

<p style="text-align: center;">ECHD 7500 Foundations of School Counseling Summer Semester 2006 3 credit hours</p>
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Dr. Pam Paisley
408A Aderhold Hall
542-4142 (O); 549-7854 (H)
ppaisley@uga.edu

Appointments recommended

Catalog Description

The profession of counseling and specialty practice as applied in schools. Consideration of the nature of schools as well as school counseling programs that are comprehensive, developmental, and collaborative in nature.

General Objectives

This is the introductory and foundational course in school counseling in which students become familiar with a model for school counseling program development and school counselor role. This model is centered on five major components: (1) counseling and coordination, (2) educational leadership, (3) advocacy, (4) team-building and collaboration, and (5) the use of assessment data to improve practice. Course activities and requirements are designed to familiarize students with the professional specialty of school counseling as well as to provide a foundation for school counselor development.

This course as well as the program as a whole is designed to prepare school counselors who are: (1) educational leaders and self-reflective practitioners, (2) serve as advocates for all students, (3) understand and apply principles of group work in building school and community partnerships, and (4) accept responsibility for improving educational practices through an active program of research and evaluation. In addition to the five major model components, students will also be introduced to program expectations regarding the national standards for school counseling, technology as applied in counseling and educational settings, and the critical contextual issues related to multiculturalism and diversity. Specifically, students are expected to:

1. Begin acceptance of responsibility for their own professional development in the process of becoming the type of school counselor who can be most effective in meeting the needs of children and adolescents in a variety of domains including those associated with educational, vocational, and personal/social development.
2. Become familiar with the mission, principles, and publications of the American School Counselor Association and the American Counseling Association including mission statements, ethical standards, position statements, and national standards.

3. Articulate a clear vision for school counseling programs and school counselor role. This vision should include the model components outlined above as well as demonstrated awareness of the comprehensive, developmental, and collaborative nature of program development.
4. Demonstrate an emerging awareness of the complexities of school counselor role and program development, the critical issues within the field and society at large, and the potential for school counselor impact through educational leadership.
5. Work collaboratively to develop relationships within the cohort and to understand the communities and schools within which counselors work.

Specific Objectives:

Specifically, students will gain introductory **knowledge, skills, and attitudes** related to the foundations of school counseling and contextual dimensions of school counseling including:

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. counselor roles related to educational leadership, team-building and collaboration, advocacy, counseling and coordination, assessment data, multiculturalism, and technology.
5. design of school counseling programs that are comprehensive, developmental, and collaborative, that are integrated with the total school curriculum, aligned with the mission of the school, and based on the ASCA Standards;
6. design of interventions to promote development, prevent a variety of problems, and address crisis situations;
7. components of comprehensive programs including individual counseling, small group counseling, classroom guidance, coordination, consultation, and peer facilitation;
8. strategies of leadership designed to enhance the learning environment of schools;
9. knowledge of the school setting, environment, and pre-k – 12 curriculum;
10. current issues, policies, laws, and legislation relevant to school counseling;
11. the role of dimensions of diversity and equity issues in school counseling;
12. community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
13. ethical and legal consideration related specifically to the practice of school counseling;
14. use of technology including web-based portfolios, e-mail, and internet resources

Textbook and instructional materials

The required texts for this course are:

ASCA (2004). The ASCA National Model: A Framework for School Counseling Programs. Alexandria, VA: ASCA. (Order at www.schoolcounselor.org)

Erford, B. T. (2002) Transforming the school counseling profession. Upper Saddle River, NJ: Merrill Prentice Hall.

Supplemental texts include:

Gysber, N. & Henderson, P. (2000) Developing and managing your school guidance program (3rd ed.). Alexandria, VA: ACA.

Myrick, R. D. (2003). Developmental guidance and counseling: A practical approach (3rd ed.). Minneapolis, MN: Educational Media Corporation.

Wittmer, J. (2000). Managing your school counseling programs: K – 12 developmental strategies (2nd ed.). Minneapolis, MN: Educational Media Corporation.

Students are also expected to be responsible for any class handouts and to use relevant professional journals particularly Professional School Counseling, Journal of Counseling and Development, The School Counselor, and Elementary School Guidance and Counseling. Required readings (other than texts) will be posted to the class website. Students should also become familiar with journals from other related educational fields including educational research, educational leadership, and special education.

Students are also expected to be thoroughly familiar with the following websites: www.schoolcounselor.org, www.counseling.org, www.edtrust.org, www.nbcc.org, www.nclb.gov, <http://www.umass.edu/schoolcounseling/>, and www.doe.k12.ga.us. Ethical standards from ACA and ASCA should be downloaded to disk, local computer, website, or hard copy. Memberships for both associations are encouraged. Both are available online.

Attendance

Graduate students are expected to be responsible for regular and punctual class attendance. Attendance will affect student ability to participate in and contribute to class discussions and activities.

Participation: Fifteen points of the grade is determined through class participation and contribution. Active participation is essential and will be evaluated in the following way:

- Excellent – Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. [12- 15 points]
- Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. [8 – 11 points]
- Minimally acceptable – Passive participation including being present, awake, alert, attentive, but not actively involved. [4 – 7 points]
- Unsatisfactory – Uninvolved including being absent, late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of the discussion. [3 points or less]

Requirements

1. Complete all required readings and supplemental materials.
2. Participate in class discussions and activities.
3. Prepare a tentative two-year professional development plan detailing plans for developing knowledge and skills in the five major components (educational leadership, advocacy, team-building and collaboration, counseling and coordination, and use of assessment data) and the three overlapping strands (multiculturalism, technology, and use of the ASCA standards) of the program model. Due July 26th.
4. Begin development of a resource file for your school counseling office. Shared on July 26th. The file may be paper, electronic, or a combination. A minimum of 10 appropriate and current resources should be identified for full credit.
5. Explore both the ACA and ASCA websites. Download relevant mission statements, ethical standards, and position statements.
6. Complete the basic platform for a web-based portfolio. Introductory instruction will be provided. Shared on July 26th .
7. Conduct interviews with two elementary, two middle school, and two high school counselors through face-to-face meetings and Internet connection to determine current school counselor role and critical issues. Participate in work team presentations based on these interviews. Discussion on July 19th. Turn in a log indicating names, levels, schools, and districts of interviewed counselors and a list of interview questions.
8. Complete a researched and supported position paper on one of the following topics:
 - School Counselor as Educational Leader
 - School Counselor as Advocate
 - School Counselor as a Counseling Professional
 - School Counselor as Team-builder and Collaborator
 - Student Achievement: What Does the National Data Tell Us?
 - School Counselors Supporting Student Achievement
 - School Counselors Supporting Personal Development

- School Counselors Working with the Adults in Children's Lives
- School Counselor Role in Educational Reform
- Diversity in the Schools: Implications for School Counselor Role Bridging the Gap in Student Achievement: Can It Be Done?

Use a minimum of ten resources (books or refereed journal articles) and APA style in the preparation of this paper. Papers should be 10 - 12 pages in length, typed and double-spaced. These position papers should reflect critical thinking and analysis based on the most current as well as classic scholarship on the topic. You will be expected to participate in a forum based on these topics as a part of class. Papers due on July 17th; forum presentations on July 26th

Grading

Participation/engagement	15 points	A = 90 - 100
Professional development plan	15 points	B = 80 - 89
Resource file	10 points	C = 70 - 79
Counselor interviews	15 points	
Platform for web-based portfolio	15 points	
Researched position paper	20 points	
Forum presentation	10 points	

Course Format: The daily format of the class will vary depending on the topic to be covered. This course includes didactic content, personal reflection, and experiential elements. Lecture, discussion, group activities, and in-class presentations are learning strategies that will be used in this course. Therefore, your personal and active involvement in the process is essential for your successful completion of this course.

Special learning needs: If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic accommodations.

Academic honesty and integrity: All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers.

1. No student shall receive or attempt to receive assistance not authorized in the preparation of any laboratory reports, examinations, essays, themes, term papers, or similar requirements to be submitted for credit as a part of a course or to be submitted in fulfillment of a University requirement. When direct quotations are used, they should be indicated, and when ideas of another are incorporated into a paper, they must be appropriately acknowledged.
2. No student shall knowingly give, or attempt to give, unauthorized assistance to another in such preparation.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person any material which can be shown to contain the questions or answers to any

- examination scheduled to be given at some subsequent date or time in any course of study offered by the University, excluding questions and answers from test previously administered.
4. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including test, examinations, grade change forms, grade rolls, roll books, laboratory equipment, etc.

Students in the Department of Counseling and Human Development Services found in violation of the University's academic honesty policies or codes of professional ethics are subject to review and possible permanent expulsion from the programs offered in the Department.

Course Outline

Please note that all classes are day long sessions with a one hour lunch break.

June 7	Introduction to each other, course content & requirements, & the
June 14	vision for school counseling; pretest on course content
June 21	Defining program components & terminology: counseling (comprehensive, developmental, collaborative), leadership, advocacy, team-building, collaboration, "using the data" Readings: Chapters 1, 4, 17, 19 (Erford) Chapters 1 – 3 (Gysbers & Henderson) Chapters 1 & 2 (Myrick) Chapter 1 & 2 (Wittmer)
June 28	Professional associations, ethical standards, & national standards for programs Readings: Chapter 3 (Erford) <u>Vision Into Action</u> (Dahir, Sheldon, & Valiga) Chapter 29 (Wittmer) <u>www.counseling.org</u> <u>www.schoolcounselor.org</u> <u>www.nbcc.org</u>
July 5	Research day
July 12	Myers-Briggs Interpretation Web page instruction Readings: Chapter 30 (Wittmer)
July 19	Working teams & reporting out on “current state of the art” in three levels of school counseling from interviews Readings: Chapters 3 – 5 (Wittmer)

Implementing the standards; nuts & bolts of program development & role implementation

Readings: Vision Into Action (Dahir, Sheldon, & Valiga)
Chapters 3 – 11 (Myrick)

July 26

National & local data: Implications for school counselors; accountability

Readings: www.edtrust.org
Chapter 18 (Erford)
Chapter 12 (Myrick)
Chapter 25 (Wittmer)

Summary of content & review of model for school counseling; visiting web pages; sharing resource files; posttest on course content

Exam: Forum on researched and supported position papers

Closure Activity: Where are we and where do we go from here?