

**Spring 2016
Program in School Counseling**

**15:297:512:01 (05698)
Resources for School Counseling: Program Planning
Wednesday, 4:50-7:30PM**

Instructor Name: Chonita Spencer	Email address: cspencer@roselleschools.org cspencerddlpc@aol.com
Phone Number: 732-882-2012	Location: FH B3
Office Hours: Upon Request: 732-882-2012	Prerequisites or other limitations: None
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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)

Course catalog description: 15:297:512:01

Class materials/ Textbooks:

- Baker, S. B. (2008). *School Counseling for the Twenty-First Century*. (Fifth Edition) Upper Saddle River, NJ Prentice Hall.
- Dollarhide, Colette, (2012). *Comprehensive School Counseling Programs*, (2nd Edition), Pearson
- ASCA Ethical Standards
- ACA Code of Ethics and Standards of Practice

Grading policy:

- 10% Class Attendance (You're in Class 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

Assignments: See Course Schedule

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

<u>Date</u>	<u>Class Dates</u>	<u>Assignment</u>
Wednesday, January 20		Course Overview Emergence Historical Overview and Timeline Philosophical Basis of School Counseling Gysbers article
Wednesday, January 27		Legal and Ethical Responsibilities in School Counseling; Discipline

Wednesday, February 3	Prevention Programming in School Counseling; Funding Considerations
Wednesday, February 10	Prevention Program: Vanessa Mayor Guidance in the Classroom
Wednesday, February 17	Counseling in Schools and School Leadership in School Counseling Current Trends in School Counseling and Educational Systems Scheduling & Testing Duties Clerical Responsibilities Johnson & Johnson article
Wednesday, February 24	Group Counseling “The Group Process”
Wednesday, March 2	Multicultural Issues in Counseling
Wednesday, March 9	Counselor’s Identity & Responsibilities: The New School Counselor: Gladys Martinez Family: Connecting Schools, Families, and Communities
Wednesday, March 16	Spring Break
Wednesday, March 23	Mid-Term Exam Due School Counselor & Counselor Consulting Career Education Presentation -Competencies -Work-Place Skills Coverage: Classroom, Between Classes, Detention Lapan, Gyspers, & Petroski article
Wednesday, April 6	Referral and Coordination in School Counseling; Funding for Program Expansion

School Accountability in School
Counseling

Wednesday, April 13

Group Presentation

Wednesday, April 20

Group Presentation

Wednesday, April 27

Group Presentation (Final Exam)

Wednesday, May 4

Final Examination Due

Class Readings

Date

Wednesday, January 20

Readings

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 27th

Wednesday, January 27

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 3

Wednesday, February 3

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

Written Summary Due, February 10th

Wednesday, February 10

Baker, Read Chapter 4
Harvey, College for All

	Woodard, Schooling Yourself
	Written Critique Due: February 17 th
Wednesday, February 17	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 24	Mid-Term: On-Site Visitation Due March 23
	Steen, Prof. Sch. Coun. And Grp Work Sullivan, Collab. Group Counseling
	Critique of Presentation Due: March 2nd
Wednesday, March 2	Multicultural Issues in Counseling Constantine: Multicultural Training Lee, Culturally Responsive Schools Miranda, Student Success Skills, A Promise
Wednesday, March 9	Ho, Family Centered Integrated Services Taylor, Connect Families and Community Mulles, Consulting with Parents
Wednesday, March 16	Spring break
Wednesday March 23	Midterm examination Career Education Baker, Read Chapter 11 Gibbons, Career, College Plan Kolodinsky, The Career Fair
	Summary/Critique Due April 6
Wednesday, April 6	Baker, Read Chapt. 10 and 4 Brott, Counselor Edu. Accountability

Wednesday, April 13

Wednesday April 20

Wednesday, April 27

Wednesday, May 4

Hughes, Using Accountability
Myrick, Accountability
Trevisan, Implement Guid. Prog. Eval.

Group Presentation

Group Presentation

Group Presentation

Final Examination
Final Examination Due
(self addressed stamped
envelope)