

COURSE SYLLABUS * Spring 2011
COUN 518: Organization of Student Support Programs

School Counseling Specialization Course * Counseling Program
School of Leadership & Education Sciences
University of San Diego

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USD Catalog Description: COUN 518 involves the programs, procedures and policies involved in the provision of student support services in K-12 schools. Candidates learn to develop and implement comprehensive plans for guidance and counseling programs in school settings and to evaluate programs.

Purpose: School counselors face an array of responsibilities on a day-to-day basis. In addition to utilizing their core counseling skills with individual students and small groups and conducting guidance activities through classroom presentations, school counselors establish, manage, monitor and evaluate programs. Counselors also interact with other educators and with parents at their sites. In this, they need to know how to communicate effectively with peers and how to work well as part of a team. Counselors also have a professional responsibility to know the laws, ethical standards, and policies relevant to their practice, to be well informed regarding the latest developments in their profession, and to be knowledgeable about the design, implementation, management and evaluation of best practices in school counseling. The purpose of COUN 518 is to introduce graduate students to these aspects of school counseling and to facilitate acquisition of knowledge, skills and dispositions associated with this part of professional school counseling.

Course Goal: The goal of the course is three-fold: **First**, to provide an opportunity for candidates to become knowledgeable regarding the history of school counseling and the design, development, and evaluation of comprehensive guidance and counseling programs; **Second**, to provide candidates with knowledge concerning laws, regulations, and policies related to school counseling programs; **Third**, to provide candidates with knowledge regarding school-family-community linkages and how these links connect with the provision of school counseling programs and services. ***The overarching goal of COUN 518 is to prepare candidates for participation and leadership in the design, delivery, management and accountability of school counseling programs.***

Instructional Objectives: At the end of the course, candidates will be able to:

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Using a variety of references, discuss in a seminar the history of guidance and counseling in schools
- Describe and discuss as a part of a seminar discussion the roles and functions of school counselors as observed in the field
- Without reference materials, describe the program domains of the *National Standards for School Counseling Programs* and the program components of the *National Model for School Counseling Programs*

Outcome II: Community and Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Conduct a structured observation of a school counseling program in a local school
- Using a variety of references, discuss in a seminar the importance of family-school relationships in fostering positive pupil development (including respect for family structures and socio-cultural diversity and the benefits and challenges of family involvement at different grade levels) and describe approaches to overcoming barriers to family involvement
- Using a minimum of four references, complete a research brief in writing on the methods and techniques for linking community-based services and programs with school counseling programs you observed
- Plan and conduct an interview with a classmate regarding the interviewee's current understanding of self in relationship to becoming a counselor and the sources of her or his personal strengths
- Summarize in writing the interview conducted with you by a classmate and what the interview revealed regarding your sense of vision and mission in counseling
- Participate actively in both days of a professional conference on action research and complete a written evaluation of the experience

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Discuss in writing, utilizing A.P.A. style, one of the following key issues impacting the practice of school counseling: a) the demographic shifts in California and the impact of these shifts on education in general and on the delivery of student support services; b) institutional and social environment conditions that place pupils at risk for school failure or early school dropout; c) the current fiscal crisis in California and how the crisis is impacting the funding of school counseling
- Using the California Education Code for reference, discuss in a seminar the relevant California laws and regulations related to student support programs

Course Content Areas: The course includes the following content areas:

- ⇒ Introduction and Overview of the Course
- ⇒ History of school counseling and the professionalization of counseling

- ⇒ The culture of schools and leadership within school cultures
- ⇒ Organization of comprehensive student support programs
- ⇒ Program elements in student support systems
- ⇒ Organizational change theory and school counseling
- ⇒ Accountability in school counseling programs and services
- ⇒ Advocacy for school counseling
- ⇒ Program evaluation and school counseling
- ⇒ Family involvement in schools and overcoming barriers to involvement

Required Text:

Littrell, J. M., & Peterson, J. S. (2005). *Portrait and model of a school counselor*. Boston: Lahaska Press

Recommended Books:

American School Counselor Association. (2003). *The ASCA National Model: A framework for school counseling programs*. Alexandria, VA: Author.

American School Counselor Association. (2003). *The ASCA National Model workbook*. Alexandria, VA: Author.

Gysbers, N. C., & Henderson, P. (2000). *Developing and managing your school guidance program* (3rd Ed.). Alexandria, VA: American School Counselor Association.

Johnson, S., Johnson, C. & Downs, L. (2006) *Building a results-based student support program*. Boston: Lahaska Press.

Methods of Instruction: The course includes the following methods of instruction:

- ✓ Lecture
- ✓ Discussion
- ✓ Small group co-operative learning

Assignments. The course includes the following assignments:

1. Active **participation** in class
2. Assigned **readings** in a variety of topics related to school counseling
3. Completion of a structured **observation** of a school counseling program in a local school
4. 5 -6 page **issues paper** written in correct A.P.A. style examining one of the following topics: (a) the demographic shifts in California and the impact of these shifts on education in general and on the delivery of student support services; (b) institutional and social environment conditions that place pupils at risk for school failure or early school dropout; (c) The current fiscal crisis in California and how the crisis is impacting the funding of school counseling.
5. Plan and **interview** a classmate regarding the interviewee's current understanding of self in relationship to becoming a counselor and the sources of her or his personal strengths
6. 4-5 page written **summary** of the interview
7. 3-4 page **research brief** on the methods and techniques for linking community-based services and programs with the school counseling program you observed and with school counseling in general.
8. **Attendance and participation** in both days of a professional conference on action research and complete a written evaluation of the experience
9. 5-7 page conference **reflection**

Evaluating Candidate Performance: Course Requirements and Evaluation Procedures.

Grades are based on performance in relationship to the above course requirements. The following percentages are used to determine the final course grade:

- 1) Class *participation* accounts for 15% of the final course grade. (75 points)
- 2) The *observation* accounts for 15% of the grade. (75 points)
- 3) The *Issues paper* accounts for 15% of the grade. (75 points)
- 4) The *interview plan* accounts for 5% of the grade. (25 points)
- 5) The *interview summary* accounts for 10% of the final grade. (50 points)
- 6) The *research brief* accounts for 15% of the grade. (50 points)
- 7) Participation at the Action Research Conference accounts for 10% of the grade. (50 points)
- 8) The *Conference Reflection* accounts for 15% of the grade. (100 points)

Evaluation criteria for each assignment are distributed separately. Regarding attendance, please be advised that attendance is counted as a part of class participation. Missing a class session will result in a lowering of the grade, and missing two class sessions will result in significant lowering of the grade.

Grades for the course will be determined by point totals for all assignments completed.

Grading scale (based on 500 possible points):

A 470-500, A- 459- 469, B+ 444-458, B 410-443, B- 400-409, C 350-399, F 349 or less

Other course information.

- In general, the grading policy for the course follows some basic distinctions. A grade of A is reserved for coursework of exceptional quality that exceeds the high standards expected of masters students. A grade of B is reserved for coursework that reflects the high standards of graduate coursework in counseling. A grade of C, or lower, is reserved for coursework that is not of sufficient quality for the master's level.
- In keeping with university policies, **an Incomplete will be assigned only under extraordinary circumstances such as serious illness, death in the family, or significant change in job and/or family responsibilities. An Incomplete will not be assigned for late assignments at the end of the session.**
- The Course Schedule is attached. Please review all assignments and due dates carefully.
- **Academic Conduct:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Please consult the Student Code for additional information: <http://www.sandiego.edu/conduct/rules.phpl>. Furthermore, students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program. The SOLES Graduate Student Policies handbook is another significant source

of information. You can find this publication at:
<http://www.sandiego.edu/soles/documents/10-11GraduateStudentPolicies.pdf>

- **Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as cell phones & pagers.
- **Disability Statement:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact university disability services as soon as possible to better ensure that such accommodations are implemented in a timely fashion. Contact information is found on the web at:
<http://www.sandiego.edu/disability/who.php>
- Other relevant course materials will be distributed separately. These materials will include:
 - A **bibliography** of readings related to the course content
 - A document that compares **CACREP & CTC standards with instructional objectives** for the course
 - **Criteria and procedures for evaluating** candidate performance on each assignment