

Loyola University Chicago
CPSY 428 - Introduction to School Counseling
Fall 2015
Tuesday 4:15 – 6:45 p.m.
Corboy Law Center - Room 326

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Office Hours: By appointment

Required Texts

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs, Third Edition*. Alexandria, VA: Author.
Erford, B. T. (2015). *Transforming the school counseling profession (4th ed.)*. Upper Saddle River, NJ: Pearson.
Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Required Assessment Tool

Rath, T. (2007). *Strengthsfinder 2.0*. New York, NY: Gallup Press.
<https://www.gallupstrengthscenter.com/Purchase/en-US/Product>

Course Description

This course is designed to acquaint school counseling students with the fundamentals of professional school counseling practices and trends; affective concerns of children and adolescents; legal, ethical and multicultural concerns related to school counseling and the possibilities for collaborative, creative and supportive work in the schools.

Methods of Instruction

Course will include a variety of instructional methods including, but not limited to cooperative learning groups, role-play, case study analysis, student design and presentation of workshop topics, and class discussion.

IDEA Objectives essential to the course

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team

IDEA Objectives important to the course

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)

Upon completion of this course, the student will have competencies as indicated by the Illinois School Counselor Content-Area Standards including the following:

- Students will be able to articulate basic history and current trends in school counseling.
- Students will be able to conceptualize a comprehensive, developmental school counseling program for a particular school level, including individual, small-group and large-group programming, and collaborative partnerships within the school and community.
- Students will be able to articulate ways in which school counselors can serve as change agents in the school culture and climate.
- Students will be able to develop and incorporate multicultural understanding into their framework.
- Students will be able to articulate social and emotional concerns of children and adolescents.

Conceptual Framework and Conceptual Framework Standards

Professionalism in the Service of Social Justice: As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, equity, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge and skills as a school counselor in an ethical and reflective manner in order to promote the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work. www.luc.edu/education/mission/

Dispositions

The School of Education evaluates students on dispositions, *Professionalism, Fairness, and the Belief that All Students Can Learn*, to assess growth across our programs to provide more feedback on performance and behavior. The disposition of "Professionalism" will be assessed for students in this course via LiveText.

Professionalism IL-LUC-DISP.1	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA

ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course	ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course	ethical principles (counseling psychology students) via substandard course work performance.
Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.

Diversity

Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. Readings, discussions, and other class activities are designed to facilitate your development as a culturally competent and collaborative professional who is able to work effectively with diverse clients and communities. Diversity is integral to the study of education, the social justice mission of the School of Education and your effectiveness as a professional school counselor.

Academic Honesty

www.luc.edu/education/syllabus-addendum/

Accessibility

www.luc.edu/education/syllabus-addendum/

EthicsLine Reporting Hotline

www.luc.edu/education/syllabus-addendum/

Electronic Communication Policies and Guidelines

www.luc.edu/education/syllabus-addendum

Professional Behavior

Cell Phones/Laptops/Tablets:

Please make sure all cell phones are turned off during class. If there is some reason why you must keep yours on, please discuss it with me individually. Appropriate use of laptops or tablets is permitted in class. However, should this be a distraction to the instructor or your peers, you will be asked to refrain from further use.

Submission of Assignments

It is expected that all readings and assignments be completed prior to each class. Assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and formatting are expected. Unless otherwise noted, all assignments should include a cover page and should be typed in 12-point font with 1-inch margins following APA Style (6th edition). Upload all final assignments to Sakai by 4:00pm.

Writing assignments will be considered late and will result in the loss of 2 points, if not submitted to the instructor on the due date. You will continue to lose 2 points for each day beyond the due date (must be uploaded to Sakai by 4:00pm each day). If an emergency should arise for you during the semester that impedes your ability to submit your assignment on time, please contact the instructor as soon as possible to make arrangements.

E-mail

Be sure to check your LUC e-mail account regularly. Failure to do so can result in missed information for which you are responsible.

Course Assignments**1. Attendance, readings, weekly oral journal and in-class activities (30 points)**

Attendance at all class sessions is required. Participation in classroom activities, exercises, and discussions is expected. A brief assessment may also be given during class.

To earn points for attendance and participation, students must

- Regularly attend (no more than two absences)
- Attend class on time (no more than 15 minutes late or leaving 15 minutes early, one time)
- Actively participate in small and large group discussion
- Participate in class activities
- Engage in active learning on a graduate level
- Communicate effectively and respectfully with instructor and peers
- Demonstrate exceptional teamwork and group cooperation

The weekly oral journal is based upon assigned weekly readings. Consider the following questions:

- What did you learn?
- How did the content challenge you?

- What emotions did you experience? Any discomfort?
- How will you use this information?

2. Reaction reflection (15 points) DUE: September 8

Student will write reaction papers that involve points of interest or questions found in the readings through September 8. This assignment must be 3-4 pages in length (typed, double-spaced, 12-point font, one-inch margins, no cover sheet, proofread). We will discuss the reaction papers in class.

Your grade will be based upon the following criteria:

Introduction, conclusion and summary of interview	5 points
Student reactions and important things learned	5 points
APA (6 th ed.) style, grammar, spelling	5 points

3. Licensed professional school counselor interview (20 Points) DUE: October 20

Students will conduct an in-depth, individual interview in person with a professional school counselor at the level of most interest. The report of the interview should present an overview of the school counseling program through the eyes of the interviewee. Please be sure to obtain verbal informed consent prior to conducting the interview. Contents located in Appendix A can be used to develop a questionnaire to facilitate the interview. Questions should pertain to the counselor's perception of his role as school counselor, the duties performed, and his implementation of a comprehensive competency-based school counseling program. The paper should include the school counselor's name and school, along with a summary of the interview and the interviewee's impression of and reaction to the experience. The assignment is to be approximately 4-5 pages in length (typed, APA style 6th Edition, double-spaced, 12-point font, one-inch margins, a cover sheet, and proofread). Further, students will present an oral report to the class on **October 20** on the findings of the interview, themes and perspectives found during the meeting.

Your grade will be based upon the following criteria:

Introduction, conclusion and summary of interview	4 points
Interviewee's perspective of school counseling program	4 points
Student reactions and important concepts learned from experience	4 points
APA (6 th ed.) style, grammar, spelling	4 points
Oral report of findings	4 points

****See Appendix A for full description of interview paper assignment.**

4. Professional School Counseling Program Handbook (265 points) DUE: Various dates listed in course schedule

Students will work as a simulated school counseling staff (consisting of 3 members

minimum) to develop a comprehensive competency-based school counseling and guidance program (CCBSCGP) at the elementary, middle or high school level. The group will be expected to develop a creative and thorough professional school counseling program handbook for the simulated school. The final product should be based on the *ASCA National Model for School Counseling Programs*, and the *Developmental Counseling Model for Illinois Schools*.

The final school counseling program handbook is worth 265 total points and will be broken down into 4 sections (see Appendix B). Weekly assignments will be completed for each section and one group member will e-mail them to me at lucschoolcounseling@gmail.com. We will use Google Docs to share with each other. The final product will be a model for students to have for professional use upon completion of the course. Each of the 22 assignments is worth 10 points (for a total of 220 points); the class presentation is 25 points; and the remaining 20 points will be awarded based on the project's creativity, organization and overall attractiveness of the handbook. The final handbook should be uploaded to Sakai and presented on **December 1**.

Lastly, each individual will submit a typed one-page summary reflecting on your experience working within your group. E-mail this to me at lucschoolcounseling@gmail.com.

****See Appendix B for full description of the Professional School Counseling Program assignment.**

5. Final exam (35 points) DUE: December 8

Format of the exam may consist of short answer and essay questions; content can pertain to any course readings, assignments, class activities, and discussions. Students should be especially familiar with the components of the *ASCA National Model for School Counseling Programs*, *ASCA National Standards for Students* and multicultural competencies.

Class Assignment	Points	Percentage of Grade
Attendance, readings, weekly oral journal, and in-class activities	30 points	25%
Reaction reflection	15 points	15%
Licensed school counselor interview	20 points	15%
Professional school counseling program	265 points	25%
Final Exam	35 points	20%

Total Possible Points: 365

Grading Scale

95-100 A	90-94 A-
85-89 B	80-84 B-
75-79 C	70-74 C-
65-69 D	

Course Schedule

Date	Topic	Readings/ Assignment Due
August 25	Welcome and course intro History of School Counseling	Erford, Ch. 1 Forming semester groups School counseling vision
September 1	ASCA Model -Intro, Foundation Transforming School Counseling Initiative (TSCI) Achievement Gap	ASCA, pp. x-39 Erford, Chs. 2 & 3 Holcomb-McCoy, Ch. 1 Articles: The Blueprint Oral journal
September 8	ASCA Model - Management Comprehensive Developmental School Counseling Programs	ASCA, pp. 41-81 Holcomb-McCoy, Ch. 2 Oral Journal Reaction Reflection DUE
September 15	Multicultural Competence	Erford, Ch. 8 Holcomb-McCoy, Chs. 3, 7 & 9 Oral Journal
September 22	ASCA Model - Delivery Leadership & Advocacy	ASCA, pp. 87-98 Erford, Ch. 9 Holcomb-McCoy, Ch. 5 Oral Journal Program Assignments 5 & 6 DUE
September 29	ASCA Model - Accountability Systems	ASCA, pp. 99-107 Erford, Chs. 4, 5 & 6 Oral Journal Program Assignments 7 & 9 DUE

October 6	NO CLASS - Fall Break	
October 13	Large Group Guidance	Erford, Ch. 10 Holcomb-McCoy, Ch. 8 Oral Journal Program Assignments 3, 14 & 18 DUE
October 20	Individual and Group Counseling Student oral reports on interviews	Erford, Ch. 13 Interview Paper DUE Oral Journal
October 27	Consultation and Collaboration; Ethics	Erford, Chs. 7 & 14 Holcomb-McCoy, Ch. 4 Oral Journal Program Assignments 15, 16, 17 DUE
November 3	Complex Issues Special Education Mental Health	Erford, Chs. 15, 16 & 17 Oral Journal Program Assignments 10, 11 & 12 DUE
November 10	Research Day	Program Assignments 4, 13 & 19 DUE
November 17	Academic and Postsecondary Planning	Erford, Chs. 11 & 12 Oral Journal Program Assignments 8, 21 & 22 DUE
November 24	Guest Speaker	Prepare questions for speaker

December 1	Group Presentations	Program Assignments 1, 2 & 20 with Professional Handbook DUE
December 8		Final Exam DUE

** This syllabus and schedule are subject to change if deemed necessary by the instructor.*

Appendix A

Guidelines for Professional School Counselor Interview

****Please be sure to obtain verbal informed consent prior to conducting the interview and remember to send a thank you note following the interview.**

1. Rationale for Interview

- a. To learn students' greatest needs
- b. To understand how to best address student needs
- c. To understand counselor's role in addressing student needs

2. Background Information

- a. Length of time in current setting/ position
- b. Previous teaching experience
- c. Academic background/certification
- d. Current involvement with students and staff
- e. Expectations in current role (i.e. job responsibilities)
- f. Background information about students

3. Perceptions of Student Needs and Community Resources

- a. Greatest concerns about students
- b. Urgency and span of needs
- c. Attempt to resolve issues
- d. Further resolution needed
- e. Community/Parent support/involvement in addressing needs
- f. Important challenges and pressures for administration
- g. Strengths teacher draws upon for solving problems and addressing student needs.
- h. Example of a recent, successful change effort

4. School Counseling Program Influence

- a. How needs are being addressed by school counseling program
- b. School counselor's efforts in addressing student needs and parent concerns
- c. Important elements of an ideal counseling program
- d. Teacher's interaction with counselors to maintain consistency and express concerns
- e. Effectiveness of the counseling program
- f. Most effective part of program
- g. Improvements needed for counseling program
- h. Student and staff perspectives of counseling program
- i. Meeting the needs of special populations
- j. Counselor visibility and availability
- k. Impediments to counselor availability/visibility
- l. Benefits of counselor availability/visibility
- m. Physical environment for counseling center
- n. Data analysis and research to ensure student success
- o. Demonstration of school counseling program successes to all stakeholders
- p. Additional responsibilities expected of school counselors
- q. Questions for interviewer

Guidelines for Professional School Counselor Interview Paper

1. Brief Introduction

2. Interviewee Descriptive Informative

- a. School counselor's professional involvement with teachers
 - i. Variety of assignments
 - ii. Job responsibilities
- b. Student caseload
- c. Job description
- d. School context
 - i. Student background information (e.g. socioeconomic background, ethnicity and special programs within school)
 - ii. School-family relationships
 - iii. School-community relationships/partnerships
 - iv. Characteristics of school faculty

3. School Counseling Program Overview

- a. Type of school counseling program (based on ASCA model?)
- b. Most effective part of school counseling program
- c. Least effective part of school counseling program
- d. Area(s) needing improvement
- e. Allocation/prioritization of school counselor's time each week
- f. Marketing efforts of the program within the school and in the community
- g. Use of student data to address student/family needs
- h. Communication between school counselors and students
- i. Consultation with other professionals

4. Reactions and Important Things Learned from Interview

- a. Important things learned from interview
- b. Themes that emerged for the interview (e.g. strategies for change and perceptions of change held by interviewee)
- c. Overall reaction to interview
- d. Challenges faced in conducting interview (e.g. biases, anxieties, stereotypes)
- e. Aids in preparing for and processing challenges
- f. Perspective changes resulting from interview
- g. Easiest, hardest and most surprising part of the interview
- h. Ways this experience might shape your approach to building strong relationships with administrators, faculty, staff, students and families of your school

5. Brief Conclusion

Appendix B
Professional School Counseling Program Handbook Sections and Assignments

Section I: Foundation

Assignment 1

1. Name of school
2. Welcome and introduction to school
3. School counseling staff members and contact information
4. Program services offered to school members
5. Welcome letter to faculty/staff announcing general school counseling services

Assignment 2

1. Prepare a table of contents with page numbers.
2. Include references (positioned at the end of the handbook).

Assignment 3

1. Create a mission statement for counseling program.
2. Present at least three objectives for how the counseling program will meet the overall mission.

Assignment 4

1. Describe (in two pages maximum) the rationale/philosophy for the school counseling program
 - a. Staff's philosophy of school counseling
 - b. Overall approach to counseling
 - c. A brief description to parents of the program's implementation of the *ASCA National Model for School Counseling Programs*, the *ASCA National Standards for Students* and the *Developmental Counseling Model for Illinois Schools*

Assignment 5

1. Provide an overview of school's population compared to Illinois State Board of Education (ISBE) data
 - a. Describe how this information is used to assess needs, identify outcomes and provide support for the development of student services and programs
 - b. Fictional overview of school's population
 - i. Total student numbers
 - ii. Race/ethnicity
 - iii. Students with disabilities
 - iv. Socioeconomic background (free/reduced lunch)
 - v. Attendance rate
 - vi. Crime/violent activity
 - vii. Gifted
 - viii. ELL
 - c. Identify state percentage representing these same demographic variables (display information in a table or graph)

- d. State how school uses this data to develop and improve school counseling program

Illinois searchable database about school indicators: www.isbe.net

National websites with population data:

Annie E. Casey Foundation	www.aecf.org
Kids Count Data Online	www.aecf.org/kidscount
Carnegie Corporation	www.carnegie.org
Child Trends	www.childtrends.org
Children's Defense Fund	www.childrensdefense.org
National Center for Education Statistics	www.NCES.ed.gov
U.S. Department of Education, Research and Statistics	www.ed.gov/stats
U.S. Department of the Census	www.census.gov

Assignment 6

1. Present an easy to understand synopsis of the *ASCA National Standards for Students* for teachers/parents/administrators.
2. Briefly describe how the program is based upon these standards.
3. List one benefit of using the standards for each of these groups:
 - a. School counselors
 - b. Students
 - c. Parents
 - d. Teachers
 - e. Administrators
 - f. Community members

Assignment 7

1. Present an easy to understand synopsis of *ASCA's School Counselor Competencies* for teachers/parents/administrators.
(www.schoolcounselor.org/files/competencies.pdf)
2. Describe how the competencies are incorporated into the roles and activities of the school counseling program.

Assignment 8

1. Create a blog or website marketing the counseling program featuring special services (e.g., peer facilitation program, small groups offered, meetings for parents).

Section II: Management

Assignment 9

1. Create a full year calendar of counseling programs/activities for each grade level.
2. Develop a sample weekly program calendar.

Assignment 10

1. Create a curriculum action plan and include:
 - a. Goal(s) to be addressed
 - b. Domain(s), standard(s) and competencies, which are consistent with school program and goals
 - c. Description of school counseling activities to be delivered
 - d. Timeline for completion of activities
 - e. Name of person(s) responsible for each activity
 - f. Methods of evaluating school success using process, perception and outcome data
 - g. Expected results for students stated in terms of what will be demonstrated by the student

Assignment 11 (Emergency Procedures)

1. Write about the procedures for handling emergencies such as reporting child abuse/neglect, reporting student ideation of harm to self or others (<http://www.state.il.us/dcf/child/index.shtml>; www.isbe.net; <http://crisisguide.neahin.org/crisisguide/>)

Assignment 12 (Crisis Management)

1. Describe the counselor(s) role in the event of a crisis (choose one example) homicide, suicide, unexpected death, shooting, bombing
<http://crisisguide.neahin.org/crisisguide/>

Section III: Delivery

Assignment 13

1. Develop a diagram or bulleted list of school counseling staff activities and functions (e.g., consultation, collaboration, coordination, large group guidance, counseling groups, etc.).
2. Describe the school counselor's role for the purpose of marketing the program to stakeholders who may not be aware of such.

Assignment 14

1. Read ASCA's position statement on confidentiality and ethics for school counselors (www.schoolcounselor.org).
2. Create a confidentiality statement for individual counseling (for students and/or parents).
3. Develop a confidentiality statement for small group counseling (for students and/or parent).

Assignment 15

1. Present a large group guidance lesson definition appropriate for your school.
2. List sample guidance lesson curriculum by grade.
3. Create a sample lesson plan for a classroom guidance lesson, with ASCA National Standards for Students documented. Prepare the lesson plan in such a way that any counselor can facilitate it.

Assignment 16

1. Present a small group counseling definition appropriate for your school.
2. Overview a sample of small group counseling experiences available for students.
3. Create a sample session list for a select small group experience (include a lesson plan) and document ASCA National Standards for Students.

Assignment 17

1. Describe the consultation services offered to students, parents/families, and staff (this can be a narrative or bulleted list).

Assignment 18

1. Present a list of local, state and national resources for school personnel and other counselors complete with website link, if available.

Assignment 19

1. Describe the process of Response to Intervention (Roti) to parents.
2. Indicate the process by which parents and teachers can request a conference for a 504 plan.

Section IV: Accountability

Assignment 20

1. Develop a needs assessment questionnaire for
 - a. Parents
 - b. Students
 - c. Teachers

Assignment 21

1. Present an evaluation tool, an administrator will use to evaluate school counselors performance each year. The tool should reflect the roles and activities in the ASCA National Model for School Counseling Programs and ASCA's School Counselor Competencies.

Assignment 22

1. Present an evaluation tool an administrator will use to evaluate effectiveness of school counseling program.

Assignment 23

1. Creative additions that reflect the knowledge gained during the semester regarding the ASCA National Model, organizing and administering school counseling programs.