

CNE 533 SCHOOL COUNSELING: CONSULTATION, COORDINATION AND COUNSELING

CNE 533 is a required course for the Masters in Counseling and the School Counseling Certification.

College of Education

Department of Educational Leadership and Counseling

Spring 2008

Instructor:

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Enhancing The Future
Through Educator Preparation

Vision Statement for the School Counseling Program

The SHSU School Counseling Program develops accountable leaders who successfully

- advocate for equity, access, social justice, and high achievement for ALL students,
- work with all stakeholders, both inside and outside of the school system, to develop and implement responsive educational programs,
- collect and analyze data to assess needs and evaluate results,
- coordinate the developmental guidance and counseling program, and
- use research and professional development to stay current in best practices.

As accountable leaders, school counselors will continuously evaluate, transform, and implement a program which supports the personal/social, career, and academic development of students in a diverse and ever-changing world.

Text/Readings:

Stone, C. B., & Dahir, C. A. (2006). *The transformed school counselor* (2nd ed.). Boston, MA: Lahaska Press/Houghton Mifflin. ISBN 0-618-59061-7

Texas Education Agency. (1999). *A model developmental guidance and counseling program for Texas public schools*. Austin, TX: author.

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

Recommended Text:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th. ed.). Washington, D.C.: Author.

Course Description:

A survey is made of contemporary practices in school counseling and guidance. The course is an induction into the field of professional school counseling and includes a study of the history and emergence of school counseling and guidance; the new transformed role of the school counselor; a comprehensive approach to school guidance; the counselor as a developmental specialist; the counselor as facilitator and consultant; and effective counselor interventions. In addition, students will become familiar with the American School Counselor Association's National Model and Standards for School Counseling Programs and how these standards impact the school counseling profession.

The curriculum for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

IDEA Objectives: ESSENTIAL – gaining factual knowledge (terminology, classifications, methods, trends); developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. IMPORTANT – learning to apply course material (to improve thinking, problem solving, and decisions); learning how to find and use resources for answering questions or solving problems.

Standards Matrix:

Outcomes: Upon successful completion of this course, students will be able to demonstrate:	Activities (* indicates field-based activity)	Performance Assessment	Standards: • SBEC - SB • CACREP - CA • NCATE - NC
1. knowledge and understanding of the history and philosophy of the counseling profession, including significant factors and events	Read assigned readings from textbook, professional articles, ASCA National Standards for School Counseling Programs, and TEA Program	Recall information on exam. Align National Standards with student objectives of guidance unit	SB – I5, I10;V1, V5 CA –K1a NC-
2. knowledge and understanding of professional roles, functions, and relationships	Read assigned readings from textbook, professional articles, ASCA National Standards, and TEA Program Online Discussion Board	Interview a professional school counselor and write a reaction. Create a list (annotated) of websites for school counselors	CA - K1b

3. an understanding of human behavior including developmental crisis, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	Class discussion of normal and abnormal development of children, adolescents and adults.	Participate in class discussion. Develop an appropriate intervention for a student with a school problem or crisis situation (school phobia, failing grades, lack of social skills, no friends, ADHD, substance abuse, misbehavior, pregnant teen, disability) using knowledge of child development and outside readings. Recall information on exam.	<u>I. (2),(7),(9),(13) II. (3),(4),(5),(6),(9), III.(2),(4),(5)IV. (1), (2), (3), V. (1), (3),(4),(5),(6),(7),(8), VI. (2)</u> CA – 3c Standards 1-4
4. an understanding demonstrate the use of the four components of a comprehensive developmental school guidance program and counseling program.	Read <i>A Model Developmental Guidance and Counseling Program for Texas Public Schools and ASCA National Standards for School Counseling Programs</i> Demonstrate knowledge of the four components by recall and application.	Written response to test questions to recall components. Create and present a guidance curriculum unit.	<u>I.(11), (12), II. (5), (6), III. (1), (2), (3), VI. (4)</u> Standards 1-4
5. knowledge and understanding of the Code of Ethics for professional counselors and school counselors.	Read and become familiar with ACA, ASCA standards of ethical conduct for professional counselors and professional school counselors Online discussion	Respond to exam questions. Respond to ethical dilemmas in the school environment	<u>I(8), VI. (3)</u> K1h Standards 1-4
6. knowledge and understanding of the school counselor’s role as a student advocate including the identification of institutional and social barriers that impede access, equity, and success for all students.	Read textbook and articles. Read the Education Trust’s “Achievement in America.”	Participate in class discussion. Respond to exam questions. Respond to the Education Trust’s “Achievement in America” in a short presentation to the class. Develop a parent involvement program that helps parents advocate for their children.	<u>II. (10)</u> CA – K1g Standards 1-4
7. and formulate a plan for	Develop a counseling intervention or prevention program based on data. Based on	Written counseling intervention or	<u>II. (8), III. (1), V. (8), VI. (4)</u>

implementation and evaluation of a school counseling program.	results, develop a plan for implementation and evaluation	prevention program and assessment	A.6 B.1,3,7 Standards 1-4
8. an Understanding of the influence of diversity on children's development and achievement	Demonstrate the ability to integrate equity for all students participating in the school counseling program. Read "Achievement in America 2001"	Respond to "Achievement in America 2001"	<u>I.(5), (6), IV. (1), (2), (3), VI. (4)</u> A.8 Standards 1-4
9. Understand and create a professional plan	Review professional development to remain current in the profession	Analyze a Professional Development Plan	<u>VI. (5)</u>

Web address for state standards:

SBEC: <http://info.sos.state.tx.us/pub>

NCATE: <http://www.ncate.org>

Web address for specialty organization standards: CACREP <http://counseling.org/cacre/2001standards700.htm>

Course Format:

This online course format includes, but not limited to online Discussion Boards, experiential learning, reflections, professional development and other electronic communications methods.

Course Content:

Course overview, technology proficiency, exploration, reflection
 Effective school counselor interventions
 Service-learning projects, reflections and evaluation
 Theories for practice of school counseling
 Theories of child, adolescents and adult development
 Responding to school counseling ethical situations
 Assessing the needs of a school and the role of the school counselor
 ASCA's National Standards and guidance curriculum
 School Consultation
 Change Theory
 Theories of Consultation

Course Requirements:

1. **Online Participation/Discussion Boards** (weekly post is the same as attendance; no posting, no credit). Blackboard must be used weekly as we are an online learning community. Reading and participating in the discussions is critical for movement to a deeper understanding of the role of the transformed school counselor to be a leader and problem solver as the complexities of changing communities and schools in urban, suburban and rural areas are discussed. Blackboard (system) will capture your participation which includes emails, discussion boards, document sharing, postings, reviewing material and printing documents in various areas, etc.
 Due dates for the **Discussion Boards** will end on **Tuesday** following the posting and will always cover a weekend; if you post after the end date, your grade will be lowered by one letter grade (80% of the value).

All papers submitted will be by email and titled with your Last name followed by the class and title of the assignment. For example: **ParkerCCNE533AchievementinAm;**

(25 points per week x 3 weeks; July 15, 22 and 29) 75 points

Postings will be graded on how well you responded to the prompt; followed instructions; and included documentation or references as requested.

2. **Achievement in America Assignment**-Go to the web site for the Education Trust: www.edtrust.org and read the home page; (as of June 15, 2008) click on the top tab "Transforming School Counseling;" click on the left side "Reports & Publications;" click on "data presentations;" click on "Achievement in America 2001" which is a power point presentation. Prepare two to three paragraphs that you will share with the class through the Blackboard Discussion Board that reflects **at least one additional reference** about the achievement gap **and answer the question: what school counselors can do to help close the gap?** **25 points** Posting **Due: by Tuesday July 15th, 2008.**
3. **Create a Wiki at www.wikispaces.com to develop a site for school counselors.** A wiki is a collaborative Web site that allows users to create, add to, modify, or delete the Web site content via their Web browser. Wiki spaces is being used rather than our Blackboard wiki so that you can continue to refine your work after this class ends in August. **200 points**

Part One-Draft **Guidance Lessons** for Elementary, Middle OR High School Counselors

Two to address Academic Needs

Two to address Social Emotion Needs

Two to address Career Needs

Due: Wednesday, July 16

Part Two-Draft **Develop a Collaborative Parent Intervention Program:** This intervention program should be collaborative and includes interaction with the parents rather than a one-way communication such as a presentation with not meaningful activity for the parents to be involved. For example, parents can work with their child to gain a better understanding of math during a "Math Fun Night."

Due: Wednesday, July 30-**Complete document with all three parts**

Part Three **Develop a Program for Effective Intervention** (i.e. bullying, substance abuse, physical abuse, racism, sexism, relationships, etc.—topic must be approved)

Due: Wednesday, July 30

Grading Rubric for each part: *Research Process:* Gathered information from journals, books, CD-ROMs, and the internet; resources are current and reliable; extracted, synthesized, and applied appropriate information: *Writing:* Organized information from sources; references documented using APA citation style: *Multimedia Used in Wiki:* includes a title; content information and references; graphic images are use appropriately and gathered from a variety of resources; and presentation is well organized, visually appealing, flows well

*Note: You may work in **pairs or group of three** (limit) for a project too complicated for one person.

Approval must be given before planning the project

4. **Weekly Quizzes;** multiple choice format the end of each week. 100 points

TOTAL POINTS

400 pts.

Points to Grade Equivalency:

A	=	360 - 400
B	=	359 - 320
C	=	280 - 319
F	=	218 or below

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Expectations:

The following is the attendance policy for all courses in the SHSU Counseling Program

1. Students are permitted to miss one class (3 hours) during summer classes with no penalty, but a call to the professor is expected. In the event of a second absence, a drop of one letter grade for the final course grade will occur.
2. During the long terms, students who have two absences should write a letter to the professor explaining the absences. That letter will go before the faculty committee for approval. In the event of a third absence, the final grade will be lowered.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Academic Honesty

The Graduate Faculty of SHSU expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the university. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled *Student Guidelines*, distributed by the Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

Commonly Asked Questions

1. *Can I turn in assignments late?* I expect all assignments turned on by the due date. The deductions are as follows: 1-day late starts at a "B"; 2 days late start at a "C"; etc. In the event of a very serious situation, call for a phone conference.
2. *Can I redo an assignment or earn extra credits?* Extra credit assignments are not available in this course. However, if in grading your work, if it is below graduate level expectations ("C" or below), I will give it back to you and ask you to revise it with the understanding that the highest grade you will receive will be a "B."
3. *Will you review my work prior to handing it in to be graded?* Yes, provided I have a week in which to read it and get it back to you.

Course Calendar

CNE 533 Summer Session #2 2008

Second Summer Session: Starting date July 8, 2008, final class date is August 6.

Week	Dates (Tues-Tues)	Assignments	Readings
1	Tuesday, July 8 to Tuesday, July 14, 2008	*Post to Discussion Board #2 by Tuesday, July 15- Answer the question "what can school counselors do to help close the achievement gap?" after reading and reviewing Ed Trust slide show "Achievement in America 2001" *determine <u>wiki</u> direction - if you will have a partner and what level (elementary, middle or high school)? *Take weekly quiz (Ch 1 & 3; between 7/12-14)	Read Ch 1 Working in 21 st Century Schools & 3 Counseling Practice in Schools in Stone & Dahir text; pp 1-26 from a Model Dev Guid & Counseling Program; pp 13-26 from the ASCA National Model Read Ch 4 School Counselors as Leaders; Read Ch 5 School Counselors as Advocates, Stone & Dahir Read ASCA Model and Foundation, pp 27-34
2	Tuesday, July 14- To Tuesday, July 22, 2008	* Post to Discussion Board # 3 by Tuesday, July 22 * draft of Wiki-Part I due Wed, July 16 *Take weekly quiz (Ch 4, 5; Between 7/19-22)	Read Ch 6 School Counselors as Consultants & Ch 7 School Counselors as Coordinators, Collaborators, and Managers of Resources, Stone & Dahir Read ASCA IV Delivery System , pp 40-44 Read Ch 8 the National Standards and the ASCA Model&
3	Tuesday, July 22- To Tuesday, July 29, 2008	* draft of Wiki-Part II due Wed, July 16 *Take weekly quiz (Ch 6, 7 & 8; between 7/26-28) *Post to Discussion Board # 4 by Tuesday, July 29	Ch 9 Accountability and Data-Driven Decision Making Read Ch 10 Addressing Diversity in Schools, Read ASCA Model , V Management System & VI Accountability System, pp 46-65
4	Tuesday, July 29 To Tuesday, Aug 5, 2008	*Post final Wiki Project on or before Wed, July 30 th *Take weekly quiz (Ch 9, 10, & 12; between Aug 2-4)	Read Ch 12 Career Planning and Student Transitions Ch 13 Safe & Respectful Learning Environment, Stone & Dahir