

CED 688C-01 – Contemporary Topics in School Counseling: School Counseling Organization and Administration Spring 2005

Instructors: José A. Villalba, Ph.D., NCC; Melinda Gibbons, M.S./Ed.S, NCC

Office: 221 Curry Building (office hours are by appointment)

Phone: 334-3431 (office)

E-mail: javillal@uncg.edu; mmgibbon@uncg.edu

Class Schedule: Mondays 12-12:50

Class Location: Ferguson 232

INTRODUCTION

This class is intended to get you from the Counseling in School Settings class to the first semester of your Internship. The decision to include the selected contemporary topics was made by the instructors and students enrolled in the Counseling in School Settings class. The class will be informal and resemble a “brown bag” discussion format whereby we talk about the day’s topics in an informal manner.

READINGS

There is no text for this course. However, readings will be provided in class periodically to augment class discussions.

COURSE OBJECTIVES

As a result of successfully completing this course you will have knowledge regarding:

- The school counselor’s role in relation to specialized education student populations
- Being an advocate for the roles of school counselors
- Specific student populations such as first-generation students, English language learners, and at-risk youth
- School culture, school environments, and school politics
- The role of special education teachers, specialists, and school administrators
- How to better facilitate school and class transition for students
- The relationship between counseling and psychology theory and its application in school settings by school counselors
- The nuances of conducting small group counseling/psychoeducational units in school settings

STUDENT RESPONSIBILITY

Students are responsible for the following items:

1. Attend all class sessions
2. Actively participate in class discussions and activities.
3. Complete all reading assignments PRIOR to class in order to facilitate Item 2, as well as come prepared with questions related to the day's topic and/or guest lecturers.
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 contact Dr. Villalba and/or Mrs. Gibbons 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.

ASSIGNMENTS and EVALUATION

Class participation: Due to the experiential nature of this class, your participation is paramount. Therefore, half of your class grade is based on your level of participation. Please come to class ready to pose questions, share perceptions, tackle tough issues, and propose personal insights to potential school counseling roles. To this end, you will need to prepare three questions related to the discussion topic to every class (make sure to bring a typed copy of the questions for your instructors). Class participation is worth **50 points**. You will be informed of your class participation grade midway through the semester, and again at the end of the semester.

Special Topics Groups (2 members per group): You will pair up with another classmate and choose a presentation topic. The topic should be related to school counseling and should not mirror one already discussed in class. You and your partner will have 25 minutes to present the topic to the class. You may present your topic in a format of your preference. Please make sure to include a handout for the instructors and other classmates. Finally, let the instructors know your topic no later than February 14 (topics are first come, first served). This project is worth **50 points**.

GRADE SCALE

90 – 100 = A

88 – 89 = B+

80 – 87 = B

78 – 79 = C+

70 – 77 = C

Class Schedule and Assignments (subject to change)

<u>Date</u>	<u>Topic</u>
1/10/05	Class introduction and course outline
1/24/05	Discussing school and special education jargon <i>"Acronyms Galore"</i>
1/31/05	Panel discussion with SES and Comm. Disorders faculty Dr. Kurtts, SES & Dr. Flynn, CSD
2/7/05	Panel discussion with Ed. leadership folks Dr. Lashley, ELC
2/14/05	<u>Special topics</u> : School Culture and Power System <i>"Advocating for Your Profession, & Structuring Your Role"</i>
2/21/05	<u>Special topics</u> : School size, location, setting, and counseling impact <i>"Poverty and At-Risk Youth"</i>
2/28/05	Integration of Theories and School Counseling: 1 <i>Gestalt; Adlerian; CBT; REBT</i>
3/14/05	<u>Special topics</u> : Helping students navigate the school environment <i>"How Students Get Placed in Classes"</i>
3/21/05	<u>Special topics</u> : Suicide Role Plays <i>"More Crisis Interventions"</i>
3/28/05	<u>Special topics</u> : Assisting the LEP population/1 st -gen college students <i>"Working with Outside Agencies to Assist All Students"</i>
4/4/05	NO CLASS
4/11/05	Group counseling in the schools
4/18/05	Integration of Theories and School Counseling: 2 <i>Psychoanalysis; Existential; Reality; Solution Focused/Narrative</i>
4/25/05	Self-Directed Brown Bag Summit 1
5/2/05	Self-Directed Brown Bag Summit 2
5/9/05	Wrap up and Expectations for Internship