





**PORTLAND STATE UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION**

*Preparing professionals to meet our diverse community's lifelong educational needs*

**COUN 596: Foundations of School Counseling**

<b>Vision - Preparing professionals to lead life-long learning and development within our diverse communities.</b>			
			
<p><b>Diversity and inclusiveness—Advocacy for fairness and respect</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p><b>Research-based practices and professional standards—Professionalism</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p><b>Impact on learning and development—Commitment to learning</b> Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p><b>Evidence-informed decision making—Reflection</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

**Term: Winter 2012-2013**

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NCC, ACS**

**Office: 506Q**

**Phone: 503.725.4253**

**Class Location: ED 402**

**Office hours: By appointment  
(to work around your scheduling needs)**

**Time: 4-6:30 pm**

**PROGRAM POLICY STATEMENT**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>  
Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

**Course Description:** This is a foundational course for students pursuing graduate study in school counseling. Oriented toward students with an interest in the special and unique field of school counseling. Intended to provide a broad overview of the school counseling profession with an emphasis on both theoretical and practical aspects of comprehensive school counseling programs as well as a specific emphasis on the Oregon framework.

**Accommodation:** Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Student Services (503-725-4155) to document their disability and to provide support services when appropriate. Discuss any district policies and procedures relating to any needed accommodation with our on-site supervisor.

### **Required Text & Readings**

Oregon Department of Education. (2003). *Oregon's framework for comprehensive guidance and counseling programs, pre-kindergarten through twelfth grade*. Salem, OR: Author. Available on line at: <http://www.ode.state.or.us/search/results/?id=132>

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs*. (3<sup>rd</sup> Ed). Alexandria, VA: Author.

Young, C., & Kaffenberger. (2009) 2<sup>nd</sup> ed. *Making Data Work*. Alexandria, VA: Author.

Additional readings will be provided in class.

### **Recommended Text & Readings**

American School Counselor Association. (2004). **The ASCA National Model Workbook**. Alexandria, VA: Author.

### **TSPC practices and competencies addressed in this course**

#### **School counselors are expected to:**

- X Develop and implement plans which promote social and emotional development growth
- X Establish programs appropriate for group, individual, and family counseling
- X Demonstrate interpersonal skills, working with others and communicating with community

- members
- X Practice and promote group process, crisis resolution, anger management and violence prevention
- X Demonstrate ethical standards and legal framework unique to counseling
- X Collaborate with social service agencies providing services to students and families
- X Support school to work transition and career planning
- X Assist with curriculum coordination as it relates to guidance activities
- X Support and develop plans which respect difference and promote communication among diverse groups
- X Collaborate with school staff, families, and community members to meet individual student needs
- X Assist staff to understand the needs of **all** students
- X Collaborate with colleagues, staff, parents, and the public to enhance the student's performance

### **Course Objectives**

Upon completion of the course, student will:

1. Understand the need for developing and implementing comprehensive school counseling programs which promote academic, career, and social-emotional development for all students.
2. Recognize and be able to implement Oregon's Comprehensive Counseling and Guidance Framework and the ASCA National Model.
3. Understand the role of school counselors in student assessment as it related to academic, career, personal/social development, and the capacity to contribute.
4. Explore the counselor's role in confronting racism, sexism, discrimination and injustice.
5. Understand how technology is impacting the delivery of school counseling services.
6. Understand the role of data collection, management, and dissemination in school counseling
7. Construct a professional disclosure statement, mission statement, needs assessment, and evaluation program applicable to your program and role as a professional school counselor.

### **Class Participation and Readings**

Class participation is vital in creating an open, dialogue-based learning community. To effectively participate, you need to be present for the entire length of the class. Further, our goal is to create an open, respectful community that honors multicultural differences, differences in opinion and viewpoint, and differences in professional and personal experience. The creation of this environment requires full, respectful attentiveness to the learning community and your colleagues at all times.

If you are late to class or need to leave early, please provide reasonable explanation to the learning community. Each tardiness or absence following the first will reduce your participation grade by 5 points.

## Class Requirements & Score

Class Participation	20
Comprehensive Guidance Program Group Project	50 (10 points for each of the 6 main elements)
Comprehensive Guidance Program Presentation	30
	Total: 100

## Grading Scale:

A	90-100	C	70-79	*Any grade below a B is not passable for continuation in the school counseling specialization
B	80-89	D	60-69	

### A. Comprehensive School Counseling Program Group Project

You will work in small groups with colleagues who are interested in focusing on the same grade level as you to complete a Comprehensive School Counseling Program Proposal. You will “invent” a school and will include the following components in your project.

### The Elements of the Comprehensive Guidance Counseling Program (CGCP) Small Group Project

#### 1. Introduction Statement:

Rationale: describe why a program is needed (include information about relevant OARs, identified problems in the school, etc...)

Stakeholders: Describe the stakeholders associated with the school

Needs: Examine and report the unique needs of your school & your student population (academically, emotionally, community-wide); utilize micro- and macro- approaches

Resources: Examine and report the available resources at all levels of the micro- and macro-system

Priorities: Introduce the most relevant & immediate priorities the CGP will address

## **2. Professional Disclosure Statement:**

Develop a Professional Disclosure Statement. Be mindful of your audience. You may do two versions: one version for students and parents and another version for administrators, teachers, and staff at your school, or you may combine this into one version. **The statement should be no more than two pages long, preferably one page. You will be sharing your statement with other students in class. A version of your disclosure will be required as part of Internship as well.**

**If you are already working as a Professional School Counselor, this should be the PDS you are using/are going to use in your actual practice.**

## **3. Mission statement/ counseling program philosophy statement:**

Create a statement based on samples provided to you in class or via the ASCA National Model.

## **4. Needs Assessment:**

Develop a needs assessment that you will use to help you find the unique needs/problems of your school population. Provide an example of the tool and describe how the needs assessment will be conducted. Provide a summary of "results" as if you had actually conducted such an assessment. Include a brief discussion of the problems/difficulties encountered when collecting needs data.

## **5. Counseling Calendar & Objectives List:**

- A chart or list detailing the goals and objectives for one grade level at your school (align with local and national frameworks); be certain the objectives align with the school's objectives and plans as well as district objectives
- A year-long curriculum that addresses at least two of these objectives for ONE grade level at the school. Include examples of curriculum and relevant materials.
- **Assessment:** Include a description of how data will be collected and examined to determine effectiveness of your plan. Include relevant assessment tools when possible.
- Crosswalk state and national standards with benchmarks that are school-specific.

## **6. Data Collection/"MEASURE"ment**

Provide a sample tool or set of tools you will hypothetically use to measure the efficacy or effects of elements of your CGCP. Examples will be provided in class. Include a sample of at least one set of data that you have hypothetically collected as part of your project.

## **B. CGCP/ School Board Presentations**

You will present your small group project to a “school board” that consists of your peer colleagues, professors specializing in education, and members of the larger education community (like teachers, counselors, school board members, administrators, etc...) Each group presentation is 30-45 minutes in length with 10 minutes for questions and answers. Presentations will be evaluated on the following dimensions: rationale (for a CGP), clarity of program goals and evidence base, thoroughness and feasibility of plans, alignment to state & national models, and the groups’ ability to engage and convince the “school board” to prioritize/support the plan.

**Bring your final project to share with the "school board" and your colleagues.**

### **Learning Schedule**

- Sept. 27**      **Foundations of School Counseling  
Professional Orientation & Organizations  
Credentialing/ TSPC competencies  
Consultation, Collaboration, Communication**
- Oct. 4**        **History of School Counseling/ Professional Disclosure Statements  
The Transformed School Counselor & Intro to CGCPs  
(The CGCP project & course assessment factors)  
(Group Assignments)**
- Oct. 11**      **Comprehensive School Counseling Programs: National Model  
Oregon State CGCP framework**
- Oct. 18**      **Needs Assessments  
DATA in the schools  
Calendars & Time Management**
- Oct. 25**      **Roles/Relationships/Responsibilities of the SC  
FBA/PBiS and the school counselor  
Engaging stakeholders  
Creating and connecting to resources**

- Nov. 1**      **Program Evaluation/Assessment/MEASURE  
Data Analysis & Dissemination**
  
- Nov. 8**      **Selecting and using guidance curriculum  
Group work in the schools  
Planning for Prevention**
  
- Nov. 15**     **Developmental Assets  
Clinical work in the schools  
Culturally Competent School Counseling  
Curriculum Selection and Implementation**
  
- Nov. 22**     **Eat turkey!**
  
- Nov. 29**     **CGCP/School Board Presentations**
  
- Dec. 6**      **CGCP/School Board Presentations**

**Reading Schedule:**

<b>Read by this class date:</b>	<b>ASCA National Model Book</b>	<b>National Model Workbook</b>	<b>Oregon Framework</b>
Sep. 27	Pgs. 1 -38		
Oct 4	Pgs. 38-66	Review to pg. 84	
Oct 11	67-74 & appendices	Review Appendices	Foreword – pg. 37
Oct 18			Pgs. 37- 67 & appendices
Oct 25			
Nov 1	<i>WORK ON PROJECT</i>		
Nov 8	<i>WORK ON</i>		

	<i>PROJECT</i>		
Nov 15	<i>WORK ON PROJECT</i>		
Nov 29			
Dec 6			