

***SCHOOL OF EDUCATION***

 ***Location Address Mailing Address***

 *University Hall North 1200 East Colton Avenue*

 *On Brockton Avenue P.O. Box 3080*

 *Between University Street & Grove Street Redlands, CA 92373*

 ***Phone Fax***

 *(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

Course: EDUC 685

Course Title: Pupil Personnel Services: Counseling in Schools

Term:

Days/Times: Tuesdays 5:30-8:30 p.m.

Room:

Faculty:

Office:

Phone:

Office Fax:

**E-mail:**

Office Hours:

**Catalog Course Description**

This course explores various responsibilities that are required to be an effective counselor in today’s school environment. Additionally an overview of the identity of the professional school counselor’s role will be addressed to facilitate the knowledge necessary to navigate the current functions of PPS counseling at the various P-12 levels.

**Co-requisite: fieldwork**.

**The following CTC Standards are partially addressed in this course:**

Generic Standard 6 Professional Ethics and Legal Mandates

Generic Standard 8 Self-esteem and Personal and Social Responsibility

Generic Standard 9 School Safety and Violence Prevention

Generic Standard 10 Consultation

Generic Standard 14 Human Relations

Generic Standard 16 Supervision and Mentoring

Specialization Standard 25 Individualized Counseling

Specialization Standard 27 Collaboration, Coordination, & Team Building

Specialization Standard 31 Field Experience

Textbook

Dahir, C. A. & Stone, C. B. (2012). *The Transformed School Counselor.* Belmont, CA:

 Brooks/Cole.

Other handouts or online readings given in class.

**Students must provide updated membership of one of the school counselor organizations joined during semester one no later than week 3 of the term.**

**Course Objectives**

1. Engage in critical thinking to identify policies and activities that lead to school counseling program success and failure. (CTC Counseling Standards 28, 29)
2. Evaluate the characteristics of model programs that have demonstrated program successes in supporting effective pupil learning. (CTC Counseling Standards 6, 7, 12, 13)
3. Understand the ethical concerns that are a part of program development and/or review when engaged in analysis. (CTC Counseling Standard 6)
4. Understand the key elements accepted by the profession as necessary ingredients of a model school counseling program evidenced by review of California State Standards for the School Counseling Profession and National Counseling Model of the American School Counselor Association. (CTC Counseling Standards 13, 16 & 31)
5. Increase understanding of the underpinnings of special education laws and your role as a counselor in engaging with this population. (CTC Counseling Standards 6, 14, 27)

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Professional Ethical Standards**

It is expected that each student will attend class prepared to participate in discussions about the readings/assignments from the previous week. This includes attending to discussions in class and contributing in ways that further discussions. Students who bring laptops are expected to utilize laptops for class purposes (e.g. note taking, in-class assignment completion, etc.) and not for social networking during class. Students are expected to be on time for class each week. Please place cellular telephones on silent or vibrate*.* ***The use of media devices will be determined by the course professor.***

**Professionalism, Confidentiality, Respect**: It is expected that all students will act in a professional capacity at all times, especially when actively practicing counseling skills. This includes treating others with respect, paying attention (including listening and not talking when the instructor or classmates are speaking); ensuring everything heard remains confidential; following instructions during practice sessions and consulting with the instructor when in doubt to safeguard the welfare of those serving as client/students; and valuing diverse opinions. **Confidentiality with regard to client/student material heard in class is an absolute requirement.**

**Attendance, Lateness, Tardiness:**

Attending each class is a critical component and requirement in all courses. It is understood that emergencies may arise and students need to make important and difficult choices. **It is the responsibility of the student to speak with the professor about any issues that arise which may affect attendance, assignments, etc.** ***Students are always responsible for making up class.*** All in class assignments, plus evidence of chapter readings must be completed for class make-up in the form of a 3-4 page paper addressing the above material. You are expected to be on time for class and stay for the entire class.

**Assignments and Presentations:**

All assignments should be approached with professionalism as a foundation. Material is to be typed in APA format with proper title page, abstract, citations, and reference pages *(unless otherwise specified).* No hand-written assignments will be accepted except those assignments that are completed in-class. Oral presentations will be graded on the basis of content as well as delivery. If you need help with effective presentation skills please feel free to seek assistance. Learning to communicate well is an important quality of a counselor.

Audio and video recordings made in the process of class should be guarded carefully and erased at the conclusion of the course.

**Late Work:**

Late work is usually not accepted. Work that is turned in late will lose value, unless extenuating circumstances are provided by the students prior to the assignment being due. Rewrites will not be granted unless it is an extreme circumstance. Note: you cannot typically rewrite assignments for full credit.

**Grading System/Scale:**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

* **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conferences with the professor and advisor to discuss grade performance.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conference with the professor; and a conference with the advisor is **required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

* A meeting with the professor should be arranged; and a meeting with the advisor is **required.**  The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Candidate Assessment:**

1. ***Active Participation:*** is expected in all class activities. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. A component of the course requires application of various counseling techniques; therefore your attendance will hold significant importance in meeting course objectives. **10% of final grade**
2. ***Presentations:*** Students will present to the class on one of the current models of educational reform and leadership covered in class. (We will be looking at the School Climate Movement, Professional Learning Communities, Community Schools, and Whole Child Initiative, among others). **20% of final grade.**
3. ***Professional Mock Interview:*** Students will participate in a mock interview during class time. All students will be prepared to be interviewed and present a resume and cover letter. An administrator will do your interview in a group setting. You will be provided with a critique and advice will be given to improve interviewing skills. **15% of final grade**.
4. ***Professional School Counseling Program Review:*** Students will evaluate a school counseling program (preferably at their current fieldwork site) based on the following criteria: *1) How comprehensive are the delivery services? 2) Is the counseling program meeting the needs of all the stakeholders of that school site? 3) How is the counseling department managed? 4) Is there an accountability system in place? And 5) Are all student services needs being met at the school?* A comparative analysis should be used to show how successful the site is in addressing these components. Students may choose to present this information in the form of a chart (smart-graphic in power-point); written paper (no more than 5 double-spaced typed pages); or some other creative way of showcasing this information. **25% of final grade.**
5. ***Professional School Counseling Program Handbook*:** Students will work in groups as a simulated School Counseling Staff to create their own comprehensive school counseling program at one of the levels of the K-12 system. You will create a professional school counseling program handbook as a final product, which will be based on what you have learned about in the ASCA National Model for School Counseling Programs, the California Results-Based School Counseling and Student Support Guidelines, and the Transforming School Counselors Initiative. You may include DVDs, CDs, and websites for creative additions. **30% of final grade.**

**The Handbook should include, but not be limited to the following**:

1. School counselor contact information (emails, phone numbers, websites, etc).
2. Formal Table of Contents
3. Mission statement
4. Rationale/Philosophy for the program includes a statement about your school’s mission, your staff’s philosophy of school counseling, overall theory of counseling, and describing program’s implementation of the ASCA National Model for School Counseling, the ASCA National Standards
5. Brochures and/or CD’s to market your counseling program (i.e., “Who is your school counseling staff?” “Small groups we offer,” etc.)
6. The Roles, Functions, and Activities of School Counselors which includesoverview of the activities and functions each of the school counseling staff perform.
7. A *sample* overview of a Psycho-educational Small Group Experience
8. A *sample* of the broad range of Consultation Services offered to students, parents/families, and staff
9. List of Resources for Counselors and all other School Personnel (i.e., local community, state, and national resources)
10. School Counseling FULL Year **AND** Sample Weekly Program Calendar
11. School Counseling Program Policies includesstatements on Confidentiality for Individual and Small Group Counseling
12. Sample of how your school counselors handle specific Emergency Procedures(e.g., steps to contacting Child Protective Services; handling a rape victim case, etc.) in conjunction with the principles of school safety
13. Sample of your school counselors’ roles related to the school plan in the event of a crisis**.** Examples: Suicide, Homicide, Unexpected Death, Shootings, Bombing; in conjunction with the principles of school safety.
14. Sample of your schools counselors’ roles in the IEP process (beginning to end)
15. Assessment and Evaluation of your School’s Counseling Program includes three Separate Needs Assessments (Parents, Students, and Teachers)
16. Evaluation Tool for the Effectiveness of your School Counseling Program

Course Calendar

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| **Class Session** | **Assignment Due** | **Textbook****The Professional Counselor** | **California Standards** |
| **Class 1** | **Review Course Syllabus - Course Overview & Written Assignment** | **Chapter 1 & 2** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 2** | **Course Discussion on Counseling Theories – Journals Due Online** | **Chapters 2** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 3** | **Course Discussion, Presentation Assignment # 1- Teams Selected & Journals Due Online (Class time next week provided for Team Work on Presentations)****\*UPDATED MEMBERSHIP DUE\*** | **Chapter 3** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 4** | **Course lecture on most common diagnosis in school age youth and****Guest Speaker** | **Chapter 4** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 5** | **Course Discussion, Team Presentations from Assignment #1 due. Educational Presentation Assignment #2 (groups se)lected** | **Chapter 5** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 6** | **Course Discussion & Special Lecture on counselor duties in high schools** | **Chapter 6** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 7** | **Course Discussion Program Evaluation**  | **Chapter 7** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 8** | **Review on how to create and maintain a “Master Schedule”** |  |  |
| **Class 9** | **“Educational Presentations” due and review of them in class** | **Chapter 8** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 10**  | **The counselors role in a middle school and elementary levels.****Educational Presentations Due** | **Chapter 9** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 11** | **Educational Cover Letter & Resumes Due – Mock Interviews “DRESS FOR SUCCESS” Professional School Counseling Program Handbook Due** | **INTERVIEW PANEL** | **CTC Standards 8, 9, 10,14, 25 & 27** |
| **Class 12** | **Final Exam and course evaluations** |  |  |
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