

**Winona State University**  
**Department of Counseling Education**  
**CE 635: Orientation to School Counseling**  
**Fall 2010**

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**Course Location:** Minne' Hall, Room 105

**Time:** Monday 5-8PM from August 23 – December 9, 2010

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

Stone, C.B., & Dahir, C.A. (2006). *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.
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. 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.

### 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.

### **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.

### **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*

### Goal Statements (due August 20<sup>th</sup> – first draft; November 29<sup>th</sup> – final draft)

At the beginning of the semester, you will be asked to write 5 school counseling program goals you would like to implement once you are a school counselor in the field. With your goal statements, please provide a demographic representation of the school you hope to serve. These demographic representations should be fictional schools; however, you may base your description on a real school. Please consider your idea of a strong school counseling program for this school at this time. These *thoughtful* considerations of the criteria that make a strong school counseling program should be evident in your first draft of your goals. Along with the goals, please include a succinct explanation (no longer than a paragraph) of the rationale for each goal.

As the course continues and you learn more about model school counseling programs, reflect how goal-setting can help the school counselor to be accountable and effective. At the end of the course, revise and/or expand these original goals to reflect your new understanding of the expectations of the school counselor, the role of the school counselor based on the ASCA National Model, and recognition of components of a comprehensive, developmentally appropriate school counseling program. In your final draft of goals, make sure your goals are *measurable* in nature, and include *a plan for data-collection or a system of accountability* for each goal area.

### Reflective Learning Tasks

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 – Leadership, Advocacy and Systemic Change (in groups of 2-3) – Due October 4, 2010

With a partner, identify a specific population that has a potential barrier to student success in

schools (e.g., American Indian students, Bi-sexual students, migrating students, students with learning disabilities, students from low income families, etc.). The goal of RLT 1 is for you to identify needs of the specific population, read literature about interventions to support these particular needs, and present this information to the class.

### *Literature Review*

Required: TSC – Ch 1, 4, 5, 11, 10; ASCA - Intro, Ch1 and p. 79-101, Ch2, Ch 3, p. 142-150 Henfield, 2008\*; Milsom, 2007\*; Amatea & West-Olatunji, 2007

Suggested:

Visit National Center for Transforming School Counseling at <http://www.edtrust.org/dc/tsc>

### *Determine the Needs of this Group*

Find 2-4 additional readings related about your specific population relating to counseling supports or interventions. [Email the citations to Dawnette in APA format, and she will compile a master list for all students so that everyone has them as resources.]

### *Develop Your Support System*

Generate a list of questions you have about serving this population as a professional school counselor. Then, identify a person or a group who is already an advocate for this specific population, and make a connection with that person or group (e.g., email, phone, scheduled meeting). Ask the supporter to answer your questions in an interview or questionnaire format.

### *Reflective Response 1 – Advocacy Presentation#*

Prepare a presentation to a specific audience (e.g., a group of classroom teachers, a grantor, parents, school administration) in which you share information about this population from your readings and connection with your support system. [Remember: Advocates should always consider if the student wants support in advocating (autonomy!). For the sake of this assignment, we will act as if we are advocating with the permission of the particular population.] After your presentation, facilitate a short discussion with the class to generate or make recommendations (advocate) for school-based support of this specific population. [The presentation and discussion should last no more than 8 minutes. Make sure all students are involved in the presentation and/or facilitation]. #see presentation rubric for grading on D2L under Content

## 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: \*

### *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. 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. (\*see Title)

### *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.

### *Site Interviews*

Conduct two site interviews, one with the school counselor and one with another person involved with the school, including, but not limited to: school principal, special education teacher, classroom teacher, food service worker, parent of a student in the school system, para-educator, G/T teacher, and superintendent. [Please note: these interviews should be conducted in addition to your 4 hour observations.]

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 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 possible

### *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 (6<sup>th</sup> edition) that is due December 6, 2010. 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.

### Group Guidance Curriculum and Collaboration Project – in groups of 3-4 – due November 8, 2010

#### *Literature Review*

TSC- Ch 8, 12, 2, 3, 6, 7; NCDA website; ASCA Ch 4 and p. 102-107

Review Child and Adolescent Development PowerPoint on D2L – Piaget's and Kohlberg's stages of development.

Review Lesson Plan Development PowerPoint on D2L

#### *Developmental Observations*

Each member of your group needs to complete 2 hours (not necessarily all in one sitting) 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.

#### *Developmental Discovery*

Meet with your group members after observations 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?

#### *Developmental Curriculum Development*

Then, decide what three different grade levels you will be choosing for development of your groups' lesson plans. You and your partners are to collaborate on and turn in three lesson plans on a topic of your choice. This topic should align with one or more of the ASCA National Standards in one or more of the academic, career and personal/social domains. You should work together as if you are counselors in the same school system at each of the elementary, middle and high school levels that are aligning your curriculum. Therefore, the curriculum should help the students develop in a particular area as they move through the school system.

Lesson Plans should include the following:

- 1) ASCA Standard and Benchmark
- 2) Lesson Title, Unit Title, Grade Level
- 3) Topic Description
- 4) Measurable Objectives (Essential Learnings) [The student will...]
- 5) Materials
- 6) Activity/Procedure (with adaptations for students needing accommodations)
- 7) Discussion Questions
  - Content (check for understanding)
  - Personalization (make it meaningful)
- 8) Plan for assessment (may not be that day, but how will you assess your effectiveness and the student's learning?)

For your group, turn in **ONE** curriculum plan together, which should include all lesson plans and any materials you have created (make sure to cite your sources in APA format if you use someone else's materials!). Write an explanation of ways the lesson can be modified to fit particular audiences/needs. Include a brief explanation of how one lesson builds upon the other lesson if it is not evident. Also include an explanation of what you hope the student will accomplish by the time the student graduates, and a plan for remediation if you find a student is struggling with this particular skill/essential learning.

#### **Grades**

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your Final grade. The percentage system is below:

#### *Percentage System*

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

*Weighted Course Requirements*

Attendance and Class Participation	10% of grade
Goal Statements	10% of grade
RLT 1	30% of grade
Group Guidance Curriculum and Collaboration Project	20% of grade
RLT 2	30% of grade

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

**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](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.