

**GEORGE MASON UNIVERSITY College of
Education & Human Development**

**EDCD 626: Principles and Practices of School Counseling
Fall 2010**

Instructor: Silvia Restivo
Class Meets: Thursdays 7:10PM – 10PM
Class Location: Robinson A Room 333
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Office Hours: By appointment
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Course Description

Introduces school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age are represented.

Nature of Course Delivery

Lecture, on-line discussions, cooperative learning groups, student visits

Student Outcomes

At the end of this course, students should be able to:

1. Identify the elements, themes, and operational structure and components of the ASCA National Model for School Counseling Programs
2. Describe various counselor responsibilities to students in a multicultural, diverse society
3. Evidence an awareness of issues pertaining to addressing the unique needs of all students
4. Evidence an understanding of the role of elementary, middle, and high school level counselors
5. Demonstrate knowledge of current and developing issues in counseling
6. Evidence understanding of the foundation of the ASCA National Model
7. Evidence understanding of how services are delivered to students
8. Evidence understanding of how to manage a school-counseling program
9. Evidence an understanding of the development of an accountability system for school counseling programs and the use of data in school counseling programs
10. Demonstrate a fundamental mastery of APA writing and research
11. Demonstrate mastery of basic technology skills
12. Identify ASCA National Standards (Competencies and Indicators)
13. Identify steps to implement a school counselor program

Counseling & Development Program Professional Dispositions:**Professional Performance Criteria** (Effective February 25, 2003).

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Required Reading:

American School Counselor Association (2005). *The ASCA National Model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Young, A., & Kaffenberger, C. (2009). *Making data work* (2nd ed.). Alexandria, VA: American School Counselor Association. [The authors receive no compensation for the sale of this book and therefore are not in violation of ethical codes]

Electronic reviews listed under assignments

Recommended Reading:

Pedersen, P. B., & Carey, J. C. (2003). *Multicultural counseling in schools: A practical handbook* (2nd ed.). Boston: Allyn & Bacon.

Erford, B. (2007). *Transforming the school counseling profession* (3rd ed.). New Jersey: Pearson Education, Inc.

Brown, D. & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs*. California: Brooks/Cole

Relationship to Program Goals and Professional Organization:

EDCD 626 provides for the development of a framework that governs the practices of school counselors. It addresses the development of a school counseling program according to the ASCA National Model. This course focuses heavily on development of the structure of comprehensive school counseling programs. Assignments are designed to help students formulate ideas and plan to create a comprehensive school counseling programs. Additionally EDCD 626 provides for counselors to formulate their own ideology as practicing school counselors. Emphasis will be placed on demonstration of the understanding of the counselor's role in advocacy, leadership, collaboration, multicultural competencies and systemic change. Additionally, students will demonstrate the integrated and ethical use of technology.

EDCD 626 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure is that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society; and
 - CACREP-Section II. Professional Identity
 - CACREP-Section School Counseling.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Course Requirements / Assignments

1. Attendance and Participation. [5 points]

Attend each class and complete all assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period. Participation and contributions to class discussions /activities will be evaluated in your final grade. Students who miss two or more classes may be unable to complete the requirements of this course.

2. Technology Competence: Required

Register with GMU to obtain GMU email account. NOTE: All students must have a GMU email account. This is the official email address used by the Registrar and Dean's office. All students must activate their GMU e-mail account at <http://mail.gmu.edu>. Students will be responsible for all university e-mail communications, are required to activate the e-mail account and to check it regularly.

- a) **WEB SITE:** Use Blackboard as primary web link to access course instruction and documents, and to communicate with instructor and classmates. Blackboard address is: courses.gmu.edu
- b) Access web for professional national and state counseling organizations to include ACA, ASCA, AMHCA, VCA, and VSCA. You will be expected to access information from school and department of education websites and to share information with instructor and classmates.
- c) Infuse technology in assignments.

3. Begin a Professional School Counselor's Portfolio. [15 points] **The professional school counselor's portfolio is the performance-based assessment for this course.** A grading rubric is attached to this syllabus and available on Blackboard.

The Professional School Counselor's Portfolio is an accumulation of documents that represent the products of the school counseling training and is aligned with the GMU Counseling & Development program Mission Statement and the American School Counselor Association's (ASCA) *National Model for School Counseling Programs*. The Professional School Counselor's Portfolio is an evolving record that authenticates a person's growth, skill, and knowledge in the field of school counseling. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. You will begin your portfolio during EDCD 626 and complete it during your internship. Guidelines for this assignment and a grading rubric are attached to this syllabus and can be found on Blackboard. The assignments completed for this course will be graded separately but are required components of the portfolio assignment. Points assigned to the portfolio will be given for adherence to the assignment, face validity, organization and relevance. You will be expected to provide your portfolio electronically, preferably on a website.

4. Write a Counseling Program Mission Statement. [5 points]

You will write a counseling program mission statement. After reviewing the counseling program mission statements from other schools and districts write a mission statement that reflects your beliefs about the purpose and goals of a school counseling program. Mission statement should be less than 350 words.

5. Advocacy & Social Change Issue Paper - [15 points]

Identify a current school issue. Find one article in a professional journal and write a 2-page paper summarizing the issue, the traditional school counseling response, and a counseling systemic change response. Include a copy of the article with the paper.

6. Mid-Term Exam- [15 points]

7. Classroom Guidance Lesson [CGL] or Small Group Counseling Sessions [SGCS] [20 points] Grading rubric is posted on Blackboard. **The guidance unit or small group counseling sessions is the performance-based assessment for this course.**

- Minimum number of sessions is **4 for guidance lesson or small group counseling session**. Even though you may use ideas from previously created guidance lessons or small group sessions, please indicate which parts are borrowed from others. You may

include activities from other authors in your materials section, but indicate the author of any materials that you did not create. *Cite and reference all materials used if they are not your original creations, assignment must include originality.*

The format for the lessons is as follows:

- Lesson Title
- Goal for the unit
- Rationale for the Unit
- Relationship of lesson to National Standards AND VA Standards for School Counseling Programs (state the standards addressed by this lesson/session)
- Grade level of students (indicate grade level for which these lessons are intended)
- Materials (indicate materials used for each session)
- Procedures for conducting the lesson with times listed for each activity. Use bullets and list procedures. Describe succinctly but clearly.
- Evaluation procedures
- Reference list
- Appendices
 - Correspondences (include correspondences necessary for this activity (permission forms, communications with teachers, principal etc.)
 - Suggested readings/resources

8. Counseling Visit Paper. [10 points]

A grading rubric will be posted on Blackboard. This assignment will be placed in the Portfolio in the Foundations section.

- a) Write a paper to show what you learned from the different visits at the elementary, middle and high school counseling levels. Use APA format. Paper should include: cover page, abstract, body of paper, reference page (if citations are made to ASCA National Model, etc.), and appendix section (if including any hand-outs).
- b) The title of your paper is: *School Counseling Visits... My point of view*
- c) Length of paper: 4 pages [includes the abstract and the body of your paper]. This does not count cover sheet. Please meet, but **do not exceed**, this page limit.
- d) **Be sure your abstract follows APA format. It should contain at least 60 words but should not exceed 75 words.** Be sure your abstract is well written, accurate, and concise.
- e) Use the following headings in the main body of the paper.
 - i) *Summary Statement.* Objectively summarize the counseling visits that you attended. Highlight key issues relevant to your particular counseling area of interest, elementary, middle, or high school.
 - ii) *Personal Reflections.* Describe your reactions to the content of the visits and the specific counselors. What did you learn? What impact did it make on your professional goal to be a school counselor? What information were you able to learn about the counselors' utilization of the ASCA model as a framework for their program? Contrast your reaction to the differences among the levels. What were the strengths and weaknesses of their programs as presented?

9. Accountability Project. [15 points]

You will be expected to design an accountability project related to the social justice issue identified and report the findings in a 1-page DATA document. **In addition**, the project will include rationale, data analysis, and program recommendations/implications. You will be expected to use a chart to graph the findings. Rubric on Blackboard.

ATTENDANCE

Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss all or part of more than two classes may not be able to complete the course.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A	95-100 points
A-	90-94 points
B+	85-89 points
B	80-84 points
C	79 points and below

<u>Summary of Course Assignments:</u>	<u>Points:</u>
Attendance & Participation	5
Mission Statement	5
Advocacy & Counseling Issue Paper	15
Classroom Guidance or Small Group Counseling	20
Counseling Visits Reflection Paper	10
Mid-Term Exam	15
Accountability Project	15
Portfolio	15

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. Performance based assessment will be used and rubrics will be provided. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.

AGENDA

<u>DATE</u>	<u>ACTIVITY / TOPICS</u>	<u>ASSIGNMENTS DUE</u>
9/2/10	Overview and Introduction of course Email account/Blackboard website Procedures/Professional Dispositions Qualities and Transformed Role of the School Counselor ASCA Resources	
9/9/10	Foundation ASCA National Model Beliefs C & D Mission Statement Examining Mission Statements Professional Portfolio Guidelines School Counselor Multicultural Competencies	Due: Examples of Mission Statements ASCA: I-III, VIII Holcomb-McCoy: Ch. 1-2
9/16/10	Delivery System Classroom Guidance Writing Lesson Plans Small Group Counseling	Due: Counseling Program Mission Statements ASCA: IV Holcomb-McCoy: Ch. 3
9/23/10	Delivery System System Support Individual Student Needs Responsive Services School Counselor's Role in Special Education IDEA/504 School Violence, Bullying, Suicide, Sexual Harassment	ASCA: IV Holcomb-McCoy: Ch. 4-5
9/30/10	Share Classroom Guidance Units	Due: Classroom Guidance Units or Group Lessons Holcomb-McCoy: Ch. 6
10/7/10	Management Systems Using Accountability Strategies Program Evaluation Implementation of the S.C. Program Strategies and Examples	Due: Counseling Issue Paper ASCA: V Making DATA Work: I-IV Holcomb-McCoy: Ch. 7-9

10/14/10	Accountability Introduction to Accountability Presenter: Dr. Kaffenberger	ASCA: VI-VII DATA Documents Making DATA Work: V
10/21/10	Middle School Visit – Kilmer Middle School	Due: Accountability Project
10/28/10	Elementary School Visit – Hunt Valley ES	
11/4/10	Mid-Term Exam Individual visit to school based career counselors departments	
11/11/10	High School Visit – High School	Due: Career Center Paper
11/18/10	Multicultural Counseling in Schools Multicultural Panel	Due: Counseling Visit Reflective Paper
11/25/10	Thanksgiving Break- No Class	
12/2/10	Sharing of Portfolios/ Final Assessment	Due: Professional Portfolio
12/9/10	Practicum/Internship Accountability Presentations	

Events students can attend:

2010 VSCA Conference

EDCD 626: Principles & Practices of School Counseling

Guidelines for the Assignment:

The classroom guidance lesson or small group counseling session is the performance-based assessment for this course.

Classroom guidance lesson or small group counseling - Minimum number of sessions is 4 for guidance lesson or small group counseling sessions. You may include activities from other sources but all materials must be accurately cited and referenced. See blackboard for guidelines concerning formatting.



EDCD626: Guidance Unit

<i>Levels:</i>	Exceeds 4	Adequate 3	Emerging 2	Not present 1	Score
<i>Criteria:</i>					
Adherence to the assignment 2 points = 10 %	1. High face validity; 2.All components of the assignment are included (title, goal, rationale, procedures, materials evaluation criteria, resources, references; 3.Unit is organized and easy to use; 4. Plans are well written.	One of the previously described components is not present.	Two of the previously described components are not present.	None of the previously described components are not present.	
Goal, objectives and relationship to standards 3 points = 15%	1.Clear, concise and specific goal statement that reflects the purpose; 2.Specific lesson objectives are identified for each lesson; 3.ASCA National Standards, and/or the Standards for School Counseling Programs in VA are accurately identified.	Failure to adhere to one of the previously described requirements	Failure to adhere to two of the previously described requirements	None of the previously described components are not present.	
Rationale for the lessons 3 points =	1. Statement accurately describes why this lesson is relevant to the population from a	1. Rationale is unclear or unrelated to population;	1. Rationale is unclear, unrelated to population,	Neither of the previously described components	

15%	developmental and social justice perspective; 2. Current journal article illustrates relevance and rationale for this unit is in appendix.	2. Current counseling article is present.	or not present; 2. Current counseling article is present.	are present.	
Materials and correspondence 3 points = 15%	1. Each lesson lists the materials required to conduct the lesson and may include: supplies, AV equipment, resources, handouts, etc. 2. Correspondence may include: parent permission, notices to teacher, flyers, letters.	1. Lessons do not list all the materials required to conduct the lesson; and/or 2. Correspondence required are not present.	One of the previously described components are not presents.	None of the previously described components are not present.	
Procedures 3 points = 15%	1. Clear and specific procedures evident; 2. Originality and creativity are present; 3. Time needed to deliver components of the lesson are provided and are realistic.	All components are present but not clear or easy to understand.	One or two previously described components are not present.	None of the previously described components are not present.	
Evaluation procedures 3 points = 15%	Evaluation procedures of each lesson/session is described; 2. Evaluation procedures for unit are present; 3. Evaluation instrument is present and accurately assesses student learning.	Evaluation procedures for each lesson or unit are not clear or, are not present.	Evaluation instruments are not present and/or do not assess student learning.	None of the previously described components are not present.	
Resources, references and appendices 3 points = 15%	1. Unit and lessons are appropriately credited and reference page evident; 2. Related resources, appendices, activity pages etc are evident.	1. Unit and/or lessons are not credited and/or reference page is not evident; 2. Related resources, appendices, activity	Two or more of the components (citations, references, resources, or appendices) previously described are not evident.	None of the previously described components are not present.	

		pages are evident.			
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Total number of possible points for this assignment: 20

**George Mason University
Counseling & Development
EDCD 626: Principles and Practices of School Counseling**

**THE PROFESSIONAL SCHOOL COUNSELOR'S PORTFOLIO
Guidelines and Evaluation Rubric**

The assignment as described in the syllabus:

Begin a Professional School Counselor's Portfolio. [15 points] **The professional school counselor's portfolio is the performance-based assessment for this course.**

The Professional School Counselor's Portfolio is an accumulation of documents that represent the products of the school counseling training and is aligned with the GMU Counseling & Development program Mission Statement and the American School Counselor Association's (ASCA) *National Model for School Counseling Programs*. The Professional School Counselor's Portfolio is an evolving record that authenticates a person's growth, skill, and knowledge in the field of school counseling. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. You will begin your portfolio during EDCD 626 and complete it during your internship. Guidelines for this assignment and a grading rubric are attached to this syllabus and can be found on Blackboard. The assignments completed for this course will be graded separately but are required components of the portfolio assignment. Points assigned to the portfolio will be given for adherence to the assignment, face validity, organization and relevance. You will be expected to provide the portfolio electronically (e.g., website or CD).

Organize using the following sections:

- Table of Contents
- Professional Documentation
- Application of C & D's Mission Statement
- ASCA National Model for School Counseling Programs
 - Foundation
 - Delivery System
 - Management System
 - Accountability

During EDCD 626 it is expected that you will complete the following components of the portfolio:

I. Professional Documentation

Collect and maintain components (A&B)(C & D are optional):

- A. Resume
- B. Academic Transcripts
- C. Professional Memberships, Honors, Awards
- D. Letters of Recommendation
- E. Clinical Field Experience
 - a. Practicum/Internship Contracts
 - b. Practicum/Internship Log of Hours

II. Application of C& D's Mission Statement

Issue paper on social justice or advocacy topic based on one or more of the following:
[Graded Separately]

- A. Leadership
- B. Multiculturalism
- C. Social Justice

D. Advocacy

III. ASCA's National Model for School Counseling Programs**Foundations**

- Write a counseling program mission statement (A) [Graded separately]*
 - a. Write a counseling program mission statement
 - b. Role Statement - A written three-page statement to reflect your role as a professional school counselor, to include:
 - i. Role Statement - articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA's National Model and TSCI beliefs. Identify your leadership role, and beliefs about how to use advocacy, collaboration, teaming, and use of data to promote systemic change.
- Complete components: (Nothing required from this category for EDCD 626)*
 - a. Counseling Brochure - incorporate pertinent information regarding your school counseling program. Be sure it illustrates your role in leadership, advocacy, collaboration and teaming, and systemic change.
 - b. Counselor's Office - design a floor plan of office
 - c. Professional Library - Select at least five resources for your professional collection. [Graded separately]
 - d. School Counseling Issue - One-page handout of a current issue in school counseling. [Graded separately]
 - e. Referral Lists: This list might include: Child Protective Services, community mental health facilities, licensed practicing social workers, psychologists, psychiatrists, and specialists who work with children and families.

Delivery System

- Include in this section one component (B, D or E) completed during EDCD 626 [Graded separately]:*
 - a. Individual planning with students
 - b. Counseling group
 - c. Guidance curriculum
 - d. Classroom guidance
 - e. Parent education
 - f. Consultation
 - g. Coordination

Management System : Include one of the following:

- a. Student monitoring
- b. Use of time
- c. Use of calendars
- d. Contract

Accountability

- Complete a program evaluation and include in this section. [Graded separately]*
 - a. Outcome-based program audits – develop a plan to identify, provide, and evaluate school counseling services that support student achievement.

Professional School Counselor's Portfolio Rubric

Criteria	Excellent	Competent	Needs Improvement
Professional Documentation (1)	Portfolio contains: Resume Academic transcripts Memberships (1)	Portfolio fails to provide two of the previously described components (0)	Portfolio fails to provide any of the previously described components (0)
Application of the C&D Mission Statement (3)	Portfolio includes: a. social justice issue described; b. supporting article; c. counseling program response; d. evidence of counselor leadership.(3)	Portfolio fails to provide one of the previously described components (2)	Portfolio fails to provide two of the previously described components (1)
ASCA Model: Foundation (3)	Portfolio contains: A counseling program mission statement that identifies the purpose and goal of the program in less than 350 words. (3)	Mission statement fails to meet one of the previously described criteria. (2)	Mission statement does not meet two of the previously described criteria. (1)
ASCA Model: Delivery and Management Components (3)	Portfolio provides one example from delivery system and one from management (i.e. calendar). (3)	Portfolio fails to provide one of the previously described components (2)	Portfolio fails to provide two or more of the previously described components (1)
ASCA Model: Accountability Component (3)	Portfolio includes an evaluation project related to the advocacy issue and an example of data reported on a DATA form(3)	Evaluation project fails to include one of the previously described components (2)	Portfolio fails to provide two or more of the previously described components (1)
Face Validity (2)	Portfolio is organized electronically using a website and containing a table of contents, and follows the format described in these guidelines (2)	Portfolio lacks organization or one of the qualities previously described (1)	Portfolio fails to meet the standards of face validity described previously. (0)

Total Possible Points: 15