EDCD 626 Principles and Practices of School Counseling (3:3:0)
Fall 2015
Wednesdays 7:20 pm - 10:00 pm
Aquia Building 219

Instructor: Lynette M. Henry, PhD
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COURSE DESCRIPTION:

A. Prerequisite/Corequisites :
   Admission to CNDV program, EDCD 602: Foundations of Counseling

B. University Catalog Course Description
   Introduces school counseling program development at K-12 levels. Presents
   philosophy, principles, and practices of effective school counseling.

C. Expanded 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.

LEARNER OUTCOMES AND OBJECTIVES:

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 developing 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 schools 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.

PROFESSIONAL STANDARDS (Virginia Department of Education):
At the end of this course, students will fulfill the following requirements:
    1. Virginia Department of Education - school counseling licensure candidates understand the knowledge, skills, and processes of individual counseling.
    2. Virginia Department of Education – Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

REQUIRED TEXTS AND READINGS:
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.

Kaffenberger, C., & Young, A. (2013). *Making data work* (3rd. 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]

Professional readings/articles will be assigned and distributed via Blackboard

COURSE ASSIGNMENTS

Attendance and Participation 10%
Students in Counseling & Development courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting. As an introductory class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, collaborative group work, and participating in experiential activities. 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. Students who miss two or more classes may be unable to complete the requirements of this course.

Beliefs, Vision and Mission Statements 15%
Beliefs
The fundamental beliefs a school counselor holds about parents and students and what they need to be successful.
Vision Statement
The school counseling vision statement communicates what school counselors want to see in the future for the school community related to student achievement and other outcomes. It aligns with the school and district vision statements and is informed by the school counseling program's beliefs.
Mission Statement
The school counseling mission statement provides the focus and direction to reach the vision, creating one focus in the implementation of the comprehensive school counseling program.

School-Family-Community Partnership (Closing the Gap/Making DATA Work (MDW) 30%
This is an opportunity to work with a school in need of a Closing the Gap Plan. This will be a collaborative in-class project forming a school-family-community partnership with a nearby middle school and George Mason University.

Interview of Elementary, Middle, or High-School Counselor 15%
Write in narrative form with the following as headings.
1) Demographics, Background
2) Cumulative Records
3) Use of Data
4) Counseling, Consultation/Collaboration, Leadership, Guidance

5) Information facilities/services offered (e.g., career centers, counseling library, computer access, etc.)
6) Program organization--Briefly describe, through a chart, the organization of the school counseling program
7) Give your perceptions of where the school counseling program is with regard to the ASCA National Model and comprehensive school counseling programs. In what areas/ways is the program like and not like a comprehensive program?

Evidence-Based School Counseling Intervention Plan 30%
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 can work individually, in pairs or small groups on a semester-long project where students will access and analyze 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:

1) *School Data Analysis*
2) *School Counseling Program Goal Statements*
3) *Literature Review*
4) *Plan for Comprehensive Needs assessment*
5) *School Counseling Curriculum Action Plan and Lesson Plans*
6) *Small Group Action Plan*
7) *Closing the Gap Action Plan*

Although these projects will be completed independently, they will be combined into one paper 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.

*PERFORMANCE-BASED ASSESSMENT

Every student registered for any Counseling and Development course <u>with a required performance-based assessment</u> is required to submit this assessment, **Evidence-Based School Counseling Intervention Plan** to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. **What should I do if I'm having problems with Bb?** Please contact technical support for assistance with Bb: courses@gmu.edu.

<u>Grading</u>
Attendance and Participation	10%
Belief, Vision & Mission Statements	15%
School-Family-Community Partnership	30%
Interview of Elementary, Middle, or High-School Counselor	15%
Evidence-Based School Counseling Intervention Plan	30%
	100%

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.

COURSE EXPECTATIONS

APA Format: Students in Counseling & Development courses are expected to use APA style 6th ed.) for written papers.

Electronic Devices
Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance
In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements
Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Plagiarism
Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of

citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – 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 http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & 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 http://gse.gmu.edu/.

EDCD 626 001: PROPOSED CLASS SCHEDULE
The syllabus is subject to change at the discretion of the instructor

Week	Date	Topic (s)	Readings Due *Articles will be assigned*	Assignment(s) Due
1	September 2	Introductions and Course overview Transforming the School Counseling Profession School-Family-Community Partnerships, Parent Involvement	ASCA Introduction Exec. Summary HM Ch 5	
2	September 9	Developing a Comprehensive, Developmental School Counseling Program; *Beliefs, Vision, Mission*	ASCA Ch 2 HM Ch 8, 9	
3	September 16	School Counseling within the Context of Social Justice; Systemic, Data-Driven Practice and Programming for Equity **MDW Design: What is Your Goal?** *School Data Analysis; Literature Review*	ASCA Ch 1, 5 MDW Ch 1 HM Ch 1, 2, 7	*Belief, Vision, Mission*
4	September 23	Foundation- Competencies and Standards **MDW Ask: How Will You Accomplish Your Goal?** *School Counseling Program Goals*; *Comprehensive Needs Assessment*	ASCA Ch 2, 5 MDW Ch 2 HM Ch 6	*School Data Analysis*
5	September 30	Management and Delivery- Counseling and Intervention Planning; Consultation **MDW Announce: How Will You Analyze The Data?**	ASCA Ch 3, 4 MDW Ch 3 HM 3, 4	*School Counseling Program Goals*
6	October 7 ACES (Oct 7-11)	Management and Delivery- Developmental Classroom Guidance, Classroom Management; *School Counseling Curriculum Action Plan and Lesson Plans*	ASCA Ch 3, 4	*Plan for Comprehensive Needs Assessment*
7	October 14 VSCA (Oct 14-16)	Management And Delivery- Counseling Individuals and Groups in School; *Small Group Action Plan*	ASCA Ch 3, 4	
8	October 21	Accountability- Determining Outcomes, and Evaluating Programs, Outcomes Research **MDW Track: How Will You Use Your Results Data?** *Closing the Gap Action Plan*	ASCA Ch 5 MDW Ch 4	
9	October 28	College and Career Readiness; Creating a College Going Culture		*Literature Review*
10	November 4	Special Education Students with Disabilities, Helping Students with Mental and Emotional Disorders, Accommodations, Response to Intervention		*School Counseling Curriculum Action Plan and Lesson Plans*
11	November 11	*Topics of interest* such as Conflict Resolution, School Violence, Discipline and Suspensions, Restorative Justice, Bullying, Crisis Intervention, Suicide, Substance Abuse, Undocumented Students, Caribbean Immigrants		*Small Group Action Plan*
12	November 18	*School-Family-Community Partnership - Closing the Gap/Making DATA Work*		
	November 25	**Thanksgiving Break**		
13	December 2	**Interview of Elementary, Middle, or High-School Counselor Presentation**		*Closing the Gap Action Plan*
14	December 9	**Interview of Elementary, Middle, or High-School Counselor Presentation**		*Interview of Elementary, Middle, or High-School Counselor*

EDCD 626 Evidence-Based School Counseling 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 Statements	Goal statements are 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)