

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
COURSE SYLLABUS

Title of Course: **Foundations of School Counseling (3 cr)**

Course No. **CP 630**

Revised Spring 2020

Semester: Summer 2020
 Instructor: Janice E. Ward, Ph.D.
 Office: SC 409E
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 Office Hours: NA
 Class Room: SC 410
 Class Dates: Weekends: 1st 4 weeks
 Class Times: Friday nights and Saturdays
 Website:

Note: The Instructor will add the above information each semester.

I. Catalog Description and Credit Hours of Course:

Knowledge and application of school counseling theory, the comprehensive School Counseling model and issues of school counseling. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated into the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
	Required		Required Preq.	

IV. Course Learning Outcomes: (CACREP Standards are in Italics)

- A. The student will demonstrate knowledge of curriculum design, lesson plan development, classroom management strategies, and instructional strategies that include technology for teaching classroom School Counseling lessons. (*SC. 5-G.3.a-g.Practice*)
- B. The student will identify professional organizations, preparation standards, and credentials relevant to the practice of school counseling. (*SC. 5-G.1.a-e.Foundations*)

- C. The student will comprehend legal and ethical considerations related to the practice of school counseling. (*SC. 5-G.2.1-m.Contextual Dimensions*)

V. Course as Relates to External Requirements

CACREP Requirements (2016)	DESE Requirements (2012)	LPC Requirements	NBCC Requirements
Foundations of School Counseling			

VI. Course as Relates to External Standards

CACREP Standards, 2016: Entry-Level Specialty Areas: School Counseling (5.G.1. a-e, 2. a-n, 3. a-g)
<p>G. SCHOOL COUNSELING</p> <p>Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.</p> <p>1. FOUNDATIONS</p> <p>a. history and development of school counseling Midterm and final exams.</p> <p>b. models of school counseling programs Midterm and final exams.</p> <p>c. models of P-12 comprehensive career development Midterm and final exams. Missouri Connections.</p> <p>d. models of school-based collaboration and consultation Midterm and final exams.</p> <p>e. assessments specific to P-12 education Midterm and final exams.</p> <p>2. CONTEXTUAL DIMENSIONS</p> <p>a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools Midterm and final exams.</p> <p>b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies Midterm and final exams.</p> <p>c. school counselor roles in relation to college and career readiness Midterm and final exams.</p>

Missouri Connections.

- d. school counselor roles in school leadership and multidisciplinary teams **Midterm and final exams.**
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma **Midterm and final exams.**
- f. competencies to advocate for school counseling roles **Midterm and final exams.**
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders **Midterm and final exams.**
- h. common medications that affect learning, behavior, and mood in children and adolescents **Midterm and final exams.**
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs **Midterm and final exams.**
- j. qualities and styles of effective leadership in schools **Midterm and final exams.**
- k. community resources and referral sources **Midterm and final exams.**
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling **Midterm and final exams.**
- m. legislation and government policy relevant to school counseling **Midterm and final exams.**
- n. legal and ethical considerations specific to school counseling **Midterm and final exams.**

3. PRACTICE

- a. development of school counseling program mission statements and objectives **Curriculum Unit.**
- b. design and evaluation of school counseling programs **Curriculum Unit. Internal Improvement Review.**
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies **Curriculum Unit. Missouri Connections.**
- d. interventions to promote academic development **Curriculum Unit. Missouri Connections.**
- e. use of developmentally appropriate career counseling interventions and assessments **Curriculum Unit. Missouri Connections.**
- f. techniques of personal/social counseling in school settings **Curriculum Unit. Missouri Connections.**
- g. strategies to facilitate school and postsecondary transitions **Curriculum Unit. Missouri Connections.**
- h. skills to critically examine the connections between social, familial, emotional, and behavior

problems and academic achievement **Curriculum Unit. Missouri Connections.**

i. approaches to increase promotion and graduation rates **Curriculum Unit. Missouri Connections.**

j. interventions to promote college and career readiness **Curriculum Unit. Missouri Connections.**

k. strategies to promote equity in student achievement and college access **Curriculum Unit. Missouri Connections.**

l. techniques to foster collaboration and teamwork within schools **Midterm and final exams.**

m. strategies for implementing and coordinating peer intervention programs **Midterm and final exams.**

n. use of accountability data to inform decision making **Internal Improvement Review.**

o. use of data to advocate for programs and students **Internal Improvement Review.**

DESE Standards (2012)

Standard 2: School Counseling Program Implementation

The School Counselor Candidate collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide school counseling program to advance the academic, career, and social/emotional development of all students.

Quality Indicator 1 - Structural Components: The School Counselor Candidate knows and understands the structural components of a fully implemented school counseling program, including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns. **Midterm and final exams.**

Quality Indicator 2 - School counseling Program Components: The School Counselor Candidate knows, understands and implements the four program components of the district's school counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the counseling curriculum, individual student planning, responsive services and system support. **Midterm and final exams.**

Quality Indicator 3 - Technology: The School Counselor Candidate integrates and utilizes technology for school counseling program delivery and management to promote the academic, career, and social/emotional development of all students. **Midterm and final exams. Curriculum Unit.**

Quality Indicator 4 - School counseling Program, Personnel, and Results Evaluation: The School Counselor Candidate knows, understands, and uses school counseling program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a school counseling program. **Internal Improvement Review.**

Standard 4: Leadership and Advocacy

The School Counselor Candidate serves as a change agent, demonstrating leadership, vision, collaboration, and advocacy for the on-going development of self, students, the school counseling program, and the school district.

Quality Indicator 1 - Personal Well-Being: The School Counselor Candidate knows, understands, uses, and models techniques of self-care. **Midterm and final exams.**

Quality Indicator 2 - Leadership and Professionalism: The School Counselor Candidate knows, understands, models, and promotes personal leadership and professionalism. **Midterm and final exams.**

Quality Indicator 3 - Student Advocacy: The School Counselor Candidate knows and understands the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.

Quality Indicator 4 - School counseling Program Leadership: The School Counselor Candidate uses knowledge of school counseling program concepts to promote and enhance the success of students and the school counseling program while contributing to school improvement. **Midterm and final exams. Curriculum Unit. Internal Improvement Review. Missouri Connections.**

Quality Indicator 5 - School Climate and Culture: The School Counselor Candidate uses the school counseling program to contribute to the development of a positive and safe school climate and culture. **Midterm and final exams. Curriculum Unit. Internal Improvement Review. Missouri Connections.**

Standard 5: Ethical and Professional Conduct

The School Counselor Candidate knows, understands, and adheres to current ethical and professional standards and legal requirements.

Quality Indicator 1 - Ethical Standards: The School Counselor Candidate knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession. **Midterm and final exams.**

Quality Indicator 2 - Professional Standards: The School Counselor Candidate knows, understands, and practices in accordance with standards associated with the counseling profession. **Midterm and final exams.**

Quality Indicator 3 - District and School Policies: The School Counselor Candidate knows, understands, and practices in accordance with local school policy and procedures. **Midterm and final exams.**

Quality Indicator 4 - Legal Requirements: The School Counselor Candidate practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources. **Midterm and final exams.**

VII. Purposes or Objectives of the Course:

- A. The student will know the history, philosophy, and trends critical to understanding school counseling and educational systems.
- B. The student will comprehend legal and ethical considerations related to the practice of school counseling.
- C. The student will know the roles, functions, settings, and professional identity of the school counselor, and the counselor's relationships with other helping professionals in the school.
- D. The student will identify professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
- E. The student will recognize current models of school counseling programs (ASCA, Missouri) and how these relate to the educational process and the academic mission of the school.
- F. The student will understand the effects of multiple factors (e.g. developmental, wellness, language, ability level, multicultural issues, and resiliency) and knows how to implement effective counseling and wellness programs and practices to promote students' academic success.
- G. The student will know how to design, implement, manage, maintain, and evaluate (to monitor and improve) a comprehensive School Counseling program that includes technology and promotes the academic, career, and personal/social development of all K-12 students.
- H. The student will know how to design, implement, manage, and evaluate transition programs including post-secondary placement and school to work.
- I. The student will know how to use planning and goal setting and use various tools including technology, to assist students in personal, academic, and career development.
- J. The student will understand group dynamics, and the facilitation of various types of groups in the school setting to enable students to overcome barriers and impediments to learning,
- K. The student will demonstrate knowledge of curriculum design, lesson plan development, classroom management strategies, and instructional strategies that include technology for teaching classroom school counseling lessons.
- L. The student knows the principles and demonstrates the skills of effective leadership, and uses these skills to enhance the learning environment of the school, advocate for the School Counseling program, and understands the role of the counselor as a system change agent.
- M. The student knows how to plan and implement school counseling related programs for parents and teachers.
- N. The student will understand the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

VIII. Course Content or Outline:

Class Hours

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| <ul style="list-style-type: none"> A. Historical Perspectives <ul style="list-style-type: none"> 1. The origins of the counseling profession 2. Professional counseling identity in the schools - | <p>3</p> |
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implications of the past for the present and future.

- B. The Role and Function of Counselors in the School 6
 - 1. The counselor's role as coordinator of the Comprehensive School Counseling Program
 - 2. The counselor and relationships with other helping professionals in the school
 - 1. Public relations with various stakeholders
 - a. school personnel
 - b. students
 - c. parents
 - d. community helping professionals
- C. Ethical and Legal Aspects in the School Setting 3
 - 1. Ethical standards of the counseling profession
 - 2. Laws, rules, and regulations of the educational system
- D. Design, Implementation, and Delivery of Comprehensive School Counseling Programs 15
 - 1. Principles and Procedures of Program Design
 - a. Current models of Comprehensive School Counseling Programs, (e.g. ASCA, Missouri)
 - b. How Comprehensive School Counseling Programs relate to the mission of the school.
 - 2. Curriculum Design
 - a. Needs Assessment and Follow-up
 - b. Designing developmentally appropriate School Counseling activities/GLE's
 - c. Curriculum design for cultural diversity and special needs
 - d. Classroom management strategies
 - e. Instructional strategies that include technology
 - 3. Program Implementation
 - a. Effective counseling and wellness programs that promote academic success.
 - b. Transition programs
 - 4. Delivery of the Comprehensive School Counseling Program
 - a. Collaboration with other school personnel
 - b. Planning school counseling related programs for teachers and parents
 - c. Goal setting
 - d. Technology

- e. Group counseling and teams
 - f. Individual counseling
 - g. Individual planning and goal setting using technology
 - h. Student Assistance Programs
 - i. Advisory meetings/programs
- E. Program Management/Maintenance, Leadership, and Evaluation 15
- 1. Managing School Based School Counseling Program
 - a. Time management
 - b. Setting goals and objectives
 - c. Record keeping
 - d. Use of technology
 - 2. Program Leadership
 - a. Qualities, principles, skills, and styles of leadership
 - b. Strategies of leadership
 - c. Advocating for the program
 - d. Advocating for students
 - e. The role of the counselor as a systems change agent
 - 3. Evaluation and Research of the Program
 - a. Monitoring for effectiveness
 - b. Program Improvement and Enhancement
 - c. Evaluation of transition programs
- F. Professional Development 3
- 1. Professional Organizations
 - 2. Preparation Standards
 - 3. Credentialing

IX. Textbook(s):

Gysbers, N., & Henderson, P. (Latest Edition). *Developing & Managing Your School Guidance and Counseling Program*. Alexandria, VA: American Counseling Association.

Schmidt, J.D. (Latest Edition). *Counseling in Schools*. Boston, MA: Allyn & Bacon.

X. Expectations of Students:

- A. The student is expected to actively participate in class.
- B. The student is expected to complete the required readings and assignments.
- C. The student is expected to demonstrate satisfactory performance on examinations.
- D. The student is expected to respond to a variety of skill assessment techniques.
- E. The student is expected to know about and use a variety of technological strategies to enhance learning
- F. The student is expected to know about legal issues and ethical standards in counseling.

XI. Basis for Student Evaluation

- A. Written examinations (25%)
- B. Written critiques of professional articles (25%)
- C. Presentations (25%)
- D. Graduate quality curriculum unit (25%)

Final letter grade:

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

XIII. Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

XIV. Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are

implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVII. Student Success – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XVIII. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

XIX. Course Schedule

Tentative Assignments/Schedule

1st Weekend:

May -Friday Night

Presentation by School Counselor in the field

Overview of Assignments/Syllabus

Review for Exam on Saturday

May -Saturday

Exam over Chapters 1-7 in *Counseling In Schools*, by Schmidt.

Review of Missouri School Counseling E-Learning Center

Choose Lesson from the “Box” to prepare to teach to the group

Curriculum Unit Review/Selections

Assign Chapters for Presentations from *Developing and Managing Your School Guidance Program*, by Gysbers and Henderson.

1:00 Missouri Connections Training

2nd Weekend

May -Friday Night

5:00 Presentation by School Counselor in the field

Be prepared to teach your School Counseling lesson to the group.

May 25-Saturday

Continuation of School Counseling lessons

11:00 Presentation by School Counselor in the field

After Lunch: Be prepared to present your Chapter from *Developing and Managing Your School Guidance Program*, by Gysbers and Henderson.

Prior to the final weekend you will need to read Chapters 8-13 in *Counseling In Schools*, by Schmidt.

3rd Weekend

May 31-Friday Night

Presentation by School Counselor in the field

Review for exam on Saturday.

Begin presentations of curriculum units, and the teaching of one lesson from the unit-complete units due tomorrow.

June 1-Saturday

Examination over Chapters 8-13 in *Counseling In Schools*, by Schmidt.

Continuation of presentations of Curriculum Units, and the teaching of one lesson from the unit. The complete unit is due at this time.

11:00 Presentation by School Counselor in the field

IIR Assignment will be due within one week after the conclusion of the third weekend of this class. This assignment will be completed through Moodle.