

SYLLABUS
Counseling 760
Issues in School Counseling
Summer 2012

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A115 Tribble Hall

Textbook:

McWhirter, J. J., McWhirter, B. T., McWhirter, A. M., & McWhirter, E.H. (2012). *At-Risk Youth: A Comprehensive Response (Fifth Ed.)*. Pacific Grove, CA: Brooks-Cole Publishing.

Website: <http://smhp.psych.ucla.edu/>

Goal:

This course is designed to allow students to investigate current issues related to the practice of school counseling. The emphasis will be on identifying appropriate prevention responses to these issues.

Objectives:

Upon completion of this course, student will have the knowledge and skills outlined in the CACREP School Counseling standards copied on the last pages. The lettering and numbers in the tentative schedule refer to specific guidelines from CACREP.

Course Requirements:

1. **Class Attendance.** Your attendance is expected. More than one absence will result in a grade reduction.
2. **Presentation to the Board (50%)** This project may be completed individually or with one other person. The goal is to develop a comprehensive program that is a response to some K-12 need connected to the five problem areas we have discussed (dropouts, delinquency, teenage pregnancy, suicide, substance abuse). As a portion of the research on this project, please determine what agencies currently address this issue and the approach they choose. Include that description in the first section of your program.

Your program should be responsive minimally on three levels – education for adults, prevention activities for adults to implement, and an intervention plan for identified individuals. You may expand your focus beyond these three groups if you

choose but you should include something for each of the three groups. The program should include the following components:

- **Rationale:** justification for your program including the prevalence of the problem and indicators of the problem, the approach you are taking and the efficacy of the response. This should be based on a thorough review of the literature and the evidence that supports your choice(s).
- **Timeline** for implementation: a description of the different stages of the project
- **Strategies and interventions:** the activities that the project will include
- **Facilities, personnel, and budgetary needs:** the resources needed to complete the project
- **Student outcomes:** the ways you will assess whether students are different after the project has been delivered
- **Evaluation component:** the ways you will study the effectiveness, efficiency and costs-to-outcome ratio for the program. Your proposal will be presented to a "school board" for approval.

Grading will be based on the 1) thoroughness of the plan, 2) the quality of the content, 3) the technical presentation of the plan and 4) delivery to the board. Give me a one- to two-page outline of your proposal

3. **Class Discussion Leader.** (50%) You will be responsible for conducting a class discussion on the chapter you choose. Your presentation should follow the lesson plan format you study and will cover one of the five problem areas. You should prepare a fact sheet about the topic, a resource list, and a helpful hints section for handouts. One week before your class presentation, assign your class member a film to watch, book to read or other media to review that portrays a person dealing with the issue you are addressing. Your presentation should contain material that includes and expands your textbook coverage, including prevalence, evidence-based practices and areas for future research.

Tentative Schedule

Date	Topic	Reading
May 22 10:00 Downtown Elementary	At-Risk Issues Scope and language	McWhirter, Chapter 1
May 23 9:00 Summit	Factors that contribute to risk <i>Community, family, school and individual factors helpful in understanding children at risk</i>	Chapters 2, 4, 5, 6
May 24 9:00 Juvenile Court	Treatment Options <i>Systems theories, prevention and crisis intervention</i>	McWhirter, Chapter 12
May 29 9:30 Center for Exceptional Children	Core Components Resiliency, protective factors	Chapter 13, 14, 15
May 30	Interventions: <i>Peer and Family, Education, Individual</i>	Chapter 13, 14, 15
May 31	Legal & Ethical Issues	Chapter 3
June 5 2:00 Insight	School Dropouts Leader:	McWhirter, Chapter 6, 16
June 6	Substance Abuse Leader:	McWhirter, Chapter 7, 16
June 7	Teenage Pregnancy Leader:	McWhirter, Chapter 8, 16
June 12	Delinquency Leader:	McWhirter, Chapter 9, 16
June 13 9:00 W-S Prep	Youth Suicide Leader:	McWhirter, Chapters 10, 16
June 14	Presentations to the Board Wrap Up	

FOUNDATIONS

A. Knowledge

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.
6. Understands 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.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

COUNSELING, PREVENTION, AND INTERVENTION

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.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
5. Understands group dynamics – including counseling, psycho-educational, task, and peer helping groups – and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

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.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

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.

F. Skills and Practices

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
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.

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.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
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.
4. Uses peer helping strategies in the school counseling program.
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.