

COURSE DESCRIPTION

The purpose of this course is to provide students a strong foundation of the roles, responsibilities, functions, and characteristics of a professional school counselor. It is further designed to enhance the student's understanding of the comprehensive developmental guidance and counseling process and program. Students will examine the theory, practice, and organization of guidance and counseling services in elementary, middle, and high school settings.

PREREQUISITES

There are no prerequisites for this course.

KNOWLEDGE AND SKILLS OUTCOMES

(NOTE: CACREP standards are coded below and are assessed via Class Exercises [CE], School Counseling Program Assessment [PA], Annotated Bibliography [AB], Lesson Plan [LP], Quizzes [Q] and Final Exam [F].)

At successful completion of this course, students will be able to:

- Identify current trends in school counseling and educational reform by tracing the philosophy and history of school counseling (2.F.1.a-d; 5.G.1.a-d.; 5.G.2.a-f.; 5.G.3.a-d, f-j, l, n-o [CE, PA, Q, F])
- Demonstrate understanding of the professional role and identity of the school counselor and articulate the need for advocacy for the profession itself (2.F.1.a-e, k; 5.G.1.a-d; 5.G.2.a-g, j, l; 5.G.3.a-c, f-j, l, n-o [CE, PA, Q,F])
- Plan and demonstrate activities that are relevant to the needs of students in a diverse school population, including demonstration of an understanding of the responsibilities inherent in serving the needs of exceptional children (2.F.1.b-e; 5.G.1.c-d.; 5.G.2.a-b, e, g-h; 5.G.3.d, f-j, n-o [CE, AB, LP, Q, F])
- Investigate methods of advocacy for students that include a sensitivity to the role of racial, ethnic, cultural, nationality, socioeconomic, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (2.F.1.b-e; 5.G.1.c-d; 5.G.2.a-b, e, g-h; 5.G.3.d, f-j, n-o [CE, AB, LP, Q, F])
- Plan school counseling activities that integrate into the P-12 school curriculum by systematically providing information and skills training to assist students in maximizing their individual academic, career, and personal/social development. (2.F.1.b-e; 5.G.1.b-d; 5.G.2.a-g; 5.G.3.a-d, f-j, l, n-o [CE, AB, LP, Q, F])
- Use developmental approaches in individual, small-group, and classroom counseling activities that take into account any issues affecting the development and functioning of students. (2.F.1.b, e, k; 5.G.1.b-d; 5.G.2.a-g; 5.G.3.c-d, f-j, l, n-o [CE, AB, LP, Q, F])
- Demonstrate knowledge of suicide prevention models, crisis intervention, trauma-informed, and community-based strategies (e.g., psychological first aid; 2.F.5.1-m)[CE, AB, LP, Q, F]
- Analyze demographics, special needs of learners, school, local, and statewide educational goals, available resources, and the various systems that affect students in order to plan and assess program activities. (5.G.3.n-o [CE, AB, Q, F])
- Demonstrate knowledge and the ability to apply current and emerging technologies in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices. (2.F.1.b, e; 5.G.2.a-e; 5.G.3.a-c, d, f-j, l, n-o [CE, PA, AB, LP, Q, F])

COURSE OBJECTIVES

Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) are adhered to in this class as well as all HDC courses. Foundational curricular experiences are required of all students in a CACREP-approved school counseling program. The objectives for this course are derived from the

CACREP core requirements. While demonstration of all the learning outcomes may not occur in this course, each of the concepts will be introduced so that students may show competency in later coursework. The standards linked to this course are listed at the end of the syllabus.

CURRICULUM STANDARDS ADDRESSED 2016 CACREP Core Standards

Standard		How Assessed
2.F.1.a	history and philosophy of the counseling profession and its specialty areas	CE, Q, F
2.F.1.b	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	CE, PA, Q, F
2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CE, PA, Q, F
2.F.1.d	the role and process of the professional counselor advocating on behalf of the profession	CE, AB, F
2.F.1.e	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	CE, PA, Q, F
2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current issues	CE
2.F.1.g	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	CE
2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	CE, AB
2.F.1.l	self-care strategies appropriate to the counselor role	CE, AB
2.F.5.l	suicide prevention models and strategies	CE, Q, F
2.F.5.m	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	CE, Q, F

2016 CACREP School Counseling Standards

Standard		How Assessed
5.G.1.a	history and development of school counseling	CE, Q, F
5.G.1.b	models of school counseling programs	CE, Q, F
5.G.1.c	models of P-12 comprehensive career development	CE, PA, Q, F
5.G.1.d	models of school-based collaboration and consultation	CE, PA, Q, F
5.G.2.a	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	CE, AB, PA, Q, F
5.G.2.b	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	CE, PA, Q, F
5.G.2.c	school counselor roles in relation to college and career readiness	CE, PA, Q, F
5.G.2.d	school counselor roles in school leadership and multidisciplinary teams	CE, PA, F, Q
5.G.2.e	school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	CE, AB, PA, Q, F
5.G.2.f	competencies to advocate for school counseling roles	CE, Q, F
5.G.2.g	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	CE, AB, Q, F
5.G.2.h	common medications that affect learning, behavior, and mood in children and adolescents	CE, AB, Q, F

5.G.2.j	qualities and styles of effective leadership in schools	CE, AB, PA, Q, F
5.G.2.1	professional organizations, preparation standards, and credentials relevant to the practice of school counseling	CE
5.G.3.a	development of school counseling program mission statements and objectives	CE, AB, PA, Q, F
5.G.3.b	design and evaluation of school counseling programs	CE, PA
5.G.3.c	core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	CE, LP, AB
5.G.3.d	interventions to promote academic development	CE, AB, PA, Q, F
5.G.3.f	techniques of personal/social counseling in school settings	CE, AB, PA, Q, F
5.G.3.g	strategies to facilitate school and postsecondary transitions	CE, AB, PA, LP, Q, F
5.G.3.h	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	CE, AB, Q, F
5.G.3.i	approaches to increase promotion and graduation rates	CE, AB, Q, F
5.G.3.j	interventions to promote college and career readiness	CE, AB, Q, F
5.G.3.l	techniques to foster collaboration and teamwork within schools	CE, PA, F
5.G.3.n	use of accountability data to inform decision making	CE, PA
5.G.3.o	use of data to advocate for programs and students	CE, PA

TEXTBOOKS AND MATERIALS

Required Textbooks. Estimated cost ranges are based on prices used copies found online and expected cost to buy new at the VU bookstore.

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: American School Counseling Association.

Erford, B.T. (2017). *Transforming the school counseling profession* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Recommended Textbooks

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap*. Thousand Oaks, CA: Corwin Press.

Professional Development. Each HDC student is required to join the American Counseling Association. Students must show proof of membership by the second week of class. Membership will provide you with access to ACA resources and publications as well as professional liability insurance. In addition, it is strongly recommended that you join a branch of ACA and a State association. For school counselors, this is the American School Counselor Association (ASCA), and in Tennessee, the state association is the Tennessee Counseling Association (TCA). Membership in TCA will allow you membership in the Tennessee School Counselor Association and the Middle Tennessee Counseling Association.

METHOD OF INSTRUCTION

As this is a foundations course, the class has a lecture component at its base. However, as learning is a co-construction between the “teacher” and the “learner”, an emphasis will be placed on elements of both a seminar and a workshop depending on the topic at hand. Didactic presentations will be complemented by videos, group

activities, site visits, and guest speakers. It is expected that students will actively participate in all activities and discussions.

GRADING SCALE

A	94-100	B-	80-83
A-	90-93	C+	77-79
B+	87-89	C	74-76
B	84-86	C-	70-73

Papers/assignments with the potential to earn less than 70 must be resubmitted.

ATTENDANCE, PARTICIPATION AND INSTRUCTIONAL POLICIES

Attendance and Participation

Students are expected to be holistically present and on time to each class meeting. Participation will be evaluated by monitoring virtual attendance and oral participation in class discussions. Please contact the instructor if you must miss a class. Arrangements should be made with the instructor ahead of time about how you intend to access that missed material/activities.

Disability Statement

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108 (615) 322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regards to this matter, ideally no later than the second week of the semester, so that we can ensure that your needs are met appropriately and in a timely manner.

Diversity Statement

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

Personal Reactions Statement

At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. However, you will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

TENATIVE COURSE CALENDAR

- Week 1: The Evolution of Comprehensive Guidance Programs in Schools
- Week 2: The Transformed School Counselor
- Week 3: The ASCA National Model--Overview
- Week 4: Foundation
- Week 5: Delivery
- Week 6: Management
- Week 7: Data Driven School Counseling
- Week 8: Accountability

- Week 9: School Counseling to Close the Achievement Gap
- Week 10: School Counseling Program Effectiveness
- Week 11: School Climate and Culture
- Week 12: Creating a College Going Culture PreK-12
- Week 13: The Culturally Component School Counselor
- Week 14: School Counselor Evaluation

ASSIGNMENTS

School Counseling Program Assessment Paper

Each student will spend at least 4 hours shadowing a professional school counselor. Using ASCA's program assessment/audit form, assess strengths and weaknesses of the current school counseling program, and determine if the school is "RAMP-Ready." Also, try to consider conditions/possibilities *external* to the school that may provide opportunities or threats to improving the program. Students must interview at least the school counselor, but other sources of data include self-observation, the school website, and interviews with staff, administrators, or other stakeholders. You will turn in the program assessment form and a reflection paper detailing the areas of strength, weakness, opportunities and threats of the comprehensive school counseling program. **DUE: Week 14**

"Advocating for the Profession:" Annotated Bibliography

Select a problem faced by students, counselors, administrators, an issue in education, or a population in the schools for which a professional school counselor could help advocate. Search the professional literature for articles that address your selected topic. Compile an annotated bibliography of at least 5 articles you have found. Please make sure your annotated bibliography includes evidence of the following:

- Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
- Knows the theories and processes of effective counseling and wellness programs for individuals and groups of students.
- Identifies community, environmental, and institutional opportunities that enhance--as well as barriers that impede-- the academic, career and personal/social development of students.
- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity and their effects on student achievement.
- Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- Understands how to critically evaluate research relevant to the practice of school counseling.
- Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
- **DUE: Week 14**

Classroom Lesson Plans: Use the ASCA lesson plan template to create a lesson plan in each of the three domains---academic, college-career and social emotional learning. You can get ideas from current school counseling curriculums or from other online resources. However, you should write your own lesson plans. Make sure your lesson plans addresses differences in learning styles, cultural differences, ages, or ability status of the students in order to be more inclusive. Make sure your lesson plans shows evidence of the following:

- Provides individual and group counseling and classroom guidance to promote the academic, career, and/or personal/social development of students;
- Understands the ways in which educational policies, programs and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families;
- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity and their effects on student achievement;
- Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students;
- Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.

DUE: Week 14

Assessments

Quizzes (throughout the course)

Final Exam (Week 14)