

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 410: Seminar in School Counseling

INSTRUCTOR INFORMATION

name  
office  
phone number  
e-mail

COURSE DESCRIPTION

This course provides an overview of the field of school counseling in elementary, middle, and secondary schools. Emphasis is on the role of the school counselor as well as an examination of the history and current trends in school counseling programs and services. The developmental school counseling model offers a foundation for understanding various interventions, including individual and group counseling, crisis intervention, consultation, appraisal, and coordination of counseling services. Required of all students in the School Sequence. 3 credits.

PREREQUISITES

Master's degree candidacy in Counseling or consent of the instructor

RECOMMENDED TEXTS

Schmidt, J.L. (2002). *Counseling in schools: Essential services and comprehensive programs* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

Van Zandt, Z. & Hayslip, J. (2001). *Developing your school counseling program: A handbook for systemic planning*. Belmont, CA: Wadsworth.

## INSTRUCTIONAL MODE

Seminar, team projects, field research

## COURSE OBJECTIVES

This course is designed to fulfill the School Counseling Sequence objectives of the Department of Counselor Education and to support the NCATE Performance Standards of the College of Education. The course also meets the CACREP Standards for School Counseling (see appendix) and is designed to help students to

1. understand the components of the comprehensive developmental school counseling model and conceptualize a program based on the model that focuses on academic, career, and personal/social development;
2. understand the history and current trends in school counseling;
3. provide an overview of the professional identity of school counselors in elementary, middle, and secondary schools;
4. understand the major school counselor interventions, including individual counseling, small-group counseling, large-group guidance, crisis intervention, individual student planning, consultation, and coordination of guidance and counseling services, prevention, counseling curriculum, systems intervention, and appraisal;
5. develop and implement specific guidance and counseling components in the schools, including brief counseling, academic support for high needs students, peer mentoring, prevention programs, and conflict resolution;
6. develop relational strategies and instructional components that reflect an understanding of cultural diversity and the importance of social justice;
7. conduct action research and needs assessment activities, including data analysis and evaluation plans;
8. understand ethical and legal issues in school counseling as well as best practices for school counseling as outlined by ISBE and the ASCA National Standards;
9. promotion of counseling activities to foster a positive climate in schools and presenting counseling-related educational programs to administrators, parents, and the community;
10. preparation of an action plan outlining appropriate time and budget commitments coupled with strategies to maintain and expand school counseling services;
11. assist parents and students with developmentally appropriate educational transitions in order to enhance maximum success for all students in the areas of academic, career, and personal- social development;
12. understand theories and models of consultation and how they can be used to enhance effective teamwork with teachers, parents, and students.

## REQUIRED PROJECTS/ACTIVITIES

1. **Four Reflection Papers**  
Each of the reflection papers is a critical response to assigned readings focusing on a specific topic. In each case, students will analyze the author's line of reasoning and evaluate it against their existing knowledge base and professional experience. The reflection papers should be two to three typed pages, double-spaced. More specific directions for the preparation of the reflection papers will be given in class.
2. **Needs Assessment**  
The comprehensive school counseling project, which is the major assignment of the course, is based on a needs assessment process designed to collect real data from the selected school. The needs assessment process involves
  - (a) developing an instrument to obtain appropriate evaluative data;
  - (b) administering this instrument to students, faculty, and administrators in the school; and
  - (c) analyzing and interpreting the results of the assessment and presenting them in a written and oral report. Additional Information on the needs assessment process will be presented in class.
3. **Comprehensive School Counseling Program Project** For this project, the instructor will place students in groups of three to five persons according to the similarity of their home schools. The assignment requires each group to develop a comprehensive school counseling program for a representative school that may be the home school of one of the group members.  
Components of the project should include, but may not be limited to, the following:
  - (a) a description of the demographics of the selected school, including mission statement and the community that it serves;
  - (b) presentation of data from the initial needs assessment;
  - (c) how the proposed program will be integrated into the total school curriculum and how it will promote the use of guidance and counseling services by the total school community;
  - (d) implementation of specific strategies to provide counseling services such as crisis intervention, prevention programs, and individual student planning; and
  - (e) an appendix, including minutes of team meetings and survey responses.
 Each group will make an oral presentation of the program to the class and submit the finished project in a portfolio. Further instructions for this project will be provided by the instructor.

## STUDENT EVALUATION AND GRADING POLICY

Each student's grade in the course is based on the following criteria:

Group project/presentation (grade is equally weighted between oral and written presentation)	60%
Reflection papers (4 papers @ 10% each)	40%

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=below 60%

## INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

## ASSESSMENT OF LEARNING

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

## STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center A-H8 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf> Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and their learning experience.

## STUDENT RESPONSIBILITIES

Each student is expected to attend all classes, read assigned materials, participate in class discussions, write 4 reflection papers, and present an oral and written project in collaboration with assigned team members. Excessive absences from class (more than two) will jeopardize the student's ability to earn a satisfactory grade in the course.

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Standard</b>
Week 1	Introduction to the course Assignment of students to presentation groups		
Week 2	History of school counseling Current trends Reflection paper #1 due: "History and Current Trends"	Reading: Schmidt, Chapter 1	
Week 3	Components of the developmental school counseling model: individual counseling, group work, guidance curriculum, responsive services	Reading: Schmidt, Chapter 3-4	
Week 4	The development of school counseling programs	Reading: Schmidt, Chapter 5	
Week 5	Professional identity of school counselors: best practices as mandated by ASCA National Standards Reflection paper #2 due: "Professional Identity & Best Practices"	Reading: Schmidt, Chapter 2	
Week 6	Specific counseling interventions in schools: individual and group work, prevention, crisis intervention	Reading: Schmidt, Chapter 6; Druck (2005) and Allen (2002)	
Week 7	Theories and models of consultation: using consultation and collaboration to effect change	Reading: Schmidt, Chapter 7 Reflection paper #3 due: "Consultation and Coordination"	
Week 8	Application of consultation services: using teamwork strategies with administrators, teachers, and parents Video: Consultation in Schools (Carlson & Dinkmeier)		
Week 9	Ethical and legal issues in school counseling: the ASCA code of ethics Reflection paper #4 due: "Ethical and Legal Issues"	Reading: Schmidt, Chapter 11 and Appendix A	
Week 10	Dilemmas in ethical decision making: student confidentiality vs. parents' right to know Guest panel of school counselors	Reading: Birdsall & Hubert (2000)	
Week11	Appraisal services and evaluation of school counseling programs	Reading: Schmidt, Chapter 8, 10	
Week 12	Group presentations		
Week 13	Group presentations		
Week 14	Group presentations		
Week 15	Summary and conclusions; future trends in school Counseling Project portfolios due	Reading: Schmidt, Chapter 12	

## BIBLIOGRAPHY

Note: Beamer and Fisher texts are classic

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- Birdsall, B. & Hubert M. (2000). Ethical issues in school counseling. *Counseling Today*, Oct. 2000.
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## Table of Standards

The course objectives for Coun 410 Seminar in School Counseling are linked to the following standards. COE/NCATE = College of Education/National Council for Accreditation of Teacher Education; CACREP = Council for Accreditation of Counseling and Related Educational Programs.

SSC = Standards for School Counseling (CACREP 2001 Standards)

1. understand the processes and components of the comprehensive developmental school counseling model, its integration into the school curriculum, and how it focuses on academic, career, and personal/social development of students;  
     COE #5 Instruction  
     CACREP SSC B.3, C.1.d, C.2.b, C.3.c
  
2. understand the history and current trends in school counseling;  
     COE #1 Foundations  
     CACREP SSC A.1
  
3. provide an overview of the professional identity of school counselors and how they interface with other professionals in schools;  
     COE #10 Professional Development  
     CACREP SSC A.3  
     CACREP II K 1 a, b
  
4. understand the major school counselor interventions, including individual counseling, small-group counseling, large-group guidance, crisis intervention, individual student planning, consultation, and coordination of guidance and counseling services, prevention, guidance and the school curriculum, leadership in learning experiences, and appraisal;  
     COE #5 Instruction  
     CACREP SSC A.2,4,6, B.2,7, C.1.a, C.2.a,c,d
  
5. develop and implement specific guidance and counseling strategies in the schools, including brief counseling, academic support for high needs students, peer mentoring, drug and alcohol prevention programs, and conflict resolution;  
     COE #5 Instruction  
     CACREP SSC C.1.c, C.2.h
  
6. develop counseling strategies and instructional components that reflect an understanding of cultural diversity, advocacy for students, and environmental and institutional opportunities and barriers related to student success;  
     COE #13 Diversity

CACREP SSC A.8,9, B.1, and C.2.g  
CACREP II K 2 c

7. conduct action research and needs assessment activities, including application of current and emerging technology in education;
  - COE #9 Assessment
  - CACREP SSC A.10, B.6, C.1.b,g, C.3.d
  - CACREP II.K.8.d
8. understand ethical and legal issues in school counseling as well as best practices for school counseling as suggested by ISBE and the ASCA National Standards;
  - COE #8 Content
  - CACREP SSC A.7,10
9. promotion of counseling activities to foster a positive climate in schools and presenting counseling-related educational programs to administrators, parents, and the community;
  - COE #11 Collaboration and #14 Leadership
  - CACREP SSC B.4,5
10. preparation of an action plan outlining appropriate time and budget commitments coupled with strategies to maintain and expand school counseling services;
  - COE #12 Research
  - CACREP SSC C.1.e,f
11. assist parents and students with developmentally appropriate educational transitions in order to enhance maximum success for all students in the areas of academic, career, and personal-social development;
  - COE #2 Human Development
  - CACREP SSC C.2.e,f
  - CACREP II K 3 d
12. understand theories and models of consultation and how they can be used to enhance effective teamwork with teachers, parents, and students.
  - COE #11 Collaboration
  - CACREP SSC C.3.a,b,c
  - CACREP II K 5 e