

Central Washington University
Fall Quarter 2006
Location: Psy 260
Days and Time: Thursdays, 4:00-6:50 PM

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PSY 503 Proseminar in School Counseling

Catalog Course Description: PSY 503. Proseminar in School Counseling (3 credits). Introduction to the role of the school counselor; comprehensive, developmental guidance and counseling programs; interagency collaboration; current professional issues in school counseling.

Course Overview: The main goals of this course are to introduce students to professional practices in school counseling and to help you understand the multiple roles assumed by counselors in school settings. In addition to learning more about state and national models for school counseling (i.e., comprehensive developmental guidance and counseling), students will also learn more about professional issues such as education reform, counselor credentialing, professional ethics, and interagency collaboration. Specific learning objectives related to state standards (i.e., Washington Administrative Code) are provided at the end of this syllabus packet.

Please turn off all cell phones and electronic devices during this class.

Modifications: The information presented in this syllabus is true and correct to the best of the instructor's knowledge. This syllabus or course assignments may be revised during the semester in order to accomplish course goals or in response to future circumstances.

Differing Abilities: If you require accommodations to take this course, please notify the instructor by the end of the second class meeting (8:50 pm on September 28, 2006) so that arrangements can be made. Students are required to present proper documentation from Disability Support Services prior to any modifications in course structure. If you believe you are in need of such accommodation but do not currently have such documentation, please contact CWU's Disability Support Services (DSS) 963-2171 for more information.

Philosophy: Because this is a course designed to train individuals to work as professional counselors and psychologists, students are expected to conduct themselves in a manner that reflects the goals and standards of these professions. This includes treating other students and individuals you may work with outside of class (e.g. at outside agencies) with respect, actively giving and receiving feedback regarding personal and professional development, engaging in reflective practices, and respecting the confidentiality of classmates and others.

Course Purpose: The purpose of this course is consistent with:

1. The University's commitment to teaching as the means to facilitate learning;
2. The Center for Teaching and Learning's (CTL) mission to train facilitators of learning in a diverse world;
3. The Psychology Department's mission to provide students with the knowledge and skills that derive from the discipline of psychology that are instrumental to effective action in their areas of study;
4. The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare;
5. The American Counseling Association's (ACA) goal of setting professional and ethical standards for the counseling profession.

Course Format: This will be primarily a discussion/seminar class. The majority of the materials presented and discussed in class will be based on the readings and investigations conducted by the students enrolled in the course. The instructor will provide lectures, participate in class discussions, and be available for consultation. This class includes two online components: regular submissions using Blackboard and one assignment using Livetext.

Course Learning Objectives:

1. Students will be able to describe the major roles assumed by counselors in schools.

2. Students will be able to identify major professional resources and organizations available to school counselors.
3. Students will be able to describe issues of professional competence and credentialing for school counselors.
4. Students will be able to describe the major components of a comprehensive, developmental guidance and counseling program.
5. Students will be able to describe the Washington state essential academic learning requirements (EALRs) and implications for school counselors practicing in Washington State.
6. Students will be able to describe the role of the school counselor relative to student learning and assessment (e.g., Washington Assessment of Student Learning).
7. Students will be able to describe and discuss major ethical issues related to the practice of school counseling.
8. Students will be able to develop a set of recommendations for beginning school counselors concerning a specific professional issue in school counseling.

Required Textbooks:

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

Baker, S. B., & Gerler, E. R. (2004). *School counseling for the twenty-first century* (4th ed.). Upper Saddle River, NJ: Pearson.

Additional Required Readings: (Found in the appendices of Baker & Gerler)

CLASS HANDOUT:

American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: American Counseling Association.

American Counseling Association. (1995). *Code of ethics and standards of practice*. Alexandria, VA: American Counseling Association.

American School Counselor Association. (1998). *Ethical standards for school counselors*. Alexandria, VA: American School Counselor Association.

Course Requirements:

- **Participation:** Students are expected to arrive at class promptly and be prepared to discuss the assigned readings. Active participation in class discussion and exercises is expected. Students will receive 0-10 points for each class meeting. Timely attendance is worth 3 points. The remaining points are determined by quality of participation. There are 10 class meetings (100 points possible).
- **Article Reviews:** Students will individually select and review 5 journal articles during the quarter. The article must be relevant to the class topics and must have been published between 1998 and present. The review should include: the reference for the article, a brief (no more than a half page) summary, 1-2 paragraphs discussing how you can or will incorporate the information from the article into practice and 1-2 paragraphs discussing your assessment of the research design and authors' conclusion. Each review should be two to three pages (maximum 3 pages) in length must be submitted on Blackboard's Digital Drop Box. Students must prepare article reviews for a total of 5 class sessions and each review is worth a maximum of 20 points. The article reviews are due by 5 PM Friday of each week they are due (100 points possible).
- **Blackboard Online Quizzes:** Students will be responsible for completing a quiz each week using the Blackboard online system. Quizzes will be available the Friday following class and will remain active until the following Friday at 5pm. Each quiz will include 5 multiple choice questions (2 points each) and one short essay question (10 points) for a total of 20 points each week (200 points possible)
- **Job Shadow Activity:** Each student will seek out two school counselor mentors in a local school district, one at the elementary and one at secondary level. (Middle school can be considered either elementary or secondary.) Students will be expected to contact these mentors and arrange to "shadow" them in the field for a minimum of twelve hours total, with no less than four hours at either level. Upon completion of the job shadow experience, students will submit a 5-7 page paper summarizing what they have learned about professional school counseling from this activity, what evidence they saw of the ASCA national model in the observed counseling programs, ways in which the observed programs would compliment and challenge your personal strengths and weaknesses. The job shadow activity assignment to be submitted via Livetext. More information on this assignment will be provided (100 points possible).
- **Course Project:** Each student will select one current professional issue in school counseling (e.g., education reform, school violence, crisis intervention) and write an 8-10 page paper summarizing the current status of the professional literature, and present on their topic in class. More information about the specifics of this assignment will be provided. The proposed topic is due 3 weeks prior (11-9-06) to the paper due date (11-30-06). The paper should conclude with a set of specific recommendations for the beginning school counselor (100 points possible).
- **Final Exam:** Students will take an exam covering the ethics codes, school reform, comprehensive guidance and counseling and other professional school counseling issues and other material covered in

the course. The exam will utilize primarily multiple-choice and short-answer questions. The final exam is comprehensive and will be given during the scheduled final exam period (200 points possible).

Grading:

The number of points possible for the course is as follows:

Class participation (10 points x 10 weeks)	100 points
Article reviews (20 points x 5 articles)	100 points
Blackboard Quizzes (20 points x 10 weeks)	200 points
Job shadow (Livetext)	100 points
Course project	100 points
Final exam	200 points
<hr/> Total	<hr/> 800 points

Grades will be assigned using the following distribution:

A = 93% and above	C = 73% - 76%
A- = 90% - 92%	C- = 70% - 72%
B+ = 87% - 89%	D+ = 67% - 69%
B = 83% - 86%	D = 63% - 66%
B- = 80% - 82%	D- = 60% - 62%
C+ = 77% - 79%	F = 59% and below

Course Policies:

1. A make-up exam will be only be given in this course if the student provides documentation of a serious obstacle (e.g., serious illness, death in family), and with prior written agreement of the instructor. Your only exam in this course is a final.
2. I will only accept late assignments **only** if the student provides an acceptable reason (e.g., serious illness) for the delay **prior** to the due date. If the assignment is late, I will begin deducting points for each additional day the assignment is late. For example, if the assignment is one day late, the student will have 10% of the points deducted from the content grade on his or her assignment; if the assignment is two days late, 20% of the points will be deducted from the grade. **If necessary, you may submit your assignment electronically (i.e., e-mail attachment) in order to meet the due date.**
3. Unless otherwise specified, all written work for this course must be presented in APA style. Be aware of the availability of help with the APA Stylebook expectation at the Writing Center in Hertz Hall.
4. Submit all written assignments in 12 point font and a standard typeface. Writing should be free of grammar and spelling errors and reflective of graduate level work. Points will be deducted for errors in these areas.
5. If a student believes that a test or quiz item or paper was graded incorrectly, she or he must provide a **written** justification, including class materials (i.e., text pages, class notes) to support her or his response. Students are required to submit this written response to me for consideration within one week after receiving their graded test, paper, or course project/activity.
6. **Academic Dishonesty.** Students are encouraged to be familiar with the University policy regarding academic dishonesty. Cheating or plagiarizing (claiming the written work of another person as your own) on any class assignment will result in an automatic "F" grade in this course regardless of the student's grades on other class assignments. In addition, students may expect that a letter containing their name and a brief description of the academic violation will be forwarded to the Office of the Vice President for Student Affairs for further adjudication.

COURSE OUTLINE

Week	Topic	Baker Text	NM Text
9/21	Course Overview Historical perspectives Conceptual frameworks of School Counseling Contemporary trends in school counseling Multiple roles for school counselors		
9/28	A balanced approach to school counseling Counseling services in schools Comprehensive developmental guidance and counseling First Blackboard quiz due this week	Ch. 1 Ch. 2 Ch.5	Ch. 1 Ch. 2 Ch. 3
10/5	Legal and ethical responsibilities in school counseling Record keeping FERPA Article Review #1 due Blackboard quiz due	Ch. 3 Read updated ACA code	Ch. 5
10/12	Prevention programming in school counseling Consulting in the school setting <ul style="list-style-type: none"> • consulting with students • consulting with teachers and school staff • consulting with parents and other caregivers • interagency consultation Blackboard quiz due Begin job shadow activity this week	Ch. 4 Ch. 6	Ch. 4
10/19	Referring and coordinating in school counseling Advocacy in school counseling Promoting the social development of students <ul style="list-style-type: none"> • social skills • separation and loss • depression and suicide • maturation and sexual issues • substance abuse and prevention Blackboard quiz due Course feedback Article Review #2 due	Ch. 7 Ch. 11	
10/26	The school counselor's role in promoting student learning Education reform Assessment of student learning Using data in school counseling Blackboard quiz due Article Review #3 due	Ch. 8 Ch. 10	
11/2	Promoting the career development of students School-to-work transitions Blackboard quiz due Article Review #4 due (last day for uncontested withdrawal 11-3)	Ch. 9	

COURSE OUTLINE (continued)

Week	Topic	Baker Text	NM Text
11/9	Addressing issues of diversity in school settings <ul style="list-style-type: none"> • multicultural competence • students with disabilities Promoting a positive school climate <ul style="list-style-type: none"> • school violence prevention • bullying, intimidation, and harassment • school crisis intervention Blackboard quiz due Article Review #5 due Course feedback Project topics due (Early enrollment for winter quarter begins 11-6)	Readings Readings	
11/16	Leadership and collaboration Accountability in school counseling Using data for program planning and evaluation Blackboard quiz due Job shadow activity due in class	Ch. 12 Ch. 13 Readings	Ch. 6
11/23	No Class: Thanksgiving Break Blackboard quiz due		
11/30	Course summary: Current perspectives and emerging issues Course and instructor evaluations Blackboard quiz due Course projects due in class		Ch. 7
Final	Thursday, December 7. 10:00 – 12:00, Location TBA		

STUDENT LEARNING OBJECTIVES AND ASSESSMENT METHOD

This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 180-78A-270 (a) (5) [Rev. 12/3/04]. Assessment methods for each benchmark are indicated in italics.

STANDARD 1: Foundations of the School Counseling Profession

Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.

Standard 01-1. Articulates key features, benefits, goals, and objectives of a comprehensive school counseling program; *Class participation and discussion; Electronic resource assignment; Course project; Final examination.*

Standard 01-2. Conducts counselor time utilization activity according to national ASCA model; *Job shadow; Online Quizzes*

Standard 01-4. Articulates and documents how the school counseling program and counselor activities support the mission of the school and impact student learning; *Class participation and discussion; Article reviews; Course project; Online Quizzes; Final examination.*

Standard 01-5. Demonstrates understanding of school district policies and procedures regarding counseling activities, student behavior, and general operation of the school; *Article reviews Job shadow.*

Standard 01-6. Demonstrates understanding of School Improvement Plan (SIP) processes and how it relates to the school counseling program; *Class participation and discussion, Online Quizzes; Job shadow; Final examination.*

Standard 01-7. Uses school report card, other data, and SIP to design systemic interventions based on research and theory. *Job shadow; Online Quizzes; Final examination.*

STANDARD 2: School Counseling and Student Competencies Certified school counselors know and can integrate academic, career, and personal/social student competencies, including Washington State Learning Goals and Essential Academic Learning Requirements, into the school counseling program; can teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living and working; and provide information about best practices to a school community.

Standard 02-4. Knows and integrates academic, career, and personal/social student competencies, including Washington State Learning Goals, Essential Academic Learning Requirements, and Grade Level Expectations, into the school counseling program; *Job shadow; Online Quizzes; Course project; Final examination.*

Standard 02-5. Guides individuals and groups of students through the development of educational and career awareness and/or plans in order to develop knowledge and skills for learning, living, and working; *Job shadow*

Standard 02-6. Promotes academic rigor and helps prepare students for successful transitions to the next level of schooling from kindergarten to high school and beyond; *Article reviews; Online Quizzes; Job shadow; Course project.*

Standard 02-7. Assists teachers with infusing affective skills and career development, e.g., problem solving, goal setting and decisions making; *Job shadow; Course project.*

STANDARD 5: Equity, Fairness, and Diversity. Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

Standard 05-1. Models, demonstrates, and advocates for fairness, equity, sensitivity, and respect for students, staff, parents/caregivers, and community members; *Class participation and discussion, Online Quizzes; Job shadow.*

STANDARD 6: School Climate. Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

- Standard 06-1. Advocates for a safe, inclusive, nurturing, and intellectually stimulating learning environment; *Class participation and discussion, Online Quizzes; Job shadow*
- Standard 06-2. Demonstrates knowledge of current law and best practices in the prevention of bullying/harassment, violence, and substance abuse as barriers to student learning; *Class participation; Article reviews; Job shadow; Course project; Final examination.*
- Standard 06-3. Can articulate the school counselor's role as an active participant in the school improvement planning process to ensure a school climate that supports equitable learning for all students; *Class participation and discussion, Job shadow; Online Quizzes; Course project; Final examination.*
- Standard 06-4. Understands the site's comprehensive safe schools plan and the role of staff, students, families, and community in this process, including peer helper and student leadership programs; *Class participation and discussion; Online Quizzes; Job shadow*
- Standard 06-5. Facilitates new student integration into the school environment; *Class participation and discussion, Job shadow.*
- Standard 06-9. Demonstrates knowledge of ways to identify child physical, sexual, emotional abuse, and child neglect. Knows mandated child abuse reporting laws. Understands the impact of abuse on student learning and behavior. Has knowledge of child abuse prevention programs. Can provide teachers with information the effects of abuse on the classroom environment and best practices for teaching children who have been the victims of child abuse. *Article reviews; Class participation and discussion, Job shadow; Course project; Final examination.*

STANDARD 7: Collaboration with School Staff, Family, and Community. Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

- Standard 07-1. Recognizes and fosters the value of community involvement in the schools and the design of effective methods for formal and informal written and oral communication; *Article reviews; Job shadow; Course project.*
- Standard 07-10. Adheres to laws and regulations governing limits of information sharing. *Job shadow; Final examination.*
- Standard 07-6. Provides support for students in crisis situations with a calm, effectual, and ethical manner consistent with school policies and procedures; *Class participation and discussion Job shadow; Course project; Final examination.*

STANDARD 8: Information Resources and Technology. Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and skillfully uses technology to enhance communication.

- Standard 08-1. Demonstrates proficiency in word processing, presentation software, database use, and utilization of search and navigation skills related to school counseling; *Article reviews; Online Quizzes, Course project.*
- Standard 08-2. Selects and utilizes technology to facilitate delivery of a comprehensive school counseling program that meets student needs; *Online Quizzes, Course project.*
- Standard 08-3. Utilizes technology to strengthen communication with staff, families, and community. *Course project; Job shadow.*

STANDARD 9: Student Assessment and Program Evaluation. Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

- Standard 09-5. Uses data to identify and support students at risk of school failure; *Article reviews; Online Quizzes; Job shadow; Course project; Final examination.*
- Standard 09-7. Identifies a "closing the gap" activity, articulates a tentative hypothesis, and proposes a research-based intervention. *Article reviews; Job shadow; Course project; Final examination.*

STANDARD 10: Leadership and Advocacy. Certified counselors support practices and policies that promote academic rigor—skills for learning, living, and working; provide leadership that enhances student academic,

career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

Standard 10-1. Contributes to the school improvement planning process; *Job shadow*.

Standard 10-2. Facilitates understanding the link between curriculum, instruction, and assessment to student effort, performance, and success beyond high school; *Article reviews; Job shadow; Course project; Final examination*.

Standard 10-4. Promotes active student and parent/guardian engagement in educational planning; *Job shadow; Course project*.

Standard 10-7. Promotes best practices in, and advocates for, professional school counseling; *Article reviews; Electronic resource assignment; Job shadow; Course project; Final examination*.

STANDARD 11: Professionalism, Ethics, and Legal Mandates. Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications; *Class participation; Article reviews; Electronic resource assignment; Course project*.

Standard 11-2. Demonstrates professional and responsible work habits; *Article reviews; Job shadow*.

Standard 11-3. Follows the current ASCA Guidelines For Practice and ACA Code of Ethics; *Job shadow; Class participation; Online quizzes; Final examination*.

Standard 11-4. Demonstrates knowledge of local, state and federal policies, and laws relevant to school counseling including FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act); *Class participation; Online Quizzes; Job shadow; Final examination*.

Standard 11-5. Maintains current knowledge and skills through on-going reading, professional development, and participation in professional organizations; *Class participation and discussion; Course project; Final examination*.

STANDARD 12: Reflective Practice. Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

Standard 12-3. Evaluates critical events and responds effectively and efficiently; *Job shadow; Final examination*.

Standard 12-4. Demonstrates knowledge of systems and organizational change theory to promote engaging learning environments; *Class participation; Article reviews; Online Quizzes; Course project; Final examination*.