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

EDCD 626.002 - Principles and Practices of School Counseling
3 Credits, Fall 2017
Wednesdays, 4:30 – 7:10 PM
Robinson Hall Room A245

Faculty

Name: Victoria Stone, PhD, LPC
Office Hours: By Appointment (email to schedule)
Office Location:
Office Phone:
Email Address:

Prerequisites/Corequisites
Admission to CNDV program, EDCD 602 (course may be taken concurrently)

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

Course Overview
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 Method
This course will be delivered using a combination of lectures, class discussions, small group discussions, group presentations, assigned readings, experiential exercises, research, multi-media presentations, guest speakers, and time for students to work on class assignments with immediate feedback from peers and professor.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
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.
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.
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.
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.
5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Fairfax County and surrounding areas, the State of Virginia, and the USA.

Professional Standards (CACREP)
Upon completion of this course, students will have met the following professional standards:
Virginia Department of Education - school counseling licensure candidates understand the knowledge, skills, and processes of individual counseling. Virginia Department of Education – Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

Required Texts
American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Kolbert, J. B. et al. (2017). *Introduction to Professional School Counseling.* New York: Routledge.

Kaffenberger, C. & Young, A. (2013). *Making data work* (3rd ed.). Alexandria, VA: American School Counselor Association.

Professional readings/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.

Recommended Texts
Auger, R. (Ed.). (2010). *The school counselor's mental health sourcebook: Strategies to help students succeed*. Corwin Press.

Metcalf, L. (2008). *Counseling toward solutions: A practical solution-focused program for working with students, teachers, and parents*. John Wiley & Sons.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

ASSIGNMENT 1: ATTENDANCE & PARTICIPATION [10 POINTS]

Because this is an introductory course, a heavy emphasis is placed on processing of information through class discussion, small group discussion, and participation 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. Several factors will go into your participation grade, including:
a. **Attendance**
b. **Punctuality**
c. **Active participation-** Participation includes **reading chapters weekly** related to the role and responsibilities of the school counselor; facilitating discussion on PSC chapters; presenting two min description of the role of the school counselor on various positions.
d. **Substantive contributions**

ASSIGNMENT 2: PROFESSIONAL BELIEFS, VISION, & MISSION STATEMENT [10 POINTS]

Students will create three written pieces, following the models presented in ASCA National Model 3rd edition chapter two, which will provide an overview of their developing professional identities

ASSIGNMENT 3: C TK20 EVIDENCE-BASED SCHOOL COUNSELING INTERVENTION PLAN [60 POINTS]

1. **Data Analysis** https://p1pe.doe.virginia.gov/reportcard/
2. **Goal Statements** *Three* (SMART) Goals (academic, career, and social-emotional)
3. **Literature Review**
4. **Intervention Strategies and Outcome Measures**
a) School Counseling Core Curriculum Action Plan and Lesson Plan (Choose career or social-emotional)
b) Small Group Action Plan (4 sessions) (Choose career or social-emotional)
c) Closing the Gap DATA Report (academic)

ASSIGNMENT 4: PRESENTATION OF SCHOOL COUNSELING PROGRAM & LITERATURE REVIEW [10 POINTS]

Students will prepare a 30min presentation that explains and presents their school counseling program to stakeholders (parents, teachers, students, or administrators) including the components of their school counseling program and literature.
Portfolio - Live Binder- Upload your Completed School Counseling Program. Students will create and launch an online professional portfolio that they can continue to build throughout their program at George Mason. **Instructions will be provided as well as past examples of Portfolios.**

ASSIGNMENT 5: INTERVIEW OF ELEMENTARY, MIDDLE, OR HIGH-SCHOOL COUNSELOR [10 POINTS]

You will contact and respectfully request a time to interview a practicing school counselor. Interviews should take no more than 30 minutes – be prepared with questions formulated from the list below. Remember that every contact with a PSC helps to develop your professional network. Dress professionally and be prepared - research the school and department via the school report card and department website prior to your appointment so you are equipped with general information about the school community. Once you have completed your interview, write a **four (4)** page overview of the following information (see guidelines on Bb)
1. **Demographics, background of the counselor**. How long have they been practicing? What changes have they noticed in the profession and in their school/community in that time?
2. **Integration of ASCA National Model**. How well integrated is the model into their program? What expectations regarding the model are placed upon them by the central administration? How has integration of components of the model added benefits or presented challenges to their department?
3. **Use of Data**. How is data used by the counselor/counseling department?
4. **Counseling, Consultation/Collaboration, Leadership, Guidance**. How is the counseling department seen by the broader school community? Do the counselors do a lot of collaborative

work or do they tend to work more independently? Do school counselors have a seat around the table in terms of school leadership? What kinds of counseling/mental health concerns are they seeing? What school/community resources does the counselor use to address these concerns?
5. Access, equity, social justice, school climate. What issues of equity/access face their population? What resources exist to close gaps? How is school climate? Has it changed since the counselor started at that school? How? Interventions/programs/wish list?

- **Other Requirements**

Course Expectations

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 or other class activities, 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 reduction 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. **One unexcused absence will automatically lower the students' semester grade**. **Two unexcused absences will result in failing the class**. Excused absences can only be arranged with instructor on a case by case basis. **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. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade**. If you must miss a class or arrive late, please notify the professor before the class meeting (text okay).
Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

Assignment Policy
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. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

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."

- **Grading**

Assignment Weighting

- 10% A 1: Attendance & Participation
- 10% A 2: Beliefs, Mission, and Vision Statement
- 60% A 3: Profile & Data Analysis, Goals, Literature Review, Intervention
- Strategies and Outcome Measures (TK20)
- 10% A 4: Presentation of School Counseling Program & Literature Review
- 10% A 5: Interview of Elementary, Middle, or High-School Counselor

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.

Grading Policies

Grading Scale:

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

A   97 - 100
A-   94 - 96
B+   91 - 93
B   87 - 90
B-   84 - 86
C   80 - 83
F   0 - 79

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/
Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Roles and Responsibilities **PSC Chapters**	Developing A Comprehensive School Counseling Program	Readings Due *Articles will be assigned*	Assignment Due
August 30	1. History and Trends in the School Counseling Profession	Introductions and Course overview	PSC Ch. 1 ASCA Introduction Exec. Summary	
September 6	2. Professional Identity of School Counselors and The ASCA National Model	Developing a Comprehensive, Developmental School Counseling Program **Foundation:** *Beliefs, Vision, Mission*	PSC Ch. 2 ASCA Ch. 1, 2	
September 13	3. Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change	**Management-** incorporating organizational assessments and tools.	PSC Ch. 3 ASCA Ch. 1, 3 MDW Intro	*Belief, Vision, Mission*
September 20	4. Management and Accountability	**Accountability-** demonstrate the effectiveness of the school counseling program in measurable terms *Profile & Data Analysis*	PSC Ch. 4 ASCA Ch. 3, 5 MDW Ch. 1	
September 27	5. School Counseling Core Curriculum	**Delivery**- Direct & Indirect Services **MDW Design: What is Your Goal?** SMART GOALS- *Goal Statements*	PSC Ch. 5 ASCA Ch. 2 MDW Ch. 1	*Profile & Data Analysis*
October 4	6. Individual Counseling	**MDW Ask: How Will You Accomplish Your Goal?** Discuss Interventions School-Family-Community Partnerships, Parent Involvement	PSC Ch. 6 MDW Ch. 2	
October 11	7. Group Counseling	Developmental Classroom Guidance, Classroom Management *Curriculum Action Plan* *Small Group Action Plan* *Lesson Plans*	PSC Ch. 7 ASCA Ch. 4	*Goal Statements*

October 18	8. Consultation and Collaboration	**MDW Track: How Will You Analyze The Data?** *Process, Perception and Outcome Data* **MDW Announce: How Will You Use Your Results?** Results Reports *Closing the Gap DATA Report*	PSC Ch. 8 MDW Ch. 4, 5 ASCA Ch. 5	
October 25	12. Helping Students with Exceptionalities	**Special Education** Students with Disabilities, IDEA, Helping Students with Mental and Emotional Disorders, 504 Accommodations, ELL Learners, Response to Intervention	PSC Ch. 12	*Literature Review*
November 1	9. Academic Development	*Lesson Plans* *Curriculum Action Plan* *Small Group Action Plan* *Closing the Gap DATA Report*	PSC Ch. 9	
November 8	10. College and Career Readiness	*Lesson Plans* *Curriculum Action Plan* *Small Group Action Plan* *Closing the Gap DATA Report*	PSC Ch. 10	
November 15	11. Prevention/ Auxiliary Programming	-Conflict Resolution-Mediations -Discipline & Restorative Justice -Violence, Suicide -Mental Health -Bullying. Prevention & Intervention -Expectations of new counselors -Interview process	PSC Ch. 11	*Small Group Action Plan/ Curriculum Action Plan/ and Lesson Plans/ Closing the Gap Action Plan*
November 22		**Thanksgiving Break**		
November 29	13. Crisis Intervention, Response, and Recovery	**School Counseling Program Presentations**	PSC Ch. 13	
December 6	14. Legal and Ethical Issues Concerns in School Counseling	**School Counseling Program Presentations** Final Class Meeting	PSC Ch. 14	*Interview of Elementary, Middle, or High-School Counselor*

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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/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
- **For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.**

TK20 Evidence-Based Intervention Plan
Assessment Rubric(s)

[60 points]

	Exceeds Standards 4 (94-100)	Meets Standards 3 (87-93)	Approaching Standards 2 (80-86)	Below Standards 1 (79 and below)	Score/Level
Data Analysis (5/100points) CACREP, J3 Research and Evaluation	Data analysis accurately and completely identifies school needs	Data analysis identifies some important school needs	Data analysis misses major parts of school needs	Data analysis inaccurately identifies school needs or identifies no needs	
Goal Statement (5/100points) CACREP J2 Research and Evaluation	Goal statement is closely tied to school needs and fits SMART goal format	Goal statement is tied to school needs and mostly fits SMART goal format	Goal statement is loosely connected to school needs, partly fits SMART goal format	Goal statement is not tied to school needs and does not fit SMART goal format	
Literature Review (15/100points) CACREP J1 Research and Evaluation	Literature Review is closely connected to identified school issue and helps inform targeted interventions	Literature Review is connected to identified school issue and could help inform targeted interventions	Literature Review is loosely connected to identified school issue; not particularly helpful in informing targeted interventions	Literature Review is not well connected to identified school issue and is not useful in informing targeted interventions	
Intervention Strategies (20/100points) CACREP K1 Academic Development	Small group, Curriculum plan, or Closing the Gap plan is well developed and connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are reasonably developed and connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are minimally developed and loosely connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are not well developed and not clearly connected to identified goal	
Outcome Measures (15/100points) CACREP J2 Research and Evaluation	Process, Perception, and Outcome data are clearly identified and useful in evaluating program effectiveness and generating potential changes to improve program	Process, Perception, and Outcome data are identified and are reasonably useful in evaluating program effectiveness and generating potential changes to improve program	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	Process, Perception, and Outcome data are missing, or not useful in evaluating program effectiveness and generating potential changes to improve program	