

Central Washington University
 Winter Quarter 2007
 Location: Psy 262
 Days and Time: Tuesday & Thursday, 7:00-8:50 PM

Instructor: Scott Schaeffle Ph. D.
 Office: Psy 430, Hours T 4:30-6, R 3-5
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PSY 569 Proseminar in School Counseling

Catalog Course Description: PSY 569. Administering School Counseling Programs (4 credits). Strategies for developing, implementing, and evaluating comprehensive school counseling programs; counselor's role in issues such as school climate, school safety, and school crisis information.

Course Overview: The main goals of this course are to help prepare students to undertake the various professional responsibilities of a school counselor, with an emphasis on implementing a school counseling program based on the ASCA national model. Students will also learn about the leadership and administrative dimensions involved in creating and managing a school counseling program, and gain practical knowledge that can be implemented during internship.

****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 fourth class meeting (8:50 pm on January 16, 2007) 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, students are expected to conduct themselves in a manner that reflects the goals and standards of the profession. 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 Counseling Association's (ACA) goal of setting professional and ethical standards for the counseling profession
5. The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare;

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 **Livertext**.

Course Learning Objectives:

At the end of this course, students should be able to do the following:

1. Describe the National Model for School Counseling.
2. Identify and discuss the Washington state essential academic learning requirements (EALRs) and the school

counselor's role in promoting student success in schools.

3. Explain the importance of professional consultation and interdisciplinary collaborative efforts in building effective school counseling programs.
3. Describe methods of conducting needs assessments in schools.
4. Describe and develop methods for developing, implementing, and evaluating comprehensive developmental guidance and counseling curricula and programs.
5. Identify specific strategies for addressing the personal/social, academic, and vocational concerns of students in the P-12 school setting using a developmental framework.
6. Identify strategies for addressing current issues in school counseling.

Required Textbooks:

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

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

Course Requirements:

- **Participation:** Students are expected to arrive at class promptly and be prepared to discuss the assigned readings and their readings and experiences outside of class. Active participation in class discussion and exercises is expected. Students will receive 1-5 points for each class meeting. Timely attendance is worth 2 points. The remaining points are determined by participation. There are 19 class meetings (95 points possible).
- **Time Distribution Log:** Students will keep a weekly log of time spent in various class activities and how these activities correspond to the ASCA delivery system components and the Washington State Residency Level Benchmarks for School Counselors, and the Washington State EALRS. Turn in a copy of the form each week and keep the original, 5 points each week (50 points possible).
- **Teaching Demonstration:** Students will be responsible for teaching something to the class, and providing evaluation to other class members. Evaluation will be based on the quality of the presentation and the quality of the feedback (15 points possible).
- **Blackboard Online Quizzes:** Students will be responsible for completing a quiz each week using the Blackboard online system. There will be 9 quizzes during the quarter. Quizzes are due on or before Tuesday at 6pm, they will be available the proceeding Friday. Quizzes are worth 10 points each week (90 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. Article reviews must include one article in each of the following areas: Violence prevention, school improvement program/plans, "closing the gap" programming. 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. 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 in class the Thursday of each week they are due (100 points possible).
- **Principal Interview Activity:** Each student will seek out a school principal in a local school district OTHER THAN ELLENSBURG, to interview about the role of school counselors at the school. A list of questions will be constructed during class. Interviews are to take place the week of January 22. Upon completion of the Interview, students will submit a 5-7 page paper summarizing what they have learned about the role of the school counseling program at this school as well as suggestions for changes to the program. More information will be provided. **This assignment to be submitted via Livetext. More information on this assignment will be provided (100 points possible).**
- **Guidance Curriculum Project:** Each student will select one current professional issue in school counseling and present a proposal for implementing a guidance program based on this topic in class. The presentation is geared to explaining the reasons for the implementing the program, a description, a rationale for the chosen structure, and a proposal for assessment. More information about the specifics of this assignment will be provided. **The proposed topic is February 6** (100 points possible).
- **Mid Term Exam:** Students will take an exam covering chapters 1-6 in the text and material covered in class and other assignments. The Mid term will be given during class on Thursday, February 8 (100 points possible).

- Final Exam: Students will take an exam covering chapters 7-11 in the text as well as material addressed in class and assignments throughout the quarter. The final will be given during the scheduled final exam period (100 points possible).

Grading:

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

Class participation (5 points x 19 classes)	95 points
Time Log (10x10)	50 points
Teaching Demonstration	15 points
Article reviews (20 points x 5 articles)	100 points
Blackboard Quizzes (10 points x 9 weeks)	90 points
Mid-Term exam	100 points
Principal Interview (Livetext)	100 points
Course project	100 points
Final exam	100 points
<hr/> Total	<hr/> 750 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 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 agreement** of the instructor.
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. 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	READING
Th 1/4	Course Overview Review of ASCA Model Evolution of Comprehensive guidance	
Tu 1/9	In class teaching demonstration First Blackboard quiz due this week Time Log #1 Due	Chapter 1
Th 1/11	Discussion of teaching Discussion of leadership Construct Principal interview Questions Interview week of 1-22 Article Review #1 due	
Tu 1/16	Moving towards a comprehensive counseling and guidance program Blackboard quiz #2due Time Log #2 Due	Chapter 2
Th 1/18	Discuss Principal Interviews to be conducted next week Construct a counseling program mission statement Article Review #2 due	
Tu 1/23	Foundations and structure of a comprehensive program Instructor feedback Blackboard quiz #3 due Time Log #3 Due	Chapter 3
Th 1/25	ASCA delivery system components Article Review #3 due	
Tu 1/30	Program Assessment Blackboard quiz #4 due Time Log #4 Due	Chapter 4
Th 2/1	Discussion of programs at interview sites Principal Interview due	
Tu 2/6	Creating a comprehensive program Blackboard quiz #5 due Time Log #5 Due Project Topics Due	Chapter 5 and 6
Th 2/8	MIDTERM	

COURSE OUTLINE (continued)

Week	Topic	READING
Tu 2/13	Transition to a comprehensive program Blackboard quiz #6 due	Chapter 7

Time Log #6 Due

Th 2/15	Roadblocks and challenges	
Tu 2/20	Ensuring a quality program Blackboard quiz #7 due Time Log #7 Due	Chapter 8 and 9
Th 2/22	Course project presentations Article Review #4 Due	
Tu 2/27	Course project presentations Blackboard quiz #8 due Time Log #8 Due	Chapter 10
Th 3/1	Program Evaluation Article Review #5 Due	
Tu 3/6	Program Improvement Blackboard quiz #9 due Time Log #9 AND #10 Due	Chapter 11
Th 3/8	Course wrap up and evaluation	
Final	Friday March 16, 2:00 PM Location TBA	

Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 180-78A-270 (a) (5) [Rev. 12/3/04].

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
- Standard 01-2. Conducts counselor time utilization activity according to national ASCA mode
- Standard 01-4. Articulates and documents how the school counseling program and counselor activities support the mission of the school and impact student learning.
- Standard 01-5. Demonstrates understanding of school district policies and procedures regarding counseling activities, student behavior, and general operation of the school.
- Standard 01-6. Demonstrates understanding of School Improvement Plan (SIP) processes and how it relates to the school counseling program.
- Standard 01-7. Uses school report card, other data, and SIP to design systemic interventions based on research and theory.

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.
- 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.
- 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.
- Standard 02-7. Assists teachers with infusing affective skills and career development, e.g., problem solving, goal setting and decisions making.

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.

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.
- 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.
- 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.
- 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.

Standard 06-5. Facilitates new student integration into the school environment.

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.

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.

Standard 07-10. Adheres to laws and regulations governing limits of information sharing.

Standard 07-6. Provides support for students in crisis situations with a calm, effectual, and ethical manner consistent with school policies and procedures.

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.

Standard 08-2. Selects and utilizes technology to facilitate delivery of a comprehensive school counseling program that meets student needs.

Standard 08-3. Utilizes technology to strengthen communication with staff, families, and community.

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.

Standard 09-7. Identifies a "closing the gap" activity, articulates a tentative hypothesis, and proposes a research-based intervention.

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.

Standard 10-2. Facilitates understanding the link between curriculum, instruction, and assessment to student effort, performance, and success beyond high school.

Standard 10-4. Promotes active student and parent/guardian engagement in educational planning.

Standard 10-7. Promotes best practices in, and advocates for, professional school counseling.

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.
- Standard 11-2. Demonstrates professional and responsible work habits; Article reviews.
- Standard 11-3. Follows the current ASCA Guidelines For Practice and ACA Code of Ethics.
- 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).
- Standard 11-5. Maintains current knowledge and skills through on-going reading, professional development, and participation in professional organizations.

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.
- Standard 12-4. Demonstrates knowledge of systems and organizational change theory to promote engaging learning environments.