presenting concerns, and academic considerations.

Grades are based on the following percentages:

Attendance and Class Participation	10% of grade
Developmental Papers	40% of grade
FBA/BIP Collaboration Paper	15% of grade
Group Presentation	15% of grade
Case Conceptualization	20% of grade

Grade Distribution:

- A =100-90%
- B = 89-80%
- C= 79% -70%
- D=69% or below

This Course intends to meet the following CACREP School Counseling Standards:

A. Knowledge

6. 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.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

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.

COUNSELING, PREVENTION, AND INTERVENTION

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.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. 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.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

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.
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.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
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.
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.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
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.

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
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

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.*

L. Skills and Practices

1. *Conducts programs designed to enhance student academic development.*
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

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.*
7. *Knows school and community collaboration models for crisis/disaster preparedness and response.*

N. Skills and Practices

1. *Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.*
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.*
4. *Uses peer helping strategies in the school counseling program.*
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

P. Skills and Practices

1. *Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.*
2. *Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).*

OTHER INFORMATION REGARDING THIS COURSE:

ACCOMMODATIONS: I would like to hear from anyone who has a disability which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours. You can also access Student Disability Services on campus: ds@winona.edu

STUDENT GRIEVANCES: Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are also 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). Your suggestions are appreciated.

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.

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