Textbook:


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:

Prevention Project. (60%) The format or your project will cover one of the five problem areas (dropouts, delinquency, teenage pregnancy, suicide, substance abuse).

Prepare your project as though you were training adults to work with young people at risk of developing the problem. Follow the “Final Project” directions in Sakai and plan on presenting your work to your classmates on June 2.

Supporting Activities. (40%)

Complete the identified assignments in Sakai. The assignment sheet is attached to this syllabus.

*Tentative Schedule*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
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<tr>
<td><strong>May 10</strong></td>
<td><a href="#">At-Risk Issues</a></td>
<td><a href="#">Scope and language</a> McWhirter, Chapter 1</td>
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<tr>
<td><strong>May 11</strong></td>
<td><strong>Factors that contribute to risk</strong></td>
<td>Environmental/societal factors helpful in understanding children at risk McWhirter, Chapters 2</td>
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<tr>
<td><strong>May 12</strong></td>
<td><strong>Factors that contribute to risk</strong></td>
<td>Family and individual factors helpful in understanding children at risk McWhirter Chapters 4, 6</td>
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<tr>
<td><strong>May 13</strong></td>
<td>Legal &amp; Ethical Issues</td>
<td>McWhirter Chapter 3</td>
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<td><strong>WEEK 2</strong></td>
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<tr>
<td><strong>May 17</strong></td>
<td><strong>Factors that contribute to risk</strong></td>
<td>School factors helpful in understanding children at risk Chapters 5</td>
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<td><strong>May 18</strong></td>
<td>Treatment Options</td>
<td>Systems theories, prevention and crisis intervention McWhirter, Chapter 12</td>
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<tr>
<td><strong>May 19</strong></td>
<td>Core Components</td>
<td>Resiliency, protective factors McWhirter Chapter 13</td>
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<td><strong>May 20</strong></td>
<td>Interventions</td>
<td>Peer, Family McWhirter Chapter 14, 15</td>
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<td><strong>WEEK 3</strong></td>
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<td><strong>May 24</strong></td>
<td>School Dropouts</td>
<td>Substance Abuse McWhirter, Chapter 7 McWhirter, Chapter 8</td>
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<tr>
<td><strong>May 25</strong></td>
<td>Teenage Pregnancy</td>
<td>McWhirter, Chapter 9</td>
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<td><strong>May 26</strong></td>
<td>Delinquency</td>
<td>McWhirter, Chapter 9, 16</td>
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<tr>
<td><strong>May 27</strong></td>
<td>Youth Suicide</td>
<td>McWhirter, Chapters 10, 16</td>
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RELATED CACREP STANDARDS

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.

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
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.