

Department of Counseling, Special Education, and Rehabilitation, CSU, Fresno
COUN 241: Seminar in Organization of Counseling Services (3 Units)

Master Syllabus in Compliance with CTC Standards 2001

Required text

Bradley, T.E. (2011). *Transforming the school counseling profession (3rd ed.)*, Upper Saddle River, NJ:Pearson.

Course description

Coun 241 will focus on the organization, administration, and evaluation of school counseling programs. The model selected for offering this course is adopted from the SOEHD program, Making a Difference – Professional Leaders for Advanced Programs. This model centers on the service provider as a Reflective Collaborative Counselor who is sensitive to the subjective reality of clients with whom assessments are applied as a method of evaluation and possible change.

Course objectives

Students successfully completing of this course, will be:

1. Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle, and high school levels. **(CTC 4, 12, 17, 21,22, 23, 27, 28)**
2. Able to discuss the role of the counselor as it relates to students, teachers, parents, administrators, and the community. **(CTC 17, 18)**
3. Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services. **(CTC 5, 13, 17, 19, 23, 24)**
4. Able to review school counseling budgeting procedures, methods used in counseling programs, and methods of evaluating school counseling programs Through approved research procedures. **(CTC 4, 12, 17, 22, 28)**
5. Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning; including daily tasks such as scheduling, bus supervision, and yard duty. **(CTC 13, 16, 22, 26, 27, 28)**
6. Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization. **(CTC 4, 8, 9, 22, 23, 28)**
7. Aware of leadership skills in organizations, and administrative aspects of school counseling services. **(CTC 12, 22, 28)**
8. Familiar with relevant laws pertaining to students in a school setting, including compliance for PPS programs. **(CTC 6, 17, 18)**

9. Familiar with legal aspects affecting school counseling programs as stated in the California Education Code along with guidelines for implementing the laws. (CTC 17, 27)
10. Able to promote the use of ethical standards & procedures in working with pupils who come from different socio-economic, racial, and cultural backgrounds. (CTC 3, 6, 18)

Course requirements (Assignments)

1. Participation (100 points) (NCATE 1.6): Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings. I also expect students to arrive on time and to contact me in advance if they will be absent. Five (5) points will be deducted for each absence. Students missing more than 20 minutes of class will be considered “absent.”

2. Exams (2 exams, 100 points for each): 3/09 & 5/18 (NCATE 1.2, 1.5, 1.8, 4)
We will have two (2) exams. They will be a comprehensive essay exams covering class material and assigned readings. The exams will be designed to allow you to demonstrate your learning through analyses, syntheses, and evaluation of course materials. You will receive the questions approximately 2 weeks before each exam in order to adequately prepare.

3. Visitation report (50 points): 2/16 (CTC 18, 26, 28; NCATE 1.6)
Visit with a school counselor and submit a 5 page written report including the following items:

- 3.1 describe the person
 - a. title, educational background
 - b. date of visit
 - c. how long in the position
 - d. how long in the field of education
- 3.2 describe the job, include:
 - a. daily/weekly tasks
 - b. types of paperwork
 - c. types of meetings that they attend
- 3.3 describe their greatest challenges
- 3.4 describe their greatest sources of joy
- 3.5 would they recommend entering the field?
- 3.6 how did you feel before and after your visit?

4. Professional portfolio (50 points): 5/04 (CTC 17; NCATE 1.6)
Each student will organize information related to educational/counseling experiences and achievements. Your portfolio must contain 1) your resume, 2) counseling/ education/ leadership philosophy, and 3) diplomas, certificates of completion/participation and then may include: awards, papers, projects completed in courses thus far, pictures, etc.

6. Individual literature review paper (100 points): 4/20 (CTC 17, 29; NCATE 1.2, 1.5, 4)

Your paper is an opportunity to research a school counseling issue

- a. Papers should review literature on 1) school counseling programs, or 2) school counselor roles, leadership, and skills, and critically analyze, synthesize, and evaluate them. You should be able to make your own conclusion based on literature review.
- b. This paper is intended to be helpful in your professional development. Write about a topic that draws your professional interest, and is directly related to course content.
- c. The paper will be a minimum of 10 pages of text, double-spaced typed, APA style & format. Use at least seven (7) articles published in refereed journals.
- d. Please edit for grammar and spelling.
- e. I will be pleased to review drafts of your paper up until 11/02. This is an ungraded “relaxed review”. Always attach your previous draft to your current submission. Edit in my comments before resubmitting.

7. Group presentation (50 points):3/23 - 4/27 (CTC 17; NCATE 1.5, 1.8, 4)

Each group of students will prepare a classroom guidance program for K-12 students and give a presentation to the class. The class may role play K-12 students. Each member will significantly contribute to the preparation and presentation. On the day of the presentation, each group will provide a presentation outline to each member of the class. The outline should provide objectives (specific information, behaviors and skills to be learned), instructional activities (activities with instructions and materials needed), and evaluation (strategy for assessing outcomes). You may use your creativity and freedom regarding the presentation style and format. The presentation will take 1 hour. Each presentation will receive evaluation from peers, self, and instructor.

Course topics

The following topics will be addressed in the course: (CTC 14, 17, 22, 25, 26, 28)

1. Components of comprehensive school counseling programs.
2. Ideas & strategies to integrate school counseling with the overall school mission.
3. The relationship of the counselor to teachers, administrators, and the community.
4. The challenge of paperwork in the counseling.
5. Scheduling courses and making schedule changes for students.
6. How counselors identify and work with the curriculum in schools.
7. Working with students in a crisis.
8. Working with exceptional students in the school setting.
9. Working with non-college bound students.
10. Working with at-risk students.
11. Working with students who are the victims of violence
12. The use of individual and group counseling.
13. Maintenance of National Standards in a counseling program
14. Related topics will be welcomed throughout our discussion and reading.

Knowledge Base

The knowledge base adopted by the SOEHD includes the four dimensions of 1) philosophical and ideological; 2) cognitive and reflective; 3) integration and application; 4) Diversity; and 5) leadership and administrative.

1. Philosophical and ideological: The objective for many school counselors is to maximize the potential of each child involved in an educational setting. School counselors are supported through the American School Counselor Association (ASCA) a national organization which offers professional development opportunities, telecommunications and a distribution of professional journals and newsletters. A basic philosophy of the school counselor is to make certain that a comprehensive guidance program is available for the needs of students. The ideal counselor will be well versed in counseling, consulting, coordinating & appraising services for students, parents, and teachers. The ideal counselor will also be an information & referral source for career development, life planning, and recognition of current life issues.

2. Cognitive and Reflective: The cognitive portion of this course focuses on the student becoming knowledgeable with regard to the functions of the school counselor both from a theoretical as well as a practical, creative approach. The reflective part of the course will support the need for relationships with educators and leaders in the community at large. These relationships will include all levels of education from kindergarten through the high school graduate. One aspect of the school counselor is to be able to listen to others and to be able to reflect back to the client those views which are openly expressed. In the school counseling profession the issue of the reflective point of view is an important cornerstone of success.

3. Integration and Application: Materials presented in this course will provide the means for the counselor to be able to begin to integrate services provided by the school to the students, teachers, parents as well as the community at large. The school counselor needs to be able to integrate those services in such a manner so as to be able to represent many diverse groups of people. Materials will be used to present the role and function of a school counselor from the elementary to the high school level. The application of these materials will consist of the methods and means used to portray a comprehensive guidance program for school development. The application of materials will assist the counselor in being able to be cognizant of historical issues, current trends, and anticipated future scenarios. It is recognized in the offering of this course that traditional functions may be challenged and the application of new ideas and new materials may become the cornerstone of this course. Ethical and legal standards will be discussed throughout the course.

4. Cultural Diversity in Organization of Counseling Services: A major theme established through the SOEHD for course offerings have been the idea of "Making a Diverse Society". This theme has been incorporated throughout this course to demonstrate the recognition of diversity associated with the development of youth in America. The American School Counseling Association recognizes that cultural diversities contain important factors deserving increased awareness and understanding on the part of all

professional personnel in counseling. This course is designed to take into account the diversity of culture in the schools of California and to assure that students and clients of culturally diverse backgrounds will receive services and opportunities that will promote maximum development. The recognition of children emerging from many different backgrounds will be recognized and followed as a part of the total course and will not be limited to just one chapter or one lecture. Whatever is presented and discussed will have as its base, diversity.

5. **CTC 26 Leadership development in the Counseling profession:** Increasingly, school counselors are being asked and expected to provide leadership on the school campus. In parent-teacher conferences, I.E.P.'s, workshops, inservices, and Student Assistance Programs, to name a few, school counselors are being relied upon to assume the role of leader. As a result, effective leadership principles, qualities, and styles (i.e., initiative, public speaking, leading groups, listening skills, problem solving, planning, resource acquisition and management) are discussed, and applied in activities throughout the course.

6. **CTC 28 Administrative role in school counseling:** As the challenges of counseling in public schools increase, the administrative responsibilities that counselors are being required to handle are also increasing. The management of resources, human and capital, has long been an administrative role in organizations. Increasingly, due to the large amount of resources available to the helping professions, school counselors are being required to become administratively competent. Competence in researching and managing resources that enable clients to solve problems is a requisite skill for school counselors. Resources ranging from public and private grant funding for program development, mental and social health programs, local, regional, and national laws relating to counseling must be managed to provide preventative counseling services. Through readings and activities, this class will keep abreast of the far-reaching aspects of the administrative role of school counselors.

Modes of instruction

The following modes of instruction will be utilized:

1. Lecture and discussion
2. Small group discussion/activity
3. Large group discussion/activity
4. Role playing
5. Student presentation
6. Multimedia, as appropriate
7. Guest speaker, as available

Evaluation: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

- 90% and above = A
- 80% - less than 90% = B
- 70% - less than 80% = C

Criteria.....Total Points

Participation	100 points
Examinations	200 points (100 points for each exam)
Visitation report	50 points
Professional Portfolio	50 points
Individual literature review paper	100 points
Group presentation	50 points
Total.....	550 points

Late work will have 10% deducted from the total possible score for each day (not class meeting). No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Course organization

The Organization of Counseling Services is divided into two major sections:

- a) Text readings in elementary and middle school counseling and b) Article reviews related to school counseling, student achievement, leadership, program evaluation, and national standards for school counseling.

CLASS SCHEDULE

Date	Topic(s)	Readings	Assignments
Jan 19	Introduction		
Jan 26	School counseling program School counselor's role and identity Historical and current trends	Ch. 1, 2 Sears & Granello Praisley & McMahon Myrick	
Feb 2	National standards and model for school counseling programs	Dahir http://schoolcounselor.org (school counselors & members → ASCA national model)	
Feb 9	Developing school counseling programs	Ch. 3	
Feb 16	Essential services Discussion: visitation report	Ch. 4, 5	Visitation report Individual lit. rev. paper topic

Feb 23	Essential services		
Mar 2	Working with diverse population	Ch. 6 Hobson & Kanitz Milsom	
Mar 9	Working with diverse population Mid term exam		
Mar 16	Crisis intervention	Ch. 7	
Mar 23	Special issues in school counseling Group 1 presentation	Ch. 8	
Mar 30	Special issues in school counseling Group 2 presentation		
Apr 6	Special issues in school counseling Group 3 presentation		Last day for relaxed review of individual lit. rev. paper
Apr 13	Spring break		
Apr 20	Staff relations and family involvement Discussion: lit. rev. paper Group 4 presentation	Ch. 9, 10 Davis & Garrett Murphy, DeEsch, & Strein	Individual literature review paper
Apr 27	Ethics & legal issues Discussion: portfolio review Group 5 presentation	Ch. 11 Glosoff & Pate Isaacs Mitchell, Disque, & Robertson Remley & Huey	Portfolio review
May 4	Ethics & legal issues Self-care and development	Ch. 12	Final portfolio review
May 18	Final exam		

GENERAL UNIVERSITY POLICIES

Cheating and Plagiarism

“The university has written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. The full text of the document is available in the office of the Vice-President for Student Affairs in the Joyal Administration Building, room 262.” If you have any questions regarding actions that include cheating or plagiarism, you may consult this instructor.

Services for Students with Differing Abilities

“The university is committed to providing reasonable academic accommodation to students with disabilities.” Please notify this instructor if you require any special modification of instruction.

Computers

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

****This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**

Readings: available on electronic reserve at www.lib.csufresno.edu/ereserves

- Dahir, C. A. (2001). The national standards for school counseling programs: Development and implementation. *Professional School Counseling, 4*, 320-327.
- Davis, K. M., & Garrett, M. T. (1998). Bridging the gap between school counselors and teachers: A proactive approach. *Professional School Counseling, 1*(5), 54-55.
- Glosoff, H. L., & Pate, R. H. (2002). Privacy and confidentiality in school counseling. *Professional School Counseling, 6*, 20-27.
- Hobson, S. M., & Kanitz, H. M. (1996). Multicultural counseling: An ethical issue for school counselors. *The School Counselor, 43*, 245-255.
- Isaacs, M. L. (1997). The duty to warn and protect: Tarasoff and the elementary school counselor. *Elementary School Guidance and Counseling, 31*, 326-342.
- Milsom, A. S. (2002). Students with disabilities: School counselor involvement and preparation. *Professional School Counseling, 5*, 331-337.
- Mitchell, C. W., Disque, J. G., & Robertson, P. (2002). When parents want to know: Responding to parental demands for confidential information. *Professional School Counseling, 6*, 156-161.
- Murphy, J. P., DeEsch, J. B., & Strein, W. O. (1998). School counselors and school psychologists: Partners in student services. *Professional School Counseling, 2*, 85-87.
- Myrick, R. D. (2003). Accountability: Counselors count. *Professional School Counseling, 6*, 174-179.
- Paisley, P. O., & McMahon, G. (2001). School counseling for the 21st century: Challenges and opportunities. *Professional School Counseling, 5*, 106-115.
- Remley, T. P., & Huey, W. C. (2002). An ethics quiz for school counselors. *Professional School Counseling, 6*, 3-11.
- Sears, S. J., & Granello, D. H. (2002). School counseling now and in the future: A reaction. *Professional School Counseling, 5*, 164-170.