SYLLABUS

Counseling 760
Issues in School Counseling
Summer 2014

Textbook:


Website: [http://smhp.psych.ucla.edu/](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:

Class Discussion Leader. (100%) You will be responsible for conducting 2 class discussions on the chapters you choose. Your presentation should follow the unit and lesson plan format you study and will cover one of the five problem areas (dropouts, delinquency, teenage pregnancy, suicide, substance abuse).

Prepare your unit as though you were training adults to work with young people at risk of developing the problem.

Lesson one (Recognize) should be background material such as prevalence of the problem in world, U.S., state and local areas. Any trends related to the data you find should be added. Then the lesson should include descriptions of the risk factors, indicators of the problem and other information an adult would need to recognize a young person headed for this type of problem.
**Lesson two (Investigate)** should be an overview of best practices in preventing the problem. You can summarize specific programs ([http://ies.ed.gov/ncee/wwc/findwhatworks.aspx](http://ies.ed.gov/ncee/wwc/findwhatworks.aspx)) as well as common components of those programs. You should address the problem in the approaches in your text – individual, group, school, family, and community as you complete this lesson. As a portion of the research on this project, please determine what agencies currently address this issue and the approach they choose.

**Lesson three (Confront)** should present your plan for your K-12 comprehensive response for youth at risk for this problem in your setting. You will weave together the demographics and best practices to create a multi-layered prevention system. 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.

**Supporting materials:**
You should prepare a fact sheet about the topic, a resource list, and a helpful hints section for handouts. Your work should contain material that includes and expands your textbook coverage, including prevalence, evidence-based practices and areas for future research.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 13</td>
<td>At-Risk Issues</td>
<td>McWhirter, Chapter 1</td>
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<td></td>
<td>Scope and language</td>
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<tr>
<td>May 14</td>
<td>Factors that contribute to risk</td>
<td>Chapters 2, 4, 5, 6</td>
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<td>Community, family, school and individual</td>
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<td>factors helpful in understanding children</td>
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<td></td>
<td>at risk</td>
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<tr>
<td>May 15</td>
<td>Treatment Options</td>
<td>McWhirter, Chapter 12</td>
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<td></td>
<td>Systems theories, prevention and crisis</td>
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<td></td>
<td>intervention</td>
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<tr>
<td>May 20</td>
<td>Core Components</td>
<td>Chapter 13, 14, 15</td>
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<tr>
<td>1:30 Sherwood Forest Elementary</td>
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<td></td>
<td>Resiliency, protective factors</td>
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<tr>
<td>May 21</td>
<td>Interventions:</td>
<td>Chapter 13, 14, 15</td>
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<td>10:00 at Meadowlark Middle</td>
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<td>Peer and Family, Education, Individual</td>
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<td>May 22</td>
<td>Legal &amp; Ethical Issues</td>
<td>Chapter 3</td>
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<td>1:00 Insight/Step One</td>
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<tr>
<td>May 27</td>
<td>School Dropouts</td>
<td>McWhirter, Chapter 6, 16</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>May 28</td>
<td>Substance Abuse</td>
<td>Exceptional Children's Center</td>
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<td>May 29</td>
<td>Teenage Pregnancy</td>
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<td>June 3</td>
<td>Delinquency</td>
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<td>June 4</td>
<td>Youth Suicide</td>
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<td>June 5</td>
<td>Wrap Up</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 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.