

CED 648 – Counseling in School Settings

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Class Schedule: 9am – 12pm, Thursdays; Office hours: 10-12 Wed.; 2-4 Thur.

Class Location: Curry 231

Required Text:

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

American School Counselors Association website, www.schoolcounselor.org.

Listed Articles

Recommended Materials:

Gysbers, N. C., & Henderson, P. (2000). Developing and managing your school guidance program (3rd ed.). Alexandria, VA: American Counseling Association.

Myrick, R. D. (2002). Developmental guidance and counseling: A practical approach (4th ed.). Minneapolis: Education Media Corporation.

Wittmer, J. (2000). Managing your school counseling program: K-12 developmental strategies (2nd ed.). Minneapolis: Education Media Corporation.

Catalog Description:

CED 648: The role and functions of school counselors, including work with students, teachers, administrators, and parents, as well as their complimentary relationships with other student services personnel. Prerequisites and/or co-requisites: CED 610, 653/677.

A Note About Attendance:

You get **one** unexcused absence during the semester for CED 648. You get **two** excused (medical and family emergencies; documentation required) absences during the semester for CED 648. **Each** additional absence will result in a grade deduction of one full letter grade. Also, see 677 syllabus for practicum attendance policy.

Course Objectives:

1. To understand the history and rationale for counseling in the schools
2. To understand relevant legal and ethical issues related to the role of school counselor
3. To understand the distinctive role and responsibilities of professional school counselors
4. To understand the primary characteristics and skills of school counselors, particularly as they pertain to their responsibilities and role.
5. To develop an awareness of issues, problems, and concerns experienced by school aged children and adolescents, and how these are addressed by school counselors
6. To develop a distinctive awareness of how diverse and exceptional students cope and react with the aforementioned issues, problems, and concerns
7. To understand and demonstrate the ability to plan, implement, maintain, and evaluate a comprehensive and developmental school counseling program.
8. In essence, this course will assist participants in their preparation for becoming aware, skilled, and knowledgeable professional school counselors, capable of working in K-12 schools and with all relevant stakeholders.

Student Responsibilities:

Students are responsible for the following items:

1. Attend class on a regular base.
2. Actively participate in class discussions and activities.
3. Complete all reading assignments PRIOR to class in order to facilitate Item 2.
4. Complete and submit all required assignments in accordance with related time requirements.

Please make sure you follow the UNCG Academic Integrity Policy (Honor Code) for all assignments and requirements. The Academic Integrity Policy may be accessed at <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html>.

Students in need of special accommodations due to physical, learning, or mental disabilities should see Dr. Villalba as soon as possible. Further information for students with disabilities may be found in the Student Information Booklet. It is the instructor's intention to provide appropriate opportunities for all students to succeed.

Practicum

Students are required to enroll in CED 677 as a co-requisite for CED 648. A separate syllabus (attached to the CED 648 syllabus) includes practicum-specific information and requirements. Students enrolled in CED 648 must receive a grade of Satisfactory in CED 677 practicum in order to successfully pass CED 648.

Evaluation:

Student performance for CED 648 will be based on the following items:

<u>Maximum Points</u>	<u>Assignments</u>
10	Student Services Interview
20	Classroom Guidance Lesson Presentation
10	NCSCA Workshop
10	BlackBoard Discussions
50 (25/25)	Mid-term/Final Project

Grade Scale:

92-100 = A /// 90-91 = B+ /// 82-89 = B /// 80-81 = C+ /// 72-79 = C /// 0-71 = F

Assignments:

Student Services Interview – You are to schedule an appointment with your practicum site host. The interview questions must include the following: the individual, the school environment, the counseling and guidance department, school counselor training, and collaboration with related professionals. Sample questions are provided towards the end of this syllabus. You are to write a 3 – 5 page paper related to your interview. This paper is to be typed, in accordance with APA-style requirements (which include proper grammar and punctuation). Be sure to include interviewee responses as well as your reactions. **DUE September 23!!!**

Classroom Guidance Lesson Presentation – You will develop and implement a classroom guidance lesson and present it to your peers via the group supervision component of the 677 practicum. The lesson you present should be intended for students at your practicum site. The lesson should follow the format in the text book and have identifiable goals and objectives in line with the ASCA National Standards. Possible topics include: test-taking skills, career exploration, decision-making skills, dealing with grief, diversity and tolerance, friendship skills, dealing with emotions, etc. Make sure to discuss your topic with your practicum site supervisor since you are expected to present your lesson to a classroom at your site (after presenting it to your peers). Point distribution: 15 for content; 5 for presentation.

A proposal of your lesson will be due by 9/16. The proposal should include the lesson title, grade, objective (50 words or less), and summary of content (150 words or less).

The lesson should be 30-35 minutes in length. You also are expected to prepare and provide handouts, in addition to incorporating lecture and activities. Each of you should provide copies of your lesson plans and handouts to your peers. You will be evaluated by your group supervisor and peers on your presentation, lesson content, and materials. Evaluation criteria include: developmental appropriateness, handout content, presentation style (in line with your intended grade level), lesson content, and activity.

Presentations will begin: **October 21st, during practicum time**

NCSCA Workshop/Conference – Attend the North Carolina School Counseling Association’s Annual Conference on 11/18. Then, write a 2 – 4 page summary of your experience, in APA-style format. Be sure to include presentation content AND your reaction to the topics, activities, handouts, etc. presented in your session particularly as it relates to your future position as a professional school counselor. **Due December 2!!!**

Mid-Semester/Final Project (see Erford, pp. 73–119) Design a detailed developmental and comprehensive school counseling and guidance program, including the mission of the program, the responsibilities of the school counselor, program goals and objectives, strategies for achieving goals and objectives, methods of determining accountability, examples of collaboration and consultation, and public relations. Be sure to describe the specific counseling components of your program as it relates to your student population (elementary, middle, or high school) and the grade level you have chosen for this project (e.g., first grade, seventh grade, eleventh grade).

In an effort to provide you with feed back during the semester as well as at the conclusion of the course, this project will be broken up into two different sections. Section I is comprised of **Parts A – E and is Due by October 21**. Section II is comprised of **Parts F-J and is Due December 13, by 5pm**. Please make sure your turn in your project in a 3-ring binder, both times.

A – Mission Statement and Rationale. Essentially, this is an opportunity for you to demonstrate the level of advocacy you wish to convey through your counseling and guidance program (mission statement). Your rationale for driving the mission statement may be fabricated in accordance with a “pretend school” in which you are the “school counselor.” However, you will need state/regional/national data in order to develop your rationale and mission statement, and must be cited in the references as such.

B – Function of the School Counselor. You are to delineate your responsibilities at your school, based on The ASCA National Model.

C – Program Goals. Your program’s objectives and strategies for meeting the objectives are based on the nine national standards (Erford, pp. 69). You are to describe how you intend on attaining your program goals. The program goals must be grade specific. Examples will be provided in class.

D – Classroom Guidance Curriculum. You are to develop three different classroom guidance lessons, one for each of the three school counseling domains (academic, career, personal-social). Each example should be in the format of a lesson plan. Furthermore, each must be an original lesson. (This section of your binder will also serve as a location to insert your peers’ lesson plans as they are presented in your group supervision.)

E – Group Counseling Activities. Design your own 6-8 week small group counseling unit, on a topic of your choosing. The only stipulation is that your topic is developmentally

appropriate for your intended grade level. In addition, your unit should display scope and sequence. Each session should be in the format of a lesson plan, when applicable.

F – Public Relations Plan. This section should include a brochure produced by you which may be used to inform stakeholders about your counseling program. Think of this brochure as something you would send home with all students on the first day of school, or with new students who enroll in the middle of the school year. You also must present a detailed plan for how you intend to foster and maintain a year-long relationship with colleagues, administrators, and community members. Be sure to include relevant materials such as a sample schedule of PR events and/or a letter to teachers.

G – Program Evaluation Criteria and Forms. This section of the assignment includes the evaluation criteria and related forms for all program components (again, refer to Erford pp. 73-119). Make sure you list/indicate the criteria for each component of your program (you, counseling sessions, classroom guidance sessions, consultation, and your overall program). The forms you develop should reflect the criteria for the aforementioned components AND should allow for input from students, teachers, administrators, parents, and community stakeholders (where applicable).

H – Additional Documentation. Consider this portion of your program as a “miscellaneous” part, where you collect and organize needs assessments, permission letters, introductory letters to parents, memos to teachers, a copy of your CED 678 professional disclosure statement, etc.

I – Standardized Testing and Assessment Instruments. This section will not be filled out during CED 648, but rather will serve as a place for future papers, memos, instructions, and other content related to your responsibilities with assessment coordination within your school.

J – Bibliography. Please make sure to include all referenced material in this section. Finally, please use APA, 4th ed. for this section.

BlackBoard Online Discussions – BlackBoard is UNCG’s adopted virtual classroom. For a total of 11 weeks, a question regarding that week’s additional reading(s) will be posted on BlackBoard. You will have 72 hours to respond to each question. In an effort to assist you in writing as little as possible, there is a 75 word limit to each of your responses. Lastly, you will find each question posted by 4pm on Fridays.

Class Participation:

Your experience in this course is what you make of it. Therefore, make the most of it by participating in classroom discussions, asking questions, posing opinions, dissenting from a position when you see fit, engaging others in relevant interactions, and contributing personal and professional experiences. This course is unique in that it addresses school-counseling-specific issues and lessons. By actively participating in this special endeavor, you ensure a fruitful future as a school counselor. In others, speak up and speak out!

Class Schedule and Assignments (subject to change):

<u>Topic</u>	<u>Assignments</u>
Introduction	Syllabus, Course, and Practicum Overview
History/Rationale/ Developmental Model/ Current Trends	Erford, Chapter 2; Article 1
Ethical & Legal Issues	Erford, Chapter 3 & Appendix B; Article 2 & 3
First Practicum Visit	Visit your school between 8:30am – 12pm
Your School Counseling Program	Erford, Chapter 4 (pp. 72-119) & Appendix C www.dpi.nc.us/alternative/counseling (Curr; Guid.)
Individual and Group Counseling	Erford, Chapter 9 & 10 Article 4
Classroom Guidance and Management; Educational and Career Planning	Erford. Chapter 5; Article 5 & 6
Consultation and Collaboration	Erford, Chapter 7 & 8; Article 7, 8, & 9
Assessment and Appraisal/ Evaluation and Accountability	Erford, Chapter 15; Article 10
Conflict resolution; Peer Mediation	Erford, Chapter 13
School Counselor Panel	Make sure you have questions for our guests
Multicultural Competency	Erford, Chapter 14 Article 11
At-Risk Youth and Special Issues	Erford, Chapter 12 Article 12 & 13
NCSCA Conference	Attend conference in Winston-Salem
DSM IV; Special Education	Erford, Chapters 11 & 16
The Future of S.C.	Articles 14 & 15
Presentation of Final Project	

Class Bibliography:

1. Baker, S. B. (2001). Reflections on forty years in the school counseling profession: Is the glass half full or half empty? *Professional School Counseling*, 5, 75-83.
2. Glosoff, H. L., & Pate, R. H., Jr. (2002). Privacy and confidentiality in school counseling. *Professional School Counseling*, 6, 20-27.
3. Mitchell, C. W., Disque, J. G., & Robertson, P. (2002). What parents want to know: Responding to parental demands for confidential information. *Professional School Counseling*, 6, 155-161.
4. Ripley, V. V., & Goodnough, G. E. (2000). Planning and implementing group counseling in a high school. *Professional School Counseling*, 5, 62-66.
5. Cali, C. C. (1997). Creatures of character: Winning with character education. *Professional School Counseling*, 1, 19-21.
6. Rowell, L. L., & Hong, E. (2002). The role of school counselors in homework intervention. *Professional School Counseling*, 5, 285-291.
7. Brotherton, W. D., Clarke, K. A. (1997). Special friends: The use of community resources in comprehensive school counseling programs. *Professional school Counseling*, 1, 41-44.
8. Keys, S. G. (2000). Living the collaborative role: Voices from the field. *Professional School Counseling*, 3, 332-338.
9. Taylor, L., & Adelman, H. S. (2002). Connecting schools, families, and communities. *Professional School Counseling*, 3, 298-307.
10. Lapan, R. T. (2001) Results-based comprehensive guidance and counseling programs: A framework for planning and evaluation. *Professional School Counseling*, 4, 289-299.
11. To be determined
12. Buckley, M. A. (2000). Cognitive-developmental considerations in violence prevention and intervention. *Professional School Counseling*, 4, 60-70.
13. Strawser, S., Markos, P. A., Yamaguchi, B. J., & Higgins, K. (2000). A new challenge for school counselors: Children who are homeless. *Professional School Counseling*, 3, 162-171.
14. Hayes, R. L., Nelson, J., Tabin, M., Pearson, G., & Worthy, C. (2002). Using school-wide data to advocate for student success. *Professional School Counseling*, 6, 86-94.
15. Paisely, P. O., & McMahon, G. (2001). School counseling for the 21st century: Challenges and opportunities. *Professional School Counseling*, 5, 106-115.