

**George Mason University
College of Education and Human Development
Counseling & Development**

**EDCD 626-001: Principles and Practices of School Counseling
Credits: 3
Fall 2013**

Instructor: George McMahon
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Class: Wednesdays, 7:20 – 10:00
Location: Thompson L013

Course Prerequisite: *EDCD 602: Foundations of Counseling*

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.

Course Delivery: Class time will include seminar style class discussions, experiential learning exercises, collaborative group work, some didactic learning/lecture, and time for students to work on class assignments with immediate feedback from peers and professor. Outside of class, students will access lectures, powerpoints, and other learning materials from Blackboard as well as read all assigned readings.

LEARNER OUTCOMES AND PROFESSIONAL STANDARDS:

The following 5 goals and corresponding objectives will guide the course. At the end of this course, students will:

- 1. Understand the history of Professional School Counseling, including recent trends and transformations in school counseling practice, and how this history has informed the current practice of school counselors.**
 - 1.1. Know history, philosophy, and trends in school counseling and educational systems. (CACREP A.1)
 - 1.2. Be aware of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (CACREP A.4)
 - 1.3. Understand how the history of school counseling has shaped the present and is informing the future of the professional specialty of school counseling.

2. Understand the role and functions of a Professional School Counselor, and begin the process of develop and evolving Professional Identity, Professional Philosophy, and Mission to inform future practice.

- 2.1. Understands the relationship of the school counseling program to the academic mission of the school. (CACREP K.1)
- 2.2. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CACREP A.3)
- 2.3. Is aware of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (CACREP O.5)
- 2.4. Understands the importance of effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (CACREP M.3)
- 2.5. Knows the qualities, principles, skills, and styles of effective leadership. (CACREP O.1)
- 2.6. Articulate clear and concise Beliefs statement, Vision statement, and Mission statement.

3. Understand the ASCA National Model and models of Comprehensive School Counseling Programs (CSCP), and be able to apply the models to develop and manage a CSCP.

- 3.1. Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CACREP A.5)
- 3.2. Know models to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (CACREP C.2; I.2; O.3)
- 3.3. Know current methods of conducting needs assessments, including using survey and outcome data to inform decision making, program planning and implementation, and accountability related to academic, career, and personal social development. (CACREP I.4; G.3)
- 3.4. Understand the basics of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. (CACREP K.3)
- 3.5. Understand the role that individual and group counseling play in the overall CSCP.
- 3.6. Be aware of transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (CACREP C.4)
- 3.7. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (CACREP C.6)
- 3.8. Be aware of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. (CACREP A.7)

3.9. Be aware of outcome research data related to best practices identified in the school counseling research literature. (CACREP I.5)

4. Understand and articulate the role of Professional School Counselors in creating educationally just school and managing healthy learning communities that promote success for every student.

4.1. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (CACREP E.1)

4.2. Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (CACREP E.2)

4.3. Understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP E.3)

4.4. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (CACREP E.4)

4.5. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (CACREP G.1)

4.6. Understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. (CACREP K.2)

4.7. Understands the important role of the school counselor as a system change agent. (CACREP O.4)

4.8. Understand how student development, well-being, and learning are enhanced by family-school-community collaboration. (CACREP M.1)

4.9. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (CACREP M.5)

5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Fairfax County and surrounding areas, the State of Virginia, and the USA.

5.1. Understand the student population in Northern Virginia and surrounding areas

5.2. Know current policies, expectations, and climate regarding Professional School Counseling in Northern Virginia and surrounding areas, and nationally.

5.3. Identify emerging issues regarding Professional School Counseling practice in Metro D.C. and surrounding areas, in the State of Virginia, and nationally.

5.4. Identify underlying factors contributing to the climate of professional school counseling locally, regionally, and nationally.

5.5. Understand the importance of advocating for the profession and identity specific strategies for professional advocacy locally, regionally, and nationally.

Required Reading:

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd 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.

Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

COURSE REQUIREMENTS

- 1. Students must have taken or be concurrently enrolled in EDCD 602**
- 2. Students must have an active GMU email account. *This is the official email address used by the Registrar, the Dean's office, and will be used for this class via Blackboard.* Students are responsible for all university of class email communications via their GMU email address. Thus, GMU email should be checked regularly.**
- 3. Students will use Blackboard as the primary web link to obtain course information and documents, turn in assignments, as well as to communicate with each other and with the instructor.**
- 4. Students are expected to be on time for class and to actively participate and contribute to the class. It is the expectation of all C&D faculty that students will be on time and stay for the entire class periods. If you know that you will miss one class, you may want to think about taking the course another semester.**

COURSE ASSIGNMENTS

1) Assignment Descriptions

a) Participation

As an introductory class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, this class will be utilizing an “inverted classroom” format where many lectures are online, allowing class time to be freed for experiential activities and for working on assignments. Moreover, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:

- a) **attendance** (every student is expected to be at every class),
- b) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- c) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
- d) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on

knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way).

b) Exams (I & II)

There will be two short exams, both of which will include both objective questions (multiple choice, short answer) and brief scenarios/ essay questions. Exam I will assess students' basic knowledge of the history of school counseling and its current status (e.g., basics of the ASCA model), as well as the role of professional school counselor plays in social justice and educational equity (including leadership, advocacy, and collaborating with communities). Exam II will assess students' working knowledge of the ASCA Model and how it and other models of comprehensive school programs can be used to meet students' academic, career, and personal needs. In both exams, scenarios will be used to determine students' understanding of the multiple roles that professional school counselors play in school, as well as assess their ability to apply knowledge and act in a professional, ethical manner with an eye towards multiculturalism and social justice. Exams will be completed through Blackboard. **Exam I is due 10/9; Exam II is due 12/11.**

c) Professional Beliefs, Vision, & Mission Statement

Students will create three brief written pieces, following the models presented in the ASCA National Model 3rd edition, that will provide an overview of their developing professional identities. This first is a professional beliefs statement, which will briefly describe the fundamental beliefs they hold about students and what they need to be successful. The second statement is a vision statement, which will describe their vision for themselves as professional school counselors and how they can help their students. This vision looks 5-10 years into the future. The final statement is a mission statement, which details the students' professional direction and purpose. These three statements will be presented in small groups as drafts, and will be developed and edited as the semester goes on. Eventually, these three statements will be a part of the student's professional electronic portfolio. **Rough drafts will be due 9/25; Updated copies due 10/16.**

d) Evidence-Based School Counseling Intervention Plan

This is the performance-based assessment for this course.

A key aspect of professional school counseling is using data to identify areas of student need, to develop goals for the school counseling program, to evaluate the effectiveness of school counseling interventions, and to gather important feedback to improve school counseling programming. Towards that end, students will work in pairs or small groups on a semester-long project where students will access and analyze real school data to determine school counseling program goals, develop a plan to conduct a comprehensive, ecological needs assessment, develop specific interventions aligned with school goals, and evaluate the school counseling interventions. This project will be completed in class and as homework, and students will have the opportunity to receive feedback from peers and professors

as they develop the project. The project will be broken down into several components:

- School Data Analysis**
- School Counseling Program Goal Statements**
- Literature Review**
- Plan for Comprehensive Needs assessment**
- Small Group Action Plan**
- School Counseling Curriculum Action Plan and Lesson Plans**
- Closing the Gap Action Plan**

Although these projects will be completed independently, they will be combined into one portfolio at the end of the semester, showing how data analysis and research are used to inform school counseling program goals and identify specific school counseling interventions, and how those interventions will be evaluated in order to improve future interventions.

Students will be required to upload these final projects onto taskstream, and the rubric used to assess this project is attached to the syllabus and is available through blackboard. **Drafts are due throughout the course- see course calendar. Final projects are due uploaded to taskstream on 12/4.**

e) Field Investigation Presentation – Professional School Counseling in NOVA and the DC area: Challenges and Opportunities

Students will work in small groups (3-4 students) to investigate the current state of Professional School Counseling in Northern Virginia and the DC area, and compares these trends to those seen nationally. Through this project, students will examine and demonstrate understanding of:

- a) Current policies, expectations, and climate regarding professional school counseling and their roles in local schools;
- b) Underlying factors contributing to the political and professional climate regarding school counseling practice in local communities;
- c) Emerging issues that school counselors are attending to;
- d) Areas in need of professional advocacy and strategies the school counseling community to collaboratively advocate for their profession and their students; and
- e) Challenges and opportunities facing professional school counselors as they work to meet the evolving needs of their students

In order to answer these questions, each student is expected to spend at least 10 hours investigating these questions. In order to conduct their investigation, students may shadow professional school counselors, interview counselors, teachers, principals, or central office administrators, listen to ASCA podcasts, attend professional workshops, or any other professional activities that will help them identify understand the challenges that professional school counselors face in the larger DC and Northern Virginia area and/or nationally, as well as opportunities for professional school counselors to advocate for themselves and

the students they serve. At the end of the semester, student groups will present a summary of their findings and experiences to the rest of class via seminar style discussion. Discussions should not simply give answers the questions posed; instead, presentations should focus on a few themes that emerge across questions and information sources and promote thoughtful discussion among the class members. **Discussions will be led in class on 12/4**

f) Portfolio I

Students will create and launch an online professional portfolio that they can continue to build throughout their program at George Mason. By the end of the semester, students will launch the website that will feature Beliefs statement, Vision Statement, and Mission Statements. In addition, items including a Resume or C.V., courses taken with syllabi, and selected samples of assignments will be uploaded. Students may use web space through the GMU server (directions for setting up the space can be found at:

<http://webdev.gmu.edu/Server:mason.gmu.edu>) or may use free web sites such as google sites, weebly, or webs.com.

Website should be active and completed by 12/11

2) Assignment Weighting

15%	Participation
15%	Exam I
5%	Beliefs, Mission, and Vision Statement
30%	Evidence Based School Counseling Intervention Plan
15%	Exam II
15%	Field Investigation Presentation
5%	Portfolio

3) Grading Policy In accordance with C&D grading policy, the following grading scale will be used:

A =	97-100
A- =	94- 96
B+ =	91- 93
B =	87- 90
B- =	84- 86
C =	83- 80
F =	Below 79

TASKSTREAM REQUIREMENTS

Every student registered for any C&D course with a required performance-based assessment is required to submit this assessment, *Evidence Based School Counseling Intervention Plan*, to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream . Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as an Incomplete (IN). Unless the IN grade is changed upon completion of the required

TaskStream submission, the IN will convert to an F nine weeks into the following semester. <http://cehd.gmu.edu/api/taskstream>

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. [See <http://caps.gmu.edu/>]
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See <http://writingcenter.gmu.edu/>]

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

GMU's Professional Dispositions GMU students are expected to exhibit professional behavior and dispositions as stated:

The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

- *Commitment to the profession;*
- *Commitment to honoring profession ethical standards;*
- *Commitment to key elements of professional practice;*
- *Commitment to being a member of a learning community;*
- *Commitment to democratic values and social justice.*

C & D's Professional Performance Criteria

As counselor trainees, students have additional professional performance standards. The codes of conduct for the American Counseling Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

Ethical Obligations

All counselors, to include University Supervisors, Students, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association (ACA). University and On-Site Supervisors must also adhere to *ACA's Code of Ethics, Section F: Supervision, Training and Teaching*. See the ACA Ethical Codes (2005) for detailed information.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Tentative Schedule for EDCD 626 Summer 2013**

Date	Topics	<i>Reading/Assignments Due</i>
Class 1 Aug 28	Course Goals and Expectations History of School Counseling Orientation to Professional School Counseling and Professional Identity Building an Intentional Learning Community	Syllabus <i>Gysbers, 2001</i> <i>House & Hayes, 2002</i>
Class 2 Sept 4	Foundations: Prof Organizations in PSC Recent trends in School Counseling Where are we now?	H-Mc, 1 <i>Paisley et al, 2007</i>
Class 3 S ept 11	School Counseling from a Social Justice and Educational Equity Perspective: Understanding the Achievement Gap	HMc, 2-3 <i>Lee, 2001</i> <i>Bemak & Chung, 2008</i>
Class 4 S ept 18	The ASCA National Model Implementing your Professional Identity: Beliefs, Vision, and Mission Culturally Proficient School Counseling	ASCA: Foundation (21-40) HMc 7-8
Class 5 S ept 25	Professional School Counselors as Leaders and Agents of Systemic Change	<i>Draft of Belief, Vision, and Mission Statements due</i> ASCA 1-10; 11-13; 19-20 <i>Schulz & Rubel, 2011</i>
Class 6 Oct 2	School Counselors as Advocates: Student Advocacy and Professional Advocacy	ASCA 14 -18 <i>Singh et al, 2010</i> <i>Hutchison, 2011</i>
Class 7 Oct 9	Management System: Useful Tools for Program Management Introduction to School Data	<i>Exam I due</i> HMc 6 ASCA- Management (41-82) <i>Dollarhide & Saginak, 2013</i>
Class 8 Oct 16	Management & Accountability System: Developing Data Driven School Counseling Programs	<i>Carey & Dimmitt, 2006</i> <i>McMahon et al (in press)</i> <i>Updated Beliefs, Vision, and Mission Statement due</i>
Class 9 Oct 23	Accountability: Philosophy, collecting data, Evidence-Based Practice	<i>School Data Analysis & Goal Statement due</i> H-Mc 9 ASCA Accountability (99-124) <i>Brown & Trusty, 2005</i>

Class 10 Oct 30	Delivery System: Responsive Services Individual counseling, Group Counseling, Crisis Response, and working with Suicidal Students	ASCA – Delivery (83-98) <i>Tucker et al., 2011</i> <i>Schellenberg & Grothaus, 2011</i>
Class 11 Nov 6	Delivery System: School Counseling Core Curriculum	<i>Literature Review due Plan for Needs Assessment due</i> <i>Goodnough, Perusse, & Erford, 2007</i>
Class 12 Nov 13	Delivery System: Individual Student Planning; Career and College Attainment	<i>Gibbons & Borders, 2010</i> <i>Sciarra & Ambrosino, 2011</i> <i>Bryan et al, 2009</i>
Class 13 Nov 20	Delivery System: Indirect Services – Consultation, Collaboration, and Advocacy.	H-Mc 4-5, 8 <i>Steen & Noguera, 2010</i> <i>Group, Curriculum, and Closing the Gap Action Plans and Curriculum Lesson Plans due</i>
Nov 27	Thanksgiving Holiday	
Class 15 Dec 4	Discussion of Field Investigation Presentation of EBSC Projects Course Wrap-Up	<i>Final EBSC Intervention Plan due – upload to Taskstream</i>
Dec 11	Final Exam	<i>Exam II due Online Portfolio active</i>

** Deviations in schedule may occur in response to unique circumstances and to support student learning.

EDCD 626 Intervention Plan Rubric

	(4) Excellent	(3) Satisfactory	(2) Needs Improvement	(1) Unsatisfactory
1. Data Analysis	Data analysis accurately and completely identifies school needs (4)	Data analysis identifies important school needs (3)	Data analysis misses important school needs (2)	Data analysis inaccurately identifies school needs (1)
2. Goal Statement	Goal statement is closely tied to school needs and fits SMART goal format (4)	Goal statement is tied to school needs and mostly fits SMART goal format (3)	Goal statement is loosely connected to school needs, partly fits SMART goal format (2)	Goal statement is not tied to school needs and does not fit SMART goal format (1)
3. Literature Review	Literature Review is closely connected to identified school issue and helps inform targeted interventions (4)	Literature Review is connected to identified school issue and could help inform targeted interventions (3)	Literature Review is loosely connected to identified school issue; not particularly helpful in informing targeted interventions (2)	Literature Review is not well connected to identified school issue and is not useful in informing targeted interventions (1)
4. Intervention Strategies	Small group, Curriculum plan, and Closing the Gap plan are well developed and connected to identified goal (4)	Small group, Curriculum plan, and Closing the Gap plan are reasonably developed and connected to identified goal (3)	Small group, Curriculum plan, and Closing the Gap plan are minimally developed and loosely connected to identified goal (2)	Small group, Curriculum plan, and Closing the Gap plan are not well developed and not clearly connected to identified goal (1)
5. Outcome Measures	Process, Perception, and Outcome data are clearly identified and useful in evaluating program effectiveness and generating potential changes to improve program (4)	Process, Perception, and Outcome data are identified and are reasonably useful in evaluating program effectiveness and generating potential changes to improve program (3)	Process, Perception, and Outcome data are not all present or clear; usefulness of data in evaluating program effectiveness and generating potential changes to improve program is not clear (2)	Process, Perception, and Outcome data are missing, or not useful in evaluating program effectiveness and generating potential changes to improve program (1)