

Loyola University Chicago
CPSY 431 - Advanced School Counseling and Consultation
Thursdays 7:00 p.m. – 9:30 p.m.
Corboy Law Center – Room 601

Instructor: **Michelle Schlack, Ed.D, LPC, NCC**
Phone Number: Provided in class
E-mail: mschlac@luc.edu; micsch@d219.org
Office Hours: By appointment

Required Text:

Note - We will only be reading select chapters. These can be purchased electronically for a greatly reduced cost. To purchase e-chapters visit www.cengagebrain.com and use ISBN# 978-1-285-73616-7 (Chapters will cost \$8.49 each)

Davis, T. E. (2015). Exploring School Counseling, (2nd Ed.). Stamford, CT. Cengage Learning.

Supplemental Text:

[ASCA Ethical Standards for School Counselors \(2016\)](#)
[ASCA Mindsets & Behaviors \(2014\)](#)

Course Description

This course explores the attitudes, concepts, and skills of indirect service delivery through teaming, collaboration and consultation. Reflection on practice and competencies for practice in a multicultural world will also be developed through class activities and discussions. This course is designed to produce consultation and organizational development skills that will facilitate an effective, collaborative professional school counseling practice. We will explore issues related to teaming and collaborating with various school stakeholders including parents, teachers, diverse learners, community members, administrators and college admissions personnel.

Outcomes: Students will develop an understanding of school culture and the organizational and contextual factors of the consultation/intervention process. Students will understand the consultative process..

Attendance and Participation

As much of the learning in this course occurs during our class discussions, your attendance and participation is essential and represents a significant portion of your final grade. Therefore, you are expected to attend all class meetings and to actively participate in all class discussions both as a listener and a speaker. Becoming an effective counselor requires exploration of personal values, assumptions and worldviews, while simultaneously learning to understand and respect the values, assumptions and worldviews of others. Thus, in this class students will be expected to discuss their personal views and to be respectful of other's views as well, thereby ensuring a safe space for meaningful learning.

IDEA Objectives Essential to this course

- Learning to apply course material (to improve thinking, decision making and problem solving)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA Objectives Important to this course

- Learning how to find and use resources for answering questions or solving problems
- Acquiring skills in working with others as a member of a team

IDEA Course Evaluation: At the end of this course students will be asked to complete a course evaluation using this link: <http://StudentIDEALogStu> Students will need to login using their _____ at this site: <https://shibidp.luc.edu/idp/Authn/UserPassword>

Conceptual Framework and Conceptual Framework Standards

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/

Technology: In this course, you will use technology to aid you in communicating information and locating resources. It is expected that students will integrate technology with assignments as appropriate. E-mail will provide a convenient way for us to communicate with one another in between class meetings.

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. This class is designed to facilitate your development as a culturally competent professional who is able to work effectively with diverse clients and communities.

Submission of Assignments: All assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and proper formatting are expected for all assignments. All submitted assignments should adhere to APA Style and are due at the beginning of class on the assigned due date. As this is a graduate level course, late work will NOT be accepted and will result in a grade of zero. Exceptions may be made by PRIOR arrangement with the instructor on a case by case basis.

Professional Behavior: Please be sure to turn off cell phones prior to the start of class. Appropriate use of laptops and/or tablets is permitted in class, however should this become a distraction to you, the instructor or your peers, you may be asked to refrain from further use.

Dispositions

The School of Education evaluates students on dispositions of, **Professionalism, Inquiry, and Social Justice** as these are indicators of growth for different levels in the program.

The disposition "Belief that all students can learn" will be assessed for students in this course via [LiveText](#).

Syllabus Addendum Link: <http://luc.edu/education/syllabus-addendum/> This link will direct you to important Loyola University information on the subjects listed below.

- Academic Honesty
- Accessibility
- Conceptual Framework
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

Course Requirements

- 1) **Class Attendance and Participation (20 points)** Attendance and participation in all classroom activities, exercises, and discussions is expected. It is also expected to complete the assigned readings prior to class discussion. To earn 20 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)
 - Be prepared to discuss weekly reading assignments
 - Actively participate in class activities and discussion
 - Engage in active learning on a graduate level
 - Communicate effectively and respectfully with instructor and peers
 - Demonstrate exceptional teamwork and group cooperation
- Minimal or passive participation will result in a loss of points

- 2) **Book Review and Resource Guide (20 points)** To compliment your experience in this class, and to create illustrative connections between theories and problems of practice, you will be required to select one “pop culture” book for review and critique. This book may be chosen from the list provided (see syllabus attachment) or selected independently. Please obtain instructor permission for books not on list provided. Book titles will be given on a “first come first serve” basis, as each student must select a different book.

Some suggested questions that you should consider addressing are: What did you learn about how the problem presents? What are complications and/or related problems that frequently occur with this issue? What resources are available? What therapy techniques work best with this problem? What treatments options exist? The goal of the assignment is to expand your knowledge base into new areas and to help provide you with a mini library of topics to begin your career.

- a) The review of the book will be presented to the class orally. You should address the counseling issue(s) covered in your book as well as a brief summary of how such issues might present in schools. In short, you will about about 10 mins to summarize what you learned from your book.
 - b) Resource Guide - you will be required to develop and share a 1-2 page resource guide based on the counseling issue presented in your book. This must include the citation for your book as well as a reference to at least one scholarly article about this issue in schools or counseling. Additionally, this handout should include any websites, books, or other resources that a new counselor could turn to if faced with this issue.
- 3) **Professional Presentation (25 points)** As a school counselor you will frequently be called upon to provide training to the staff at your school. For this assignment you will work in pairs or small groups to create a professional development presentation (please use PowerPoint or Google Slides) on a current issue in schools. This presentation should be approximately 30 mins in length and must include the following:
 - a) Identify your intended audience (Board of Ed; teachers at your school; District-wide presentation, presentation at a professional organization)
 - b) Introduction/Description of the Issue - be detailed here - think DSM criteria, current laws impacting the issue, statistics, effects on children or academics, etc.

- c) Goals for your session - what do you want participants to know or do as a result of attending your session?
 - d) References and/or research to support your topic as an issue of concern
 - e) How this topic relates to the health/wellbeing and/or academic success of all students
- 4) **Reflections (15 points; 5 points each)** Each reflection should be approximately 2-4 pages in length. See Syllabus for individual due dates
- a) School Counselor Experience - Discuss your own experience with a school counselor. How will this shape your work as a school counselor? What most excites you about this profession and what do you find the most concerning?
 - b) Personal Worldview - Discuss your personal worldview as it relates to education and becoming a school counselor. What will guide your decision making? What will define your practice? Some things to consider include - what has influenced you to become an educator or to serve others?
 - c) Project Implicit - choose any three tests; take them and write a 1-2 page reflection about your experience and results. How can this inform your practice? Were you surprised by your results? In what ways do you encounter biases, stereotypes and/or prejudices? How have these experiences impacted you and your growth? How can such experiences inform or impact your work as a school counselor?
- 5) **Interview (20 points)** Counselors work as a team in collaboration with other school professionals on a daily basis. Choose either a teacher or a principal (at the grade level you are interested in) to ask a few questions about what they know/think about a school counselor's role on campus. Specifically ask about the ways they interact with counselors and their opinions about ways they would like to interact with counselors. Be sure to think about and compile a list of questions ahead of time related to their work with school counselors. Critical to this assignment is the development of your understanding about their role in collaborating with counselors as well learning about how school counselors can help them advance the mission of the school and success of students. Write a 2-4 page paper summarizing your interview and questions. This is intended to be a brief interview and we will discuss in class some of your takeaways from this assignment.

Assignment Weights

Grade Scale

Attendance and Participation	20 points	95-100 A	90-94 A-
Book Review	20 points	85-89 B	80-84 B-
Professional Presentation	25 points	75-79 C	70-74 C-
Interview	20 points	60-69 D	
Reflections	15 Points (5 pts. each)		

Class Schedule of Topics/ Assignments

Date	Topics	Readings/Assignments Due (at the beginning of Class)
January 19	Introductions	
January 26	Counselor Role/Worldview/Job Description/Stakeholders	Exploring School Counseling Chapter: pps 130-138; Role of the School Counselor -ASCA Brief School Counselor Experience Reflection Due
February 2	Collaborative work with parents and community	Exploring School Counseling Chapter 9
February 9	Collaborative work with administration and teachers	Exploring School Counseling Chapter 8 Personal Worldview Reflection Due
February 16	Collaborative work with Students with Special Needs	It Takes A Village: Counselor Participation with Students, Families and Other School Personnel in Serving Students with Special Needs Exploring School Counseling Chapter 7
February 23	Collaborative work with College	Improving College Access:A Review of the Research on the Role of High School Counselors Poised to Lead: How School Counselors Can Drive College and Career Readiness Finding the Right Fit: Using the College Search Process to Reduce Anxiety for Students with Learning Disabilities and ADHD
March 2	Multicultural Consulting	Project Implicit www.implicit.harvard.edu Project Implicit Reflection Due
March 9	SPRING BREAK - NO CLASS	
March 16	Book Reviews	Book Reviews and Resource Guides Due
March 23	Advocacy and Counselor Leadership	Exploring School Counseling Chapter 11 pps 252-266; 272-288 Response to Intervention: An opportunity for School Counselor Leadership Leadership Practices of School Counselors
March 30	SEL & the School Counselor Interview Takeaways discussion	School Counselors' Involvement with a School-Wide Positive Behavior Support Intervention Interview Paper Due
April 6	Problem Solving Teams - Panel?	
April 13	EASTER BREAK - NO CLASS	
April 20	Professional Presentations	Professional Presentations Due
April 27	Professional Presentations/ Wrap-Up	

Pop Culture Book List

Title	Author	Topic
Raising Cain	Michael Thompson & Dan Kidlon	Adolescent Development (Boys)
Lost Boys	James Garbarino	Adolescent Development (Boys)
A Bright Red Scream	Marilee Strong	Self Mutilation
Cutting	Steven Levenkron	Self Mutilation
Bodies Under Siege	Armando Favazza	Self Mutilation
Reviving Ophelia	Mary Pipher	Adolescent Development (Girls)
The Beauty Myth	Naomi Wolf	Adolescent Development (Girls)
Queen Bees and Wannabes	Rosalind Wiseman	Adolescent Development (Girls)
Odd Girl Out	Rachel Simmons	Aggression and girls
The Gate Keepers	Jaques Steinberg	College Admissions
The Overachievers	Alexandra Robbins	College Admissions
And Still We Rise: the Trials and Triumphs of 12 Inner-City Gifted Youth	Miles Corwin	College Admissions (Affirmative Action)
My Bloody Life	Reymundo Sanchez	Gangs
Always Running: Mi Vida Loca	Luis Rodriguez	Gangs
Inside the Crips	Colton Simpson	Gangs
Go Ask Alice	Anonymous	Drug Abuse
A Million Little Pieces	James Fry	Drug Abuse
The Family Crucible	Augustus Napier	Family Therapy
Coping With Crisis	Scott Poland	Crisis Planning & Intervention
Finding Fish	Antwone Fischer	Foster Care
The Boy Who Couldn't Stop Washing His Hands	Judith Rapoport	Obsessive-Compulsive Disorder
Best Friends, Worst Enemies	Michael Thompson et.al.	Social Lives of Children
Wasted: A Memoir of Anorexia & Bulimia	Maya Hornbacher	Eating Disorders
I Never Called It Rape	Robin Warshaw	Date Rape
Lucky	Alice Siebold	Rape - Autobiographical
No Matter How Loud I Shout	Edward Humes	Juvenile Justice System
If You Could Be Mine	Sara Farizan	LGBTQ and Multicultural Issues
All the Bright Places	Jennifer Niven	Suicide
Columbine	Dave Cullen	School Shooting/Crisis
Staying Connected to Your Teenager	Michael Riera	Parenting
The Price of Privilege	Madeline Levine	Parenting
The Blessing of a B-	Wendy Mogel	Parenting (teens)
The Blessing of a Skinned Knee	Wendy Mogel	Parenting (younger kids)
There Are No Children Here	Alex Kotlowitz	Sociology (Black Culture, Education)
A Hope in the Unseen	Ron Suskind	Urban life/college
A Piece of Cake	Cupcake Brown	Drug Abuse/recovery
A Tribe Apart	Patricia Hersch	American Adolescence
A Lesson Before Dying	Ernest J. Gaines	Teaching, Education

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

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

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.