

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



Enhancing The Future
Through Educator Preparation

Instructor:

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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 Class discussions	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	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

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program and counseling program.			
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 implementation and evaluation of a school counseling program.	Develop a counseling intervention or prevention program based on data. Based on results, develop a plan for implementation and evaluation	Written counseling intervention or prevention program and assessment Create a guidance unit in response to the TX AEIS report	<u>II. (8), III. (1), V. (8), VI. (4)</u> 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	Write a professional development plan to remain current in the profession	Create 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/cacrep/2001standards700.htm>

Course Format:

The course format includes lecture or narrative presentations, small group dialogues, whole class dialogues, self-selected inquiries, written assignments and individual presentations. Evaluation consists of self, peer, and professor assessments using feedback, dialogues checklists and presentations.

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:

All papers submitted will be titled with your Last name followed by the class and title of the assignment. For example: **ParkerCCNE533Who Am I?**

1. **Who am I?** Write a description of yourself telling—all about you (not too personal) and your career goals. Also include what makes you unique; early character building influences; and your values. We will use the information to support the achievement of your goals by informing you about opportunities for your continued growth as a professional counselor. Include what **Posting due Monday, February 4th, 11:55**
10 points

2. **Online Participation** (weekly post is the same as attendance). 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.
110 points (11 x 10)

3. **Achievement in America Assignment**-Go to the web site for the Education Trust: www.edtrust.org and read the home page; (as of January 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 **your thinking supported by at least one reference** about the achievement gap **and what school counselors can do** to help close the gap. **Posting Due: by Monday, January 27, 2007, 11:59PM. 10 points**

4. **Experiential Learning-Plan and implement a 10 hour *Service-Learning Project based on an actual school's need in the School Counseling Program.** (See Appendix for additional information). **120 points**

Service-Learning Plan (p. 10)	10 points
Signed Agreement (p. 11)	5 points
Reflections (4 x 15pts) (see p. 9)	60 points
Final Report & Evaluation (p. 12)	35 points (25/10 points)
Post Serving Learning Survey (pgs 13 & 14)	10 points

*Note: You may work in **pairs** (limit) for a project too complicated for one person. Approval must be given before planning the project

4. **Quizzes** (3 x 50 points each) **150 points**

TOTAL POINTS 400 pts.

Points to Grade Equivalency:
 A = 360 - 400
 B = 359 - 320
 C = 280 - 319
 F = 218 or below

Points to Grade Equivalency:

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

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.
4. *What happens if I have computer problems?* If your computer is on the blink, have a back-up plan to access another computer. Having a reliable computer is vitally important to your success in this class. If you have questions, call the SHSU help desk at 936-294-1950. Note that you have one opportunity to take a quiz.

**CNE 533 - Class Schedule
Spring 2008**

Key-Bold print means that you do something significant!

Semester Week	Dates	Assignments	Readings
1	January 16-19	Complete and post “Who Am I?” (online Discussion Board) Due by Mon., February 4, Complete “Achievement in America” Presentation; Answer the question <i>What can counselors do?</i> Due: Post by Monday, Jan 28	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 Guidance & Counseling Program; pp 13-26 from the ASCA National Model
2	January 20-26	Discussion Board (#1) Service Learning- How can I use it to support my professional growth? Post by Monday, Feb 4	Read Ch 4 School Counselors as Leaders; Read Ch 5 School Counselors as Advocates, Stone & Dahir
3	January 27-Feb 2	Post service learning idea on Discussion Board (#2) by Monday, Feb 11	Read ASCA Model and Foundation, pp 27-34
4	February 3-9	Quiz (Ch 1, 3-5, Stone & Dahir; ASCA pp 13-34) Opens Saturday, February 2, 12AM Closes Sunday, Feb 10, 11:55	
5	February 10-16	Service Learning Beginning Reflection posted by Monday, Feb 18 th Discussion Board (#3) Consultation and Theories of Consultation Post by Tuesday, February 19	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
6	February 17-23	Submit Service-Learning Plan and Signed Letter of Agreement Form Submit by Tuesday, February 26 Discussion Board (#4) Standards and Accountability Post by Monday, February 25	Read Ch 8 the National Standards and the ASCA Model & 9 Accountability and Data-Driven Decision Making
7	February 24-March 1	Discussion Board (#5) The ASCA Model and Data Driven Decision Making Post by Tuesday, March 4	Read ASCA Model, V Management System & VI Accountability System, pp 46-65
8	March 2-8	Quiz #2 Chapters 6-9, Stone & Dahir; ASCA Model, pp 40-65 Opens Friday, March 1 Closes, Sunday, March 9	

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	March 9-15 Spring Break	Spring Break – Relax!	
9	March 16-22	Discussion Board (#6) Texas Demographics Post by Tuesday, March 25	Read Ch 10 Addressing Diversity in Schools, Ch 11 Legal & Ethical Issues Read Powerpoint on TX Demographics
10	March 23-March 29	Service Learning Middle Reflection By Tuesday, April 1 Discussion Board (#7) Post by Wed, April 2	Read Ch 12 Career Planning and Student Transitions Ch 13 Safe & Respectful Learning Environment, Stone & Dahir
11	March 30-April 5	Discussion Board (#8) Equity and Access Post by Tuesday, April 8	TX Model , Sections IV & V, pp 49-102
12	April 6-12	Quiz #3, Ch 10-13, Stone & Dahir ASCA Model, Sections V & VI TX Model, Sections IV & V Opens Friday, April 4, 12:01am; Closes Monday, April 14,	
13	April 13-19	Service Learning End Reflection, Post by Tuesday, April 22 Discussion Board (#9) Post by Wednesday, April 23,	
14	April 20-26	Post Service Learning Survey Due Monday, April 28, Discussion Board (#10) Post by Tuesday, April 29	
15	April 27-May 3	Service Learning Report and Evaluation Due by Wednesday, May 7, Discussion Board (#11), May 7	

Appendix 1

Service Learning

Definition—a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired;

Definition by what it does for the student—structured way that connects classroom content, literature and skills to community needs, students will: (1) apply academic, social and personal skills to improve the community; (2) make decisions that have real, not hypothetical, results; (3) grow as individuals, gain respect for peers, and increase civic participation; gain a deeper understanding of self, the community and society; develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others. (Kaye, 2004, pg. 7).

Kinds of Service Categories:

1. *Direct Service*—Students' service directly affects and involves the recipients. The interactions are person-to-person and face-to-face, such as tutoring younger children or working with parents related to prevention or intervention to enhance academic success
2. *Indirect Service*—Indirect activities do not provide service to individuals but benefit the school, community or environment as a whole. One example might be conducting a workshop on classroom strategies for helping students prepare for success in college for the faculty.
3. *Advocacy*—The intent of advocacy is to create awareness of or promote action on an issue of public interest. Related activities include writing letters or and public speaking on topics related to policy or intervention/prevention regarding school policy or programs) for children.
4. *Research*—Research activities involve students in finding, gathering, and reporting on information in the public interest. For example, students may develop surveys or conduct formal studies, evaluations, experiments or interviews on leadership topics related to children, parents, teachers or other stakeholders.

The process to be used:

1. *Preparation*-identifying a need, investigating and analyzing it and making a plan for action. The professor and student will work together to set the stage for learning and social action.
2. *Action* is the direct result of preparation. The plan can be carried out up to two weeks prior to the final exam. It is expected to be 3 or more clock hours
3. *Reflection* (in the form of a *journal*) is a vital and ongoing process in service learning that integrates learning and experience with personal growth and awareness. Using reflection, students consider ***how the experience, knowledge and skills you are acquiring relate to your own lives and your communities***; one entry per week required (may be hand written or electronic version retained)

A **reflection** is a one page double-spaced written comment that refers to the topic and expresses your thoughts about past experiences or insights that have new meaning based on what you are learning. Reflections are designed to help you make better discussions or improve relationships when working with people, in particular, those who are culturally diverse.

4. *Demonstration (Presenting/Evaluation)*-provides evidence that students have gained and accomplished through their community involvement. Presenting will allow you to teach others and acknowledge what and how information/skills have been learned (Evaluation matrix will be provided).

Appendix II

Writing Reflections

Counseling Emphasis

There are a number of formats used for journaling required for the service learning project. For this class, your reflective journal will have three parts using the following sections: ***Beginning, Middle and End***. You may continue to add to your Reflections anytime and only post (limit one to two pages) the portion on blackboard that you want your classmates see on the due dates. **The three entries are a sample of the process of thinking and writing about the experience.**

Beginning (covering the planning of the project)– Connecting the project with course content. In this section, you will answer at least **one of the following questions**: 1) How does this project relate to the roles and responsibilities of a professional counselor?; 2) How does this project relate to becoming a culturally competent professional counselor; 3)How does this project relate to the counseling themes of unconditional positive regard, advocacy, cultural competence, and/or social justice?; 4)How does the project relate to culturally appropriate interventions? ;

For school counselors----5) How does this project relate to the management system , the accountability system, or implementation of a school counseling program?

You may also include: an analysis of how the course content relates to the project; how you felt about the project after meeting with the school or agency personnel; events that puzzled you; how you analyzed the choices for the project; how the decision was made to select the project, etc.

Middle (covering the implementation of the plan)-Connecting the plan to the implementation of the project. What did you actually do for your service learning project? Did you make changes? Why? What were you feeling during the implementation of the plan?

End (covering your evaluation of the success of the project and any changes in thinking about the role of a professional counselor)-Connecting what you learned by doing the project and the actual outcome of the project (in other words, what was accomplished according to your evaluation?). What feedback (for example, by way of a *survey, focus group, quotes from the supervisor, counselors or others* you worked with) did you receive?

What do you know now that you did not know before? What did you learn? Apply the course material to the service learning experience. Did you experience any personal growth as a result of the experience?

Appendix III

Name _____

Service Learning Plan

1. **Title of Project:**
2. **Describe the Service Needed:**
3. **Data or information source that indicates that the service is needed:**
4. **Preparation:** Research; meetings with administrators or supervisors at the agency or school, etc
5. **References Used (to date):**
6. **Planned presentation, report, OR dissemination of data from the project**
7. **Community/School/Agency Contacts:**

Name of Agency or School _____

Name: _____

Address: _____

Email: _____

Telephone: _____

Sam Houston State University
Huntsville, Texas 77341

Date: _____

Name of Student _____ Telephone number _____

 Name of Agency/School

 Administrator/Supervisor

The School Counseling: Consultation, Coordination and Counseling (CNE 533) class in the College of Education, Department of Educational Leadership and Counseling is required to complete an academic service- learning project. The project must meet a specific need in the school/community and provide prevention and/or intervention information focused on any aspect of counseling and/or student academic achievement in the school or community.

The academic service project can provide direct approved service, indirect service, advocacy or giving information to improve academic achieve, school climate, or, intrapersonal/interpersonal relationships. Each graduate student enrolled is asked to:

1. Confer and comply with the requirements of your school/agency
2. Plan and implement the service learning project after your agreement and approval;
3. Make a report regarding the process and assessment of implementing the project
4. Reflect on whether it made a difference in their perspective of the needs in the school/community and how they can use their graduate training.

If you approve of the plan of this student, please sign below and send the copy back with the student. A copy is provided for your records with an approved plan signed by Dr. Parker.

If you have questions, please call Dr. Carol H. Parker (936.294.4414) or email cparker@shsu.edu for additional information.

Thank you in advance for your help in supporting this effort.

 Approved School/Agency Representative

 Date

Service Learning Report

Name _____ Class _____ Date _____

Title of Project _____

1. The **need** for the project
2. The **population/person served**
3. Description of the **planning process** (*who you met with; what needed to be done before starting the project; the steps from idea to project completion*)
4. Explanation of **how the project related to the class** (i.e. concepts, constructs, etc.)
5. Description of the **project evaluation** (How did you measure the success of the project?)
6. **References** (using APA format)

Complete:

Contact Information

Site Supervisor/Administrator _____

School/Agency Name _____

Address _____

Telephone _____ email _____

Post Service Learning Survey

Due: _____

Class: _____

Community/School Service Site _____

Telephone number _____ email _____

Number of Service Hours Provided _____

- I. What do you know about the community/school that you did not know before doing the academic service learning project?

- II. Did you get any unexpected benefit from doing the service learning project?

- III. What could the instructor do to improve the link between service learning and understanding the areas covered in this class?

- IV. What could be changed to make this academic service learning experience better for the next class?

- V. Using the rating scale below, please answer the following:
Very extensively extensively somewhat very little none

5 4 3 2 1

To what extent has your community/school service experience enabled you to:

- 1. Learning about the culture or cultures different from your own _____
- 2. Critically reflect upon your own values and biases? _____
- 3. Improve your written communication skills? _____
- 4. Improve your critical thinking or analytical skills? _____
- 5. Improve your problem solving skills? _____
- 6. Understand better how communities/schools work or function _____

VI. Course relatedness:

1. What is the most important thing you have learned from your academic service learning experience?

2. How did this learning experience compare to doing the more traditional library term paper for a course?

3. Did your experience help you gain a better insight into the material and concepts of the course? Please explain.

4. How do you feel about the academic service-learning component of this course? (Please circle the response closest to your feelings.)

Very positive somewhat positive somewhat negative very

negative

5. Do you think that community/academic service is a valuable and appropriate learning component within this course?

_____ yes

_____ no