



Knowledge to Go Places



Colorado State University
School of Education
Course Outline for ED550
**Orientation to Professional School
Counseling**
Section 01; M-F 5:00-7:59
Summer 2009

NCATE

The Standard of Excellence
in Teacher Preparation

The mission of the Colorado State University graduate program in the School of Education is to model and guide leadership by facilitating learning, discovery, inclusion, and positive change.

The mission and goal are captured in the following theme:
"Leading learning communities."

The Counseling and Career

Development program prepares professional counselors to help people of all ages develop the self awareness, exploration and decision making skills needed to live effective lives within a pluralistic society.

Instructor: Dr. Laurie A. Carlson

Office: 226 Education

Office Hours: 3:00-4:00 M, W and by appt.

Phone: 491-6826

E-Mail: laurie.carlson@colostate.edu

Class Website: <https://ramct.colostate.edu/webct/entryPageIns.dowebct>

Credits: 3 (3-0-0)

Prerequisites: None

Catalogue Description: Administrative, supervisory process in relationship to guidance program; law, ethics; program development; other aspects of pupil-personnel services.

Required Texts

Dollarhide, C. T., & Saginak, K. A. (2008). *Comprehensive school counseling programs: K-12 delivery systems in action*. Boston: Pearson Education, Inc.

American School Counselor Association. (2005). *The ASCA national model for school counseling programs (2nd ed)*. Alexandria, VA: Author

American School Counselor Association. (2005). *The ASCA national model workbook: A companion guide for implementing a comprehensive school counseling program (2nd ed.)*. Alexandria, VA: Author

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

Course Description: The topics examined in this course include the following: (a) history and philosophy of school counseling; (b) introduction to the professional standards as indicated by both the American Counseling Association and the American School Counseling Association; (c) developmental and comprehensive school counseling program development; (d) overview of essential program components outlined in the ASCA national model.

Upon completion of this course students will be able to:

1. articulate an understanding of major developments and important professional figures in the history of school counseling and guidance programs.
2. utilize strategies to promote, develop, and enhance effective teamwork within the school and larger community.
3. articulate theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.
4. demonstrate knowledge and skills necessary for conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.
5. describe and critically evaluate such ancillary programs as peer helpers, teachers as advisors, and conflict mediation.
6. identify needs of a diverse student body and articulate how those needs can be met by the professional school counselor.
7. demonstrate an understanding of how to coordinate service delivery for students.
8. demonstrate an ability to access essential resources.
9. produce documentation concerning the ability to construct a needs assessment instrument based upon a school's vision and a community's core values.

Knowledge Base: This course is an advanced level course for students enrolled in the graduate program, Counseling/Career Development. The knowledge base of this course is founded in the experience of the instructor, current and historical literature related to school counseling and guidance programs, and textual material as well as computer and video resources utilized in the course. The overall purpose of this course is to provide the foundational preparation necessary for professional school counselors to effectively plan, implement, and evaluate comprehensive school counseling services.

Instructional Methodology: This course is designed to model a constructivist learning environment that honors the skills and knowledge of the students in the course. Course content will be covered primarily through student-led discussions and interactive classroom activities.

Core Objectives: (CACREP Standards Indicated Below Objective)

1. *Orientation to the K-12 educational system*

- A2: relationship of the school counseling program to the academic and student services program in the school.
- A6: knowledge of the school setting, environment, and pre K-12 curriculum.

2. *The history of professional school counseling*

- A1: history, philosophy, and current trends in school counseling and educational systems.

3. *The role and function of professional K-12 school counselors, including:*

- A3: role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. *Individual and group counseling, and classroom guidance in schools*

- C2a: individual and small-group counseling approaches that promote school success, through academic, career and personal/social development for all.
- C2b: individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development.

5. *Consultation*

- C3b: theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parent, community groups, agencies, and students as appropriate.

6. *Collaboration and coordination of services*

- A9: knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.
- B2: coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students.
- C2f: constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.
- C2g: systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.

7. *Advocacy both for the profession and students*

- B1: advocacy for all students and for effective school counseling programs.

8. *Understanding the community and culture*

- A6: knowledge of the school setting, environment, and pre K-12 curriculum.
- A9: knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.

- B2: coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students.

9. Identifying and prioritizing needs

- A9: knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.
- B2: coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students.
- B6: methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs.
- C1d: identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies.
- C1e: Preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program.

10. Professional Identity and Leadership Development, including field research and professional organizations

- A4: strategies of leadership designed to enhance the learning environment of schools.
- C1f: strategies for seeking and securing alternative funding for program expansion.

Evaluation Criteria for all Components:

It is expected that enrolled students will (a) attend class, (b) be on-time for class meetings, (c) read the textbooks and supplemental materials, (d) and participate through class discussions, web-based discussions, role-plays and other class activities.

Student evaluation will be grounded in the development of an electronic professional portfolio. A template and guidelines will be distributed to all students at the beginning of the course. portfolio components will be evaluated on (a) the degree of excellence and the quality of the essential attributes; (b) fulfillment of specific criteria as outlined in the portfolio guidelines; (c) writing quality including organization, style, proofreading effort, clarity, and mechanics; d) effective utilization of appropriate technological media. Rubrics for components will be electronically available to students to guide portfolio development.

Assessment: Grades will be determined by points earned through the successful completion of the following portfolio components

<i>Assignment</i>	<i>Points Possible</i>	<i>Percentage of Grade</i>
Component 1: Job Description	10	5%
Component 2: Theories Paper	20	10%
Component 3: Systems Paper	20	10%
Component 6: Brochure	10	5%
Component 7: Student Adv./ Leadership Plan	20	10%
Component 9: Advocacy Project	30	15%
Component 11: Directory of Resources	20	10%
Component 17: Program Proposal	40	20%
Component 20: Divorce Group Plan	20	10%
Component 22: Consultation Theories	10	5%
TOTAL POINTS	200	100%

Grades will be assigned according to the following scale:

A+ = 98-100 / 98%-100%	C = 73-76 / 73%-76%
A = 93-97 / 93%-97%	C- = 70-72 / 70%-72%
A- = 90-92 / 90%-92%	D+ = 67-69 / 67%-69%
B+ = 87-89 / 87%-89%	D = 63-66 / 63%-66%
B = 83-86 / 83%-86%	D- = 60-62 / 60%-62%
B- = 80-82 / 80%-82%	F = Below 60 / Below 60%
C+ = 77-79 / 77%-79%	

Writing Expectations:

*** All writing assignments must adhere to the formats presented in the Publication Manual of the American Psychological Association (5th ed.). Follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication. As graduate students, I expect a high degree of independence and responsibility.*

COMMONLY ASKED QUESTIONS

1. Can I turn in assignments late? *I expect all portfolio components to be completed and handed in by midnight August 1, 2008. If you hand in your components late, grades are deducted as follows: 1 calendar day late = starts at a “B”; 2 calendar days late = starts at a “C”; etc. If in the case of unforeseen or very serious personal circumstances, please make an appointment to see me during my office hours.*

2. Can I have my work reviewed prior to turning it in for a grade? *I am willing to review each component once before it is due, but I must receive the component at least one week prior to the due date so there is adequate time to review it and return it. Keep in mind that large class sizes may require a longer review period. Also, in reviewing components I will only be looking for style and formatting issues, ensuring appropriate content and adequate literary support for your ideas is your responsibility as a student, and inadequacy concerning these standards may result in a low grade in spite of the fact that I had reviewed your paper.*

3. Are there any opportunities to redo work or earn extra credits? *There are no extra credit opportunities in this course. However, if in grading components, I believe that your work is below a graduate standard (typically a “C” or lower), I will return your work and give you the option of a re-do. Should you utilize the opportunity to re-do a component, understand that the highest grade that component will receive will be a “B.”*

4. What is the most effective way to resolve any questions or concerns regarding assignments or class expectations? *In general, it is not effective to address individual issues regarding assignments and course expectations during class time (this includes arrangements for absences). Most questions and concerns can not be addressed properly at the beginning of class or during class breaks. Every issue deserves my thoughtful and complete attention, so please make arrangements to see me in private.*

5. Will there be a final exam? *There will not be a final exam.*

Other Important Considerations:

1. Academic Integrity and other Student Responsibilities: The application of Colorado State University’s policies on student responsibilities, including academic integrity, as outlined in the college catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students. Further, disruptive and/or disrespectful behavior in the classroom impedes learning for all students. Disruptive behavior will be addressed, and the student may be asked to leave the classroom if such behavior continues.

2. Class Attendance: Class attendance is an important part of the learning process. As graduate students, I expect that you will make adult and appropriate decisions concerning the need to miss class, therefore, attendance will not be considered in your grade. However, be advised that you are responsible for material covered when you are not in class. This includes arranging for another student to take notes for you and collect handouts.

3. Inclement Weather: Unless the university has closed for weather related reasons, you can assume that the class is meeting. If you are unsure, call my office and check on the status of class (I have scheduled office hours prior to every class meeting). If the university has not closed and class is meeting, but you feel that coming to class would endanger yourself or others, please make the right decision for yourself. I trust that you

are capable of making adult decisions concerning such matters, and I do not want anyone to put themselves at risk.

4. Accommodations for Successful Learning: If you have a documented disability that warrants accommodations in the course, please make an appointment to see me at your earliest convenience. I am committed to facilitating your success. I am willing to make appropriate accommodations that will increase your learning opportunities in this class. If you have not already contacted the Office of Resources for Disabled Students, please do so. They are located at: 100 General Services Building; Telephone Number: (970) 491-6385.

Course Resources:

American School Counselors Association. (Refereed Professional Journal).

Professional school counselor. Alexandria, VA: Author.

Baker, S. B. (2000). *School counseling for the twenty-first century* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Bitney, J. (1996). *The no-bully program: preventing bully/victim violence at school*. Minneapolis, MN: Johnson Institute.

Bryant, B. K. (Ed.). (1994). *Counseling for racial understanding*. Alexandria, VA: American Counseling Association.

Comerci, G. D. (1992). *Eating disorders in adolescents*. Thorofare, NJ: SLACK Inc.

Criss, K. E. (1997). *Peer mediation in schools: A pathway to solving conflict*. Portland, ME, University of Southern Maine.

Capuzzi, D. (1994). *Suicide prevention in the schools: Guidelines for middle and high school settings*. Alexandria, VA: American Counseling Association.

Dougherty, A. M. (1990). *Consultation practice and perspectives*. Pacific Grove, CA: Brooks/Cole Publishing Co.

Dugger, S. M., & Carlson, L. A. (2008). *Critical incidents in counseling children*. Alexandria, VA: American Counseling Association.

Fairchild, T. N. (1986). *Crisis intervention strategies for school-based helpers*. Springfield, IL:

C. C. Thomas. Fuller, M. L., & Olsen, G. (1998). *Home-school relations: Working successfully with parents and families*. Boston: Allyn & Bacon.

Glasser, W. (1990). *The quality school: Managing students without coercion*. New York: Harper & Row, Publishers.

- Hazler, R. J. (1996). *Breaking the cycle of violence: Interventions for bullying and victimization*. Washington, DC: Accelerated Development.
- Herring, R. D. (1998). *Career counseling in schools: Multicultural and developmental perspectives*. Alexandria, VA: American Counseling Association.
- Hinkle, J. S. (1995). *Family counseling in the schools: Effective strategies and interventions for counselors, psychologists and therapists*. Greensboro, NC: ERIC/CASS.
- Jepsen, D. A. (1992). *The school counselor and comprehensive programs for work-bound youth: Position paper*. Alexandria, VA: American Counseling Association.
- Kottler, J. (1997). *Finding your way as a counselor*. Alexandria, VA: American Counseling Association.
- Kutnick, P., & Rogers, C. (1994). *Groups in schools*. New York: Cassell.
- McLaughlin, C. K. (1993). *The do's and don'ts of parent involvement: How to build a positive school-home partnership*. Spring Valley, CA: Innerchoice Publishing.
- Muro, J. J., & Kottman, T. (1995). *Guidance and counseling in the elementary and middle schools: A practical approach*. Madison, WI: Brown & Benchmark.
- Myrick, R. D. (1997). *Developmental guidance and counseling: A practical approach* (3rd ed.). Minneapolis, MN: Educational Media Corporation.
- Pedersen, P., & Carey, J. C. (1993-94). *Multicultural counseling in schools: A practical handbook*. Boston: Allyn & Bacon.
- Pedersen, P., & Locke, D. C. (1996). *Cultural and diversity issues in counseling*. Greensboro, NC: ERIC/CASS.
- Rye, D. R., & Sparks, R. S. (1999). *Strengthening K-12 school counseling programs: A support system approach* (2nd ed.). Philadelphia, PA: Accelerated Development.
- Schmidt, J. J. (1999). *Counseling in the schools: Essential services and comprehensive programs* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Sink, C. (2005). *Contemporary school counseling: Theory, research, and practice*. Boston, MA: Lahaska Press.
- Tindall, J. A. (1995). *Peer programs: an in-depth look at peer helping; planning, implementation, and administration*. St. Charles, MO: Rohen and Associates.
- Trotter, T. V. (1992). *Walking the talk: Developing a local comprehensive school counseling program*. Alexandria, VA: American Counseling Association.

Class Calendar and Assignment Grid

This class schedule is subject to change by the instructor dependent upon the scheduling of outside resources and needs of the class.

Date (session)	Reading Covered	Topics Covered	Objectives Addressed	Portfolio Component/s
May 18 (1)	Dollarhide 1	Overview- Syllabus Intro. to RamCT Prof. Competencies	2 3	
May 19 (2)	Dollarhide 16	Licensure/Prof. Dev. Electronic Portfolios Your Professional Image	10	Personal Data
May 20 (3)	Dollarhide 2	Char. of Effective Schools Historical Perspective The School Environment	1 2 8	3-Systems Statement
May 21 (4)	Dollarhide 3 & 4	Comprehensive and Developmental Counseling	3	1-Job Description
May 22		Portfolio Work Day		
May 25	NO CLASS	Memorial Day		
May 26 (5)	Dollarhide 5 & 6	Models for SC Programming Program Structure The ASCA Model Essential Services Results-Based DAP Model	9	6-Program Brochure 9-Advocacy Project
May 27 (6)	Dollarhide 7	Essential Counselor Skills Brief Counseling Structured Play Creative Counseling Group Counseling Family Counseling	4	2-Theories Case Study 20-Group Intervention Plan
May 28 (7)	Dollarhide 8	Classroom Guidance Curriculum Classroom Management Educating Adult Partners Advocacy	4	

May 29		Portfolio Work Day		
June 1 (8)	Dollarhide 9 & 10	Consultation Models Consulting with Students Consulting with Adult Partners Leadership and Coordination	5 6	22-Consultation Theories
June 2 (9)	Dollarhide 11, 12, & 13	Program Planning Developing a Comprehensive and Model Program The National Model in Action	8 9	17-Program Development Proposal
June 3 (10)	Dollarhide 14	Ethical and Legal Issues Moral Values and the Professional School Counselor Clinical Notes	3 7	11-Directory of Resources
June 4 (11)	Dollarhide 15	Mental Health Services Multicultural Curriculum Economic Diversity Racial/Ethnic Diversity Gay/Lesbian Students Religious Diversity Child Abuse/Neglect Reporting Issues Services for Special Needs Students	6 7 8	7-Student Advocacy Leadership Plan
June 5		Portfolio Work Day		

Personal Data, Job Description, Systems Statement, Program Brochure, and Theories
Case Study **Due July 3rd!**

All Components Due August 1st!