

CPSY 428: Introduction to School Counseling
Spring 2011
Loyola University Chicago

Day & Time: Monday, 7:00 pm – 9:30 pm
Room: Corboy Law Center Rm. 203

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Office Hours: Monday, 4 pm – 6 pm

Required Reading

Bradley, T. E. (2010). *Transforming the school counseling profession (3rd ed.)*. Upper Saddle River, NJ: Pearson.

Additional articles

Course Description and Objectives

This course is designed to introduce students to the philosophy and practice of a comprehensive, developmental K-12 school counseling program. The emphasis will be on school counselors' roles and functions as defined by the American School Counselor Association.

Upon completion of this course, the student will have the competencies as indicated by the Illinois School Counselor Content Area Standards. Please consult ISBE for complete School Counselor Content Area Standards.

School of Education Conceptual Framework

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

As an introduction to a comprehensive school counseling program, this course will help students understand the key issues in school counseling including history and current issues, national standards and model, school counselor's roles and essential services, and working with diverse student populations including exceptional children.

Students will read current literature in school counseling and develop knowledge and skills necessary to work with diverse students as a professional school counselor.

Technology: In this course students will use technology to aid them in communicating and locating resources. The email and Blackboard will provide a convenient way to communicate with one another in between class meetings. Students will be able to locate professional resources (e.g., journal articles, professional organizations, published reports) on the world wide web.

Diversity: The program is committed to issues of diversity including but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. Students' competence in working with diverse students will be instructed and assessed through exams and group presentation.

Evaluation: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

Grading Scale:

93 – 100 = A, 92 – 90 = A-, 89 – 86 = B+, 85 – 83 = B, 82 – 80 = B-, 79 – 76 = C+, 75 – 73 = C, 72 – 70 = C-, 69 and below = F

Criteria.....Total Points

Participation	100 points
Examinations	200 points (100 points for each exam)
Literature review paper	100 points
Group presentation	50 points
Total.....	450 points

Late work will have 10% deducted from the total possible score for each day (not class meeting). No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Course requirements

1. Participation (100 points): Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings. I also expect students to arrive on time and to contact me in advance if they will be absent. Students will receive 5 points for each attendance starting with a baseline of 35 points. Students missing more than 20 minutes of class will be considered “absent.”

2. Exams (2 exams, 100 points for each): 3/21 & 5/2

We will have two (2) exams. They will be comprehensive essay exams covering class material and assigned readings. The exams will be designed to allow you to demonstrate your learning

through analyses, syntheses, and evaluation of course materials. You will receive the questions approximately 2 weeks before each exam.

3. Literature review paper (100 points): 4/18

Your paper is an opportunity to research a school counseling issue of your interest.

- a. Papers should review literature on a school counseling issue, and critically analyze, synthesize, and evaluate them. You should be able to make your own conclusion and implications for school counseling based on literature review.
- b. This paper is intended to be helpful to your professional development. Write about a topic of your professional interest in the field of school counseling.
- c. The paper will be a minimum of 10 pages of text, double-spaced typed, and APA style & format. Use at least seven (10) articles published in refereed journals.
- d. Please edit for grammar and spelling.
- e. I will be pleased to review drafts of your paper up until 4/4. This is an un-graded “relaxed review”. Always attach your previous draft to your current submission. Edit in my comments before resubmitting.

5. Group presentation (50 points): 3/28-4/25

Each group of students will prepare a classroom guidance program for K-12 students and give a presentation to the class. The class may role play K-12 students. The presentation should be approximately 1 hour in length. Each member should significantly contribute to the preparation and presentation. Before the presentation day, the presenting group should post the presentation file both on the Blackboard and the LiveText. Students are encouraged to use their creativity and freedom regarding the presentation style and format. Each presentation will receive evaluation from peers, self, and instructor.

CLASS SCHEDULE

Date	Topic(s)	Readings	Assignments
1/24	Introduction School counselor's role and identity		
1/31	Historical and current trends National standards and model	Chs. 1-3 Additional articles	
2/7	National standards and model Accountability	Ch. 4 Additional article	
2/14	No class (Interview day)		
2/21	Developing school counseling programs	Ch. 8	
2/28	Essential services	Chs. 9-12	
3/7	No class (Spring break)		
3/14	Essential services		
3/21	Midterm exam		
3/28	Diversity and advocacy Group 1 presentation	Chs. 6-7 Additional articles	
4/4	Special issues in school counseling Group 2 presentation	Chs. 14-16 Additional article	Last day for relaxed review of lit. rev. paper
4/11	Special issues in school counseling Group 3 presentation		
4/18	Special issues in school counseling Group 4 presentation		Literature review paper
4/25	Special issues in school counseling Group 5 presentation		
5/2	Final exam		

ARTICLE LIST

1/31

- Amantea, E. S., & Clark, M. A. (2006). Changing schools, changing counselors: A qualitative study of school administrators' conceptions of the school counselor role. *Professional School Counseling, 9*, 16-27.
- Dollarhide, C. T., & Lemberger, M. E. (2006). "No child left behind": Implications for school counselors. *Professional School Counseling, 9*, 295-304.
- Dollarhide, C. T., Smith, A. T., & Lemberger, M. E. (2007). Critical incidents in the development of supportive principals: Facilitating school counselor-principal relationships. *Professional School Counseling, 10*, 360-369.
- Paisley, P. O., & McMahon, G. (2001). School counseling for the 21st century: Challenges and opportunities. *Professional School Counseling, 5*, 106-115.
- Reiner, S. M. Colbert, R. D., & Perusse, R. (2009). Teacher perceptions of the professional school counselor role: A national survey, *Professional School Counseling, 12*, 324-332.
- Sears, S. J., & Granello, D. H. (2002). School counseling now and in the future: A reaction. *Professional School Counseling, 5*, 164-170.

2/7

- Myrick, R. D. (2003). Accountability: Counselors count. *Professional School Counseling, 6*, 174-179.

3/28

- Amantea, E. S. & West-Olatunji, C. A. (2007). Joining the conversation about educating our poorest children: Emerging leadership roles for school counselors in high-poverty schools. *Professional School Counseling, 11*, 81-89.
- Moore-Thomas, C., & Day-Vines, N. L. (2010). Culturally competent collaboration: School counselor collaboration with African American families and communities. *Professional School Counseling, 14*, 53-63.
- Ohr, J. H., Lambie, G. W., & Ieva, K. P. (2009). Supporting Latino and African-American students in advanced placement courses: A school counseling program's approach, *Professional School Counseling, 13*, 59-63.
- Park-Taylor, J., Walsh, M. E. & Ventura, A. B. (2007). Creating healthy acculturation pathways: Integrating theory and research to inform counselors' work with immigrant children. *Professional School Counseling, 11*, 25-34.
- Varjas, K., Graybill, E., Mahan, W. Meyers, J. Dew, B., Marshall, M., Singh, A., & Birckbichler, L. (2007). Urban service providers' perspectives on school responses to gay, lesbian, and questioning students: An exploratory study. *Professional School Counseling, 11*, 113-119.
- Velsor, P. V. & Orozco, G. L. (2007). Involving low-income parents in the schools: Communitycentric strategies for school counselors/ *Professional School Counseling, 11*, 17-24.

4/4

- Milsom, A. S. (2002). Students with disabilities: School counselor involvement and preparation. *Professional School Counseling, 5*, 331-337.

GENERAL POLICIES

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Use of Electronic Devices in the Classroom

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the instructor has adopted guidelines for appropriate use of electronic devices within the classroom.

Cell Phones: Students must put cell phones on "silent mode" (not "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be

tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities.

Computers: While computers are generally welcome, their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited.

iPods, MP3 players, etc.: The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence.

****This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**