SYLLABUS
Counseling 749
School Guidance and Counseling
Summer 2016

Textbooks:


http://iris.peabody.vanderbilt.edu/module/cou/resourse/q2/p03/#content

Goal:

This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the ASCA national model for school counseling programs. Students will be expected to demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students. The emphasis will be on school counseling programs as critical components of the education enterprise, the planning and management of such a program, and the skills of school counselors.

Objectives:

Upon completion of this course, student will be able to apply knowledge and skills related to these CACREP School Counseling program standards listed in the last pages.

Course Requirements:

1. Documentation of Mastery. (90% of your grade)
   You will compile evidence that demonstrates you can apply the information we review and practice during this class and that you have investigated in the current literature.
   A) One portion of the document you prepare should be an “executive summary” of your understanding of school counseling. That summary should be no longer than one page in which you explain the scope of a school counseling program and your abilities related to that process. This summary is due the last day of class.
B) The second part of this assignment will include assigned material from each chapter that represents your understanding of the materials and a demonstration that you have met the objectives stated for each section. The assignments will be due the Mondays following the class week. This assignment is designed to help build a portfolio of useful information as you prepare for your internship.

**Additional Activities** – All Are Highly Recommended for Ongoing Compilation- Choose 1 or 2 for 10% of your grade:

- Goodie File
- Web Site Reviews
- Resources List
- Guidance Lesson Plan on social skills
- Lists, lists, lists

Satisfactory completion of the above projects will produce a grade of B. Meritorious completion will result in a grade of A. The assignments will be evaluated using the rubrics noted in the Sakai course summary.

### Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>May 10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summit – 9:30 Ibrahim – 11:30 North Hills – 2:00</td>
<td>The profession of school counseling Significant historical events; Relationship to academic program: roles, functions and professional identity</td>
<td>Henderson &amp; Cobia, 1 [CACREP SC A.1,3,4]</td>
</tr>
<tr>
<td><strong>May 11</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Downtown – 9:30</td>
<td>Promoting excellence for all Personal issues that affect learning and development; Factors that promote or inhibit success, access, equity issues; looking at data;</td>
<td>Henderson &amp; Cobia, 2 [CACREP SC A.6; D.1; E.1,2,3,]</td>
</tr>
<tr>
<td><strong>May 12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting systemic change Leadership, Diversity and Advocacy, Collaboration and Teaming; Assessment Knowledge and Skills</td>
<td>Henderson &amp; Cobia, 3 [CACREP SC O. 1-5; E.1,2,3; F.2,3,4; M.1,2,3,4]</td>
<td></td>
</tr>
<tr>
<td><strong>May 13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Programs Programs and their components, ASCA model, other planning models, student competencies, research</td>
<td>Henderson &amp; Cobia, 4 [CACREP SC A.5, C.2,4; G.3;H.1-5;I.1-5; J1-3]</td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Sakai 3 &amp; 4</td>
<td>Due 5/24</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>May 17</strong></td>
<td>Atkins – 10:00</td>
<td>Data Driven Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and accountability</td>
</tr>
<tr>
<td><strong>May 18</strong></td>
<td>Winston-Salem Prep 9:30</td>
<td>Facilitating Academic Transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognizing and responding to changes</td>
</tr>
<tr>
<td><strong>May 19</strong></td>
<td>Children’s Center – 9:00</td>
<td>Guidance Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development and implementation of curriculum; curriculum design, lesson plans; classroom management</td>
</tr>
<tr>
<td><strong>May 20</strong></td>
<td></td>
<td>Individual Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career and educational planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://iris.peabody.vanderbilt.edu/module/cou/#content">http://iris.peabody.vanderbilt.edu/module/cou/#content</a></td>
</tr>
<tr>
<td><strong>WEEK 3</strong></td>
<td>Sakai 5, 6 &amp; 7</td>
<td>Due 5/31</td>
</tr>
<tr>
<td><strong>May 24</strong></td>
<td>8:30 Juvenile Court</td>
<td>Responsive Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services for additional support; referral skills, collaborative opportunities</td>
</tr>
<tr>
<td><strong>May 25</strong></td>
<td></td>
<td>Responsive Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services for additional support; referral skills, collaborative opportunities</td>
</tr>
<tr>
<td><strong>May 26</strong></td>
<td>10:00 West Forsyth</td>
<td>System Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accountability and evaluation; fair share responsibilities; crisis planning</td>
</tr>
<tr>
<td><strong>May 27</strong></td>
<td></td>
<td>Legal and Ethical Concerns in School Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guidelines for practice in schools</td>
</tr>
</tbody>
</table>

Henderson & Cobia, 5
[CACREP SC C.2,4; D.1,3; E.1,2,3; F.2,3,4; M.1,2,3,4 O.1-5]

Henderson & Cobia, 6
[CACREP SC O.1-5; E.1,2,3; F.2,3,4; M.1,2,3,4]

Henderson & Cobia, 7
[CACREP SC D.1,3; K.1-3]

Henderson & Cobia, 8
[CACREP SC D.1,3; I.2-3; M.5,6; N.3]

Henderson & Cobia, 9
[CACREP SC D.1,3; N.2,5]

Henderson & Cobia, 10
[CACREP SC D.1,3; N.2,5]

Henderson & Cobia, 11
[CACREP SC A.2; D.5; M.5,6; N.2,3,5]

Henderson & Cobia, 12
[CACREP SC A.2]
CACREP STANDARDS

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

ASSESSMENT

G. Knowledge

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
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).
5. Understands the outcome research data and best practices identified in the
school counseling research literature.

J. Skills and Practices
1. Applies relevant research findings to inform the practice of school counseling.
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.

L. Skills and Practices
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

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.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

N. Skills and Practices
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and
their families.

LEADERSHIP

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.