

Rutgers University, The State University of New Jersey
Graduate School of Education

Department of Educational Psychology

Program in School Counseling

Resources for School Counseling Programs: Program Planning

15:297:512:01

Wednesday, 4:50-7:30PM, Spring Semester 2013

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Course Description

Defining school counseling, understanding its role in the school and community setting, formulating its purposes, and planning its procedures require a fundamental philosophy of counseling and a conceptual framework which will enable us to know what we are doing, why we are doing it, and where we are heading. School Counseling and Counseling is a defined program based on school counseling theory that is designed to provide students with a plan in which they are introduced to and socialized for the school counseling profession.

This course provides the student with an understanding of today's integral part school counseling has in the educational and the educational reform process. Further, the course is designed to train students to become professional school counselors and counselors whose responsibility is to provide a framework based on standards to address the counseling needs, both preventive through lessons as well as intervention through responsive programs and services, of students.

The course will discuss and design guidance learning systems that will provide programs and services. It will demonstrate the relevancy that Comprehensive School Counseling and Counseling Programs have to the school's overall mission and goals. In addition, the course will focus on the role, functions, and relationships for counseling professionals in general. This is particularly relevant given that school counselors will refer to community counselors as well as the consultative role counseling professionals may have with the school.

Rationale

Counseling in today's schools is a complex task. Consequently school decision-makers should learn key principles of a comprehensive school counseling program and the impact a fully implemented program can have for its students and the school environment. Both the professional school counselor and counselors in general play a significant role in restructuring education today. Therefore, a multidisciplinary view of school counseling theory and application, drawing from developmental, clinical,

multicultural, educational, historical and sociological perspectives, will provide the framework for discussing resources for school counselors. This discussion will also include consideration of the role of consultation. Students will examine the history of consultation, stage development associated with consultation, diverse models of consultation, and how these can be applied in school and community settings with parents, teachers, administrators, school personnel, students, advocates, and community agencies/groups. Both school counselors and counselors in general are looking for new ways of managing and delivering learning systems to build programs and the impact a fully implemented program can have for its students and the school community.

Goals

A course in Resources for School Counseling Programs, leading to an understanding of an educational comprehensive school counseling and counseling program, has the following goals (interrelated components of the ASCA model are presented for each goal):

1. Students will define school counseling and the role the school counselor plays in education and educational reform today. ASCA model: Foundation (beliefs and philosophy, mission)
2. Students will understand the history and philosophy of school counseling and educational systems. ASCA model: Foundation (beliefs and philosophy, mission)
3. Students will understand current trends in school counseling and implications for the future. ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support)
4. Students will enhance their commitment to the profession of school counseling and counseling programs. ASCA model: Foundation (beliefs and philosophy, mission)
5. Students will further their understanding of comprehensive counseling and counseling programs and their impact in the education process through national state and local school counseling standards. ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support)
6. Students will learn key principles of comprehensive school counseling and counseling programs. ASCA model: Accountability (results reports, school counselor performance standards, program audit)
7. Students will plan and design a comprehensive school counseling and counseling program. Delivery system (guidance curriculum, individual student planning, responsive services, systems support)
8. Students will learn to address the counseling needs of students served by the school's programs. ASCA model: Accountability (results reports, school counselor performance standards, program audit)
9. Students will further their understanding of the importance of being competent in school counseling and general counseling functions. ASCA model: Accountability (results reports, school counselor performance standards, program audit)

10. Students will understand the importance of school counselors being open to and appreciative of each and every student and concerned advocates for the welfare and accomplishments of all students. ASCA model: Foundation (beliefs and philosophy, mission)
11. Students will understand the importance of being open to contributions that can be made by community agencies, families, volunteers, and other willing entities and stakeholders toward enhancing student welfare and academic accomplishments. ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); Delivery system (guidance curriculum, individual student planning, responsive services, systems support)
12. Students will gain greater understanding of the consultation process and how it applies to the school setting through a review of the history of consultation, stages of consultation, diverse models, and application with schools, families, and community agencies. ASCA model: Management system (agreements, advisory council, use of data, action plans, use of time, use of calendars)
13. Students will gain a better understanding of funding strategies and challenges; and implications for program expansion in the school context. ASCA Model: Management system (agreements, advisory council, use of data, action plans, use of time, use of calendars)

Objectives

Students who actively participate in the course will (ASCA's National Standards outline competencies that are the foundation for the ASCA model; these are presented for each objective):

1. Assert that school counseling and counseling programs can be central to the mission and success of each school. ASCA competency: Career Development
2. Acquire knowledge that school counseling can become an important part of the school's educational improvement efforts. ASCA competency: Academic Development
3. Develop an understanding of the counseling process within a multicultural context. ASCA competency: Personal/Social Development
4. Gain knowledge of the historical and philosophical foundation for where the field is today and the future direction of counseling programs. ASCA competency: Academic Development
5. Address the extensive ethical, legal and political issues influencing the work of school counselors. ASCA competency: Academic Development
6. Understand the key principles of comprehensive school counseling and counseling programs. ASCA competency: Academic Development; Personal/Social Development
7. Develop school counseling learning systems relevant for a comprehensive school counseling and counseling program. ASCA competency: Career Development
8. Better understand the roles of group dynamics, family systems theory, and consultation to counseling and counseling in schools. ASCA competency: Career Development; Personal/Social Development

9. Understand the central challenges that school counseling faces as it attempts to implement increasingly effective comprehensive school counseling and counseling programs. ASCA competency: Academic Development
10. Advocate for school counseling programs within the school district and encourage parents, local school boards, and state and national policymakers to do the same. ASCA competency: Academic Development, Career Development; Personal/Social Development
11. Understand and appreciate the importance of national, state, and local school counseling and counseling associations and their impact. ASCA competency: Academic Development; Career Development
12. Develop an action plan/school calendar that considers relevant time commitments and priorities that go into a school counseling program. This will be part of the group presentation at the end of the semester. ASCA competency: Academic Development; Career Development

Course Requirements

- A. Reading: Stay current with assigned readings. Class participation is essential. Feel free to share supplemental materials to enrich the learning environment.
- B. Attendance: You are expected to attend class unless you have an emergency. You are expected to make up any assignments and course requirements missed due to absences.
- C. Class Participation: Class participation is equally essential. As with your written work, you will be graded on your contributions to class discussions and other dialogues.
- D. Evaluation:

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| 10% | Class Attendance (90%) |
| 15% | Class Participation: Class Discussions and Articles Presented |
| 20% | Class Presentation |
| 20% | Written Assignments (Critiques and Summaries) |
| 20% | Mid-Term Field Study Observation |
| 15% | Final Exam |
- E. Resources:
 - *Baker, S. B. (2008). *School counseling for the twenty-first century*. (Fifth Edition) Upper Saddle River, NJ Prentice Hall.
 - ASCA Ethical Standards
 - ACA Code of Ethics and Standards of Practice
 - National Board for Professional Teaching Standards
 - ASCA National Model for School Counseling Programs
 - * Required text.

F. Professional School Counseling journal articles:

Gysbers, N.C. (2004). Comprehensive guidance and counseling programs: The evolution of accountability. *Professional School Counseling*, 8(1), 1-14.

Johnson, S., & Johnson, C.D. (2003). Results-based guidance: A systems approach to student support programs. *Professional School Counseling*, 6(3), 180-185.

Lapan, R.T., Gyspers, N.C., & Petroski, G.F. (2003). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Professional School Counseling*, 6(3), 186-197.

Class Dates

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| Wednesday, January 23 | Course Overview Emergence Historical Overview and Timeline Philosophical Basis of School Counseling Gysbers article |
| Wednesday, January 30 | Legal and Ethical Responsibilities in School Counseling; Discipline |
| Wednesday, February 6 | Prevention Programming in School Counseling; Funding Considerations |
| Wednesday, February 13 | Guest Speaker: Floyd Granderson 'Social Emotional Character Development' Prevention Programming |
| Wednesday, February 20 | Counseling in Schools and School Counselor's Identity & Responsibilities Leadership in School Counseling Current Trends in School Counseling and Educational Systems Scheduling & Testing Duties Clerical Responsibilities Johnson & Johnson article |
| Wednesday, February 27 | Group Counseling |

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| | Guest Speakers: Jason Robbins “The Group Process” |
| Wednesday, March 6 | Multicultural Issues in Counseling |
| Wednesday, March 13 | Family: Connecting Schools, Families, and Communities |
| Wednesday, March 20 | Spring Break |
| Wednesday, March 27 | Mid Term Exam Due School Counselor & Counselor Consulting Career Education Presentation -Competencies -Work-Place Skills Coverage: Classroom, Between Classes, Detention Guest: Karen Simmons “Career Education” Lapan, Gyspers, & Petroski article |
| Wednesday, April 10 | Referral and Coordination in School Counseling; Funding for Program Expansion School Accountability in School Counseling |
| Wednesday, April 17 | Group Presentation |
| Wednesday, April 24 | Group Presentation |
| Wednesday, May 1 | Group Presentation (Final Exam) |
| Wednesday, May 8 | Final Examination Due |

Class Assignments

Wednesday, January 23

School Counseling and Counseling Programs
And Services
A Balanced Approach
Baker, Read Chapter 1 and 2
Gysbers, A Rich History
Baker, Reflect on Forty Years
Sparks, Defining School Counseling
Paisley, School Counseling, 21st Century

Written Summary Due, January 30th

Wednesday, January 30

Legal and Ethical Issues
Baker, Read Chapter 3 and 5
Napierkowski, Diffusion and Innovation
Dansby-Giles, Ethics
Glosoff, Privacy and Confidentiality
Hermann, A Study of Legal Issues Encount.
Mitchell, When Parents Want to Know

Written Summary Due, February 6rd

Wednesday, February 6

Prevention Programming
Baker, Read Chapter 8
Elias, Building Social and Emotional Learning
Taylor, Happy and Healthy

Written Summary Due, February 13th

Wednesday, February 13

Baker, Read Chapter 4
Harvey, College for All
Woodard, Schooling Yourself

Written Critique Due: February 20th

Wednesday, February 20

Counseling In Our Schools
Leadership and Collaboration
Baker, Read Chapter 7
Alfaro, Case Study: Improved Interventions
Amatea, Educating Our Poorest
Auger, Delivering Difficult News to Parents
Johnson, Promoting a Professional Identity
Peterson, Addressing Counseling Needs
Thomas, Counsel Exceptional Individuals

Wednesday, February 27

**Mid-Term: On-Site Visitation Due
March 27TH**

Steen, Prof. Sch. Coun. And Grp Work
Sullivan, Collab. Group Counseling

Critique of Presentation Due: March 6th

Wednesday, March 6

Multicultural Issues in Counseling
Constantine: Multicultural Training
Lee, Culturally Responsive Schools
Miranda, Student Success Skills, A Promise

Wednesday, March 13

Ho, Family Centered Integrated Services
Taylor, Connect Families and Community
Mulles, Consulting with Parents

Wednesday, March 20

Spring break

Wednesday March 27

Midterm examination
Career Education
Baker, Read Chapter 11
Gibbons, Career, College Plan
Kolodinsky, The Career Fair

Summary/Critique
Due April 10

Wednesday, April 10

Baker, Read Chapt. 10 and 4
Brott, Counselor Edu.
Accountability
Hughes, Using Accountability
Myrick, Accountability
Trevisan, Implement Guid. Prog. Eval.

Wednesday, April 17

Group Presentation

Wednesday April 24

Group Presentation

Wednesday, May 1

Group Presentation

Wednesday, May 8

inal Examination
Final Examination Due
(self addressed stamped
envelope)