

Spring 2002

CE 645 Syllabus: School Counseling Practice

Winona State University

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School Counseling Practice
Counselor Education 645, 3 s.h.

1. Course Description: This course addresses important conceptual and practical issues of effective school counseling practice, with an emphasis on the critical importance of proactive, primary prevention applications which positively impact student development. Developmental guidance curriculum, consultation, advocacy, and resiliency concepts will be presented. Letter grade only.

2. Major focus and objectives of the course: Students will:

- 2.1. Understand and be able to apply the major cognitive-developmental theories to their work as school counselors.
- 2.2. Understand developmental counseling as a primary prevention helping process.
- 2.3. Understand the concepts necessary to identify students' stage-appropriate behavior and developmental needs.
- 2.4. Increase their knowledge and skills related to the implementation of developmental guidance curriculum.
- 2.5. Increase their knowledge and skills related to consultation in the schools.
- 2.6. Increase their knowledge and skills related to multiple perspectives on the helping process, including advocacy, resiliency and asset-building.
- 2.7. Demonstrate direct application and intervention skills of the concepts addressed in the course.
- 2.8. Become familiar with research and applications in the field.

3. Course outline:

- I. Basic concepts – perspectives on school counseling
 - A. Traditional view – post-Rogerian influence
 - B. Developmental view – primary prevention
 - C. Advocacy, leadership – Education Trust
- II. Domains of development
 - A. Piaget – cognitive development
 1. Basic concepts and terminology
 2. Stages of development
 3. Implications and applications
 - B. Kohlberg – moral development
 1. Stages of development
 2. Implications and applications
 - C. Neo-Kohlbergians
 1. Gilligan

2. Rest – Defining Issues Test
- III. Developmental applications in the schools
 - A. Deliberate Psychological Education curriculum model
 - B. Lickona – educating for character
 - C. Other applications
 - IV. Case studies in applied moral reasoning and action
 - A. Gandhi
 - B. Politics
 - C. Recent community examples
 - V. Consultation
 - A. Concepts
 - B. Rationale
 - C. Models of consultation
 1. Generic (Dougherty)
 - a. Entry
 - b. Diagnosis
 - c. Implementation
 - d. Disengagement
 2. Mental health (Caplan)
 3. Organizational (Korpius, Schein, Blake and Mouton)
 - D. Issues
 1. Roles
 2. Communication
 3. Resistance and conflict
 4. Ethical issues
 5. Internal vs. external consultants
 - VI. Resiliency
 - A. Paradigm shift: pathology to resiliency
 - B. Basic concepts
 - C. Challenge model (Wollin)
 - D. Developmental assets (Benson/search Institute)
 - VII. Advocacy
 - A. Counselors as agents of social change (Lee)
 - B. Transforming School Counseling (The Education Trust)
4. Basic instructional plan and methods utilized
 - 4.1 Lecture/discussion
 - 4.2 Cooperative learning teams
 - 4.3 Videotaped examples and vignettes
 - 4.4. Action learning and case studies

4.5. Field experience project

5. Course requirements and evaluation

- 5.1. Written homework assignments to demonstrate understanding of concepts
- 5.2. Critical analysis papers of readings
- 5.3. Collaborative consultation project
- 5.4. Gandhi case study and applied social action project
- 5.5. Developmental guidance curriculum project

6. Texts

Lickona, T. (1991). Educating for Character: How our schools can teach respect and responsibility. New York: Bantam.

Myrick, R.D. (1997). Developmental guidance and counseling: A practical approach. (3rd Ed.). Minneapolis: Educational Media Corporation.

Parsons, R. D. (1996). The skilled consultant: A systemic approach to the theory and practice of consultation. Boston: Allyn & Bacon.

or

Dougherty, A.M. (1994). Consultation: Practice and perspectives in school and community settings (2nd Ed.). Pacific Grove, CA: Brooks/Cole.