

consultation
INDIANA WESLEYAN UNIVERSITY
CNS 529-A ~ Theories and Techniques of School Counseling II Fall, 2012
Tues, 6:00-9:00 pm; On-line (present by Th., 6:00 pm; respond by Mon., 6:00 pm)
 Judith S. Justice, Ed.D. judith.justice@indwes.edu

IWU Office: (765) 677-1489, Mondays and Tuesdays 9:00 - 4:00; and by appointment
 Home Office: (260) 627-6276, Wednesdays – Fridays, 9:00-8:00

University Mission Statement:

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, leadership, and scholarship.

College of Graduate Studies Mission Statement:

Indiana Wesleyan University's College of Graduate Studies will provide a high quality, Christ-centered, graduate education in preparing advanced students to lead change in their world.

Content Areas ~ Course Purpose:

Theories and Techniques of School Counseling II is a continuation of the first course, Theories and Techniques of School Counseling I, and will include additional tools for building and sustaining a successful school counseling program. While School Counseling I focused on the role of the school counselor, this course builds on that introductory course with philosophy and mechanics of building relationships with key individuals and groups in the school community. Additionally, it will help to establish tools for developing and maintaining your counseling office, assessing and meeting needs in the community, improving in consultation and collaboration skills, and using technology. You will also explore theories, best practices, and integrating Biblical principles into your school counseling program.

Required text(s) and/or reading(s):

Journal readings are required with each session: Contemporary research from peer reviewed school counseling and education journals will be read on each topic, throughout the semester.

Text - Optional:

- Baker, S.B. (2004). *School counseling of the twenty-first century*. Columbus, OH: Merrill.
- Brown, D. & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs*. Belmont, CA: Thompson, Brooks/Cole
- Schmidt, J.J. (2004). *A survival guide for the elementary/middle school counselor*. San Francisco: Jossey-Bass.
- Schmidt, J.J. (2003). *Counseling in schools: Essential services and comprehensive programs*. New York: Allyn and Bacon.
- Vernon, A. & Kottman, T. (2009). *Counseling theories: Practical applications with children and adolescents in school settings*. Denver, CO: Love Publishing Co.

Knowledge and skill outcomes

CNS 529 Student Learning Outcome	CACREP Standard Fulfilled	IWU World Changer Aim Fulfilled	Assessment Methodology
1. Understand concepts of working with families in the school setting	CACREP SC E3,4; F4; I5; M1; CF D2, D5, K4, S4		Readings, Discussions, Practicum
2. Recognize and address issues related to diverse student populations in schools	CACREP SC E1,3,4; F1,2,3,4; H1; K1; O5; CF D1, K4, S1, S2		Readings, Discussions, Practicum
3. Locate and implement appropriate technology related to the school setting, including technical learning, assessment, and data systems	CACREP SC H2,3,5; I4; J1,3; K2	CF K3, K5, S4	Readings, Discussions, Practicum
4. Understand and articulate consultation theory and practice in school settings	CACREP SC B1; D1,5; O1,5	CF K2, S4	Readings, Discussions, Practicum
5. Conduct a needs assessment in the school community; Select, analyze, and evaluate assessment strategies and information for program development and for students' academic, career and social/emotional development	CACREP SC D4, G3, H2,3,5; I2,3; J2; K1,2; O5	CF K1, K3, S1	Readings, Discussions, Practicum. Compilation project
6. Develop community recourses for the operation of a school counseling program	CACREP SC M2,3; N2; O5	CF K5, S1	Readings, Discussions, Practicum; Compilation project
7. Plan for the maintenance and development of school counseling programs, including a calendar, funding, grant writing, and peer facilitation of peer helpers, tutors, and/or mediators	CACREP SC C2,4; K1,3; M6; O3; P1	CF K2	Compilation project
8. Build consultation, collaboration, and leadership skills as a school counselor, as a school leader	CACREP SC A5; B2, H4, M2,3,4,5; O1,2,4,5; P1	CF D3	Readings, Discussions, Practicum
9. Conduct collaborative action research related to school counseling in various ways throughout the school counseling program, including personal, group, and crisis counseling, classroom guidance, and crisis prevention and intervention	CACREP SC A7; C5,6; D2,3; G1,2; I1; J1,2,3; K2; M7; O2	CF S3	Readings, Discussions, Practicum
10. Demonstrate the integration of faith and school counseling		CF D4	

Methods of instruction: This course will utilize a hybrid with a mixture of some onsite and some online instruction. Lectures, discussions, ten hours of practicum with a weekly reflective journal, role-plays, case-studies, and asynchronous online work will be the direct methods of instruction.

Student performance evaluation criteria and procedures:

Student performance evaluation criteria and procedures:

1. Discussion Facilitation (15 points): Each student will research and present findings on at least one of the course topics listed for reading assignments. Students will co-facilitate the class discussion of the topics with current research articles and resources in school counseling. Choose research from the syllabus, ASCA or ACA journals, or other peer-reviewed selections (must be less than five years old). A paper of 3-6 pages will be presented, and will include the headings of History, Research, Examples/Case studies, Diverse populations, and Christian integration. (Objectives 1-9)

2. Class Participation, Attendance and Practicum: (5 pts.) Attendance and involvement in discussions increase educational outcomes, and such participation will promote learning for yourself and colleagues. (Objectives 1-9)

3. Practicum and Documentation of School Experience (10 points) Observing and serving in the school counseling capacity will be a great learning experience. Each CNS 529 student must spend 10 hours in a school observing and working with practicing guidance counselors. Students will journal and discuss, in class, practical experiences of school counseling. Journals will be of 2-5 pages per session at the school. The maintenance of confidentiality is paramount, so refrain from using full names. Please follow the following aspects of professionalism: (Objectives 2, 3, 8, 9)

1. Contact the schools through the guidance office and ask for permission to make observations and perform service. Take time to introduce yourself to the building principal.
2. The principal is in charge of the school. Your cooperating counselor is in charge of the office. These are people to whom you are responsible.
3. Be prepared to be of assistance to counselors or the school.
4. Support and build the educational program of the school by becoming a willing member of the educational team. Attend school functions if you can.
5. Treat everyone with respect, even if you don't agree with them.
6. Learn the school's safety and emergency procedures.
7. Be punctual. Make sure you sign in and out of the building.
8. Be professional and respect the rules of the school.
9. Wear professional attire.
10. Be respectful of the personal, religious, or political views of the staff and students.

4. School Counseling Practical Compilation Project or Service Learning Project (10 points):

State and National School Counseling Standards: Locate and list State and National School Counseling Standards and Ethics (Objective 9);

School Counseling Calendar: Develop a calendar depicting dates for classroom guidance topics, special focus (drug abuse awareness, safety, child abuse awareness), testing, National School Counseling Week, etc. (Objective 7);

Behavior Plans: Compile a list of Behavior modification plans, classroom management plans, and/or tips for managing behavior of students in and out of the classroom (Objective 2);

Needs Assessment: Discuss with your supervisor an area which may need improvement and conduct the needs assessment at your practicum (Objective 5);

Grant Writing: Find a grant which could assist in the school department (i.e. funding for a new program or needed supplies) (Objective 7);

Crisis Intervention: Develop list of Crisis Intervention issues and list the school counselors' directives for each crisis (Objective 9);

Community Resources: Develop a list of resources, such as abuse shelters, agencies, tutors, welfare department, suicide hotline, etc. (Objectives 4 & 6);

Standardized Test: Find and interpret Standardized Test results, comparing your student and/or school to the school and/or state average (Objective 3).

5. Research Project (Total of 20 points = Paper 10; Project 5; Presentation 5 points): Students will research a topic from the objectives and compose a research paper, along with a program to meet that need, and a presentation to the class. The research paper will be 7-10 pages in length, have at least 5 current (less than 5 years old) references, and use APA 6. The graduate student will examine the school counseling issue based on a brief discussion of 1) theoretical orientation; 2) strengths and weaknesses; 3) level of development; 4) comparison of programs; 5) practical application; 6) spiritual application; and 7) diverse cultures. Suggestions for the program include, but are not limited to: A) A classroom guidance unit (3 sessions on the same topic, incorporating multi-disciplinary techniques and multi-learning styles); B) A small-group series including 6 sessions; C) A parenting program (including invitation, implementation, and assessment); D) An all-school convocation (include purpose and plan, along with explanation to staff); E) A service-learning or community service project. (Objectives 1-9)

6. School Counseling Philosophy Paper: (20 points) As you near the end of your formal studies, you have likely gleaned a more mature philosophy of Professional School Counseling, and this paper will reflect your growth. You may use your prior SC Philosophy paper as a springboard for this paper, which will be 5-10 pages, using APA 6, with reference to at least two peer reviewed journal articles (journals should be within past five years). (Objs. 1 - 10)

7. Comprehensive Exam (20 points): The program requires a comprehensive exam over this and all prior courses. The exam will be comprised of 150 multiple choice questions.

Grading Scale

94-100	A	80-83	B-
90-93	A-	77-79	C+
87-89	B+	73-76	C
84-86	B	<73	No Credit

Special Needs: Students who have any special needs (disabilities, problems, or any other factor that may affect their performance in class or that requires special instructional strategies) should make these special needs known to the faculty member during the first meeting of the course.

Attendance: Attendance is expected for all classes, and your attentive participation will be part of your grade. Social networking is distracting to the whole class and is prohibited during class. If you see that you must miss more than one class during the course, please discuss this with your professor. All policies and procedures of the University will be enforced as stated in the current handbook.

Plagiarism: Plagiarism is defined in the Indiana Wesleyan University CAPS Bulletin as: “the act of using another person’s ideas or expressions in writing without acknowledging the source . . . to repeat as your own someone else’s sentences, more or less verbatim.” Under U.S. law and most international copyright conventions, the written or graphical work of any person is that person’s property. It is specifically referred to as “intellectual property,” and it is protected by copyright laws, even if the material has not been registered with any copyright agency. You are expected to give credit when borrowing, quoting, or paraphrasing, using appropriate in-text citations supported by a Reference List.

Statement of Academic Honesty: The following statement is to be included on the bottom of the title page for all major individual and group assignments:

Statement of Academic Honesty. I have read and understand the sections in the Student Bulletin and/or course syllabus relating to IWU’s Honesty/Cheating Policy. By affixing this statement to the title page of my paper, I am certifying that I have not cheated or plagiarized in the process of completing this assignment. I also verify that this assignment is unique to this class and that I have not used work from previous courses. If it is found that cheating and/or plagiarism did take place in the writing of this paper, I understand the possible consequences of the act which could include expulsion from Indiana Wesleyan University.

Class Schedule

Online (BOLD, below) The presenter posts by the Thurs, 6:00, before that class session; Responses post by Mon., 6:00.

<u>Class Session</u>	<u>Date and topic</u>
1	9/6 Introduction, Syllabus, Practicum, Schedule of leading topics; List topics for L.Metzger
2	9/13 Professional Leadership by Lin Metzger, ISCA Executive Director; -Professional relationships: administrators and teachers; -Leadership (Obj. 8)
3	9/20 -Spirituality in School Counseling; -The Profession in the 21 st Century (Obj. 10)
4	9/27 -Diversity of clients (SES, Cultural); -Special services for students; Physical, Mental, RTI, IEP (Obj. 2)
5	10/4 -Needs assessments; -Funding, Grant Writing (Obj. 5)
6	10/11 -Group and Individual (Obj. 8); -Classroom Guidance (Obj. 8)
7	10/8 -College and Career; "College Prep" via Dr. Jim Rosenberger (Obj.6)
8	10/25 -Program development, implementation/evaluation; -Assessing comprehensive developmental school counseling (Objs. 2, 3, 6)
9	11/1 Submit Practicum Log Hours and Journal; Discuss Practicum; -Testing; -Technology (Learning, Assessments, Data Systems) (Obj. 3)
10	11/8 No IWU CLASS< Rather, attend ISCA Conference on 10 th &/or 11 th
11	11/15 Submit Practical Compilation Project (sharing); -Crisis Counseling Bullying; -Crisis Counseling – Suicide (Obj. 2)
12	11/22 -Consultation theory/practice; -Family issues (Objs. 1.2.4.6)
13	11/29 -Collaborative action research; - Community resources (Objs. 1.2.4.6)
14	12/6 -Drugs and Alcohol (Student and Family)
15	12/13 Present and Submit Practical Research Projects; Submit Philosophy Paper; Submit Final Log Hours and Journal (Objs. 1-9)

Reference Articles

Allen, J.M., & Coy, D.R. (2004). Linking spirituality and violence prevention in school counseling. *Professional School Counseling*, 7(5), 351-355.

- Bauman, S. (2004). School counselors and research revisited. *Professional School Counseling*, 7(3), 141-151.
- Borders, L.D. (2002). School counseling in the 21st century: Personal and professional reflections. *Professional School Counseling*, 5(3), 180-185.
- Constantine, M.G., & Gainor, K.A. (2001). Emotional intelligence and empathy: Their relation to multi-cultural counseling knowledge and awareness. *Professional School Counseling*, 5(2), 131-137.
- Ekstrom, R.B., Elmore, P.B., Schafer, W.D., Trotter, T.V., & Webster, B. (2004). A survey of assessment and evaluation activities of school counselors. *Professional School Counseling* 8(1), 24-30.
- Field, J.E., & Baker, S. (2004). Defining and examining school counselor advocacy. *Professional School Counseling*, 8(1), 56-63.
- Gysbers, N.C. (2004). Comprehensive guidance and counseling programs: The evolution of accountability. *Professional School Counseling*, 8(1), 1-14.
- Hernandez, T.J., & Seem, S.R. (2004). A safe school climate: A systemic approach and the school counselor. *Professional School Counseling*, 7(4), 256-262.
- MacDonald, D. (2004). Interventions for non-aggressive peer-rejected children and adolescents: A review of the literature. *Children and Schools*, 23(3), 143-159.

Reference Books

- Gardner, Howard. (1991). *The unschooled mind*. Basic Books.
- Holt, John. (1969) *How children learn*. Pitman.
- Nelson, Jack L., Palonsky, Stuart B., McCarthy, Mary Rose. (2004). *Critical issues in education*. McGraw-Hill
- Payne, Ruby K. (2001). *A framework for understanding poverty*. aha! Process.

Indiana Wesleyan University Conceptual Framework (CF)

Character (Dispositions): Indiana Wesleyan University candidates will:
D1: Respect and value diversity in all forms and treat all individuals with fairness and equity.

D2: Communicate high expectations based on the belief that all individuals have unique abilities and can learn.

D3: Demonstrate a commitment to life-long learning through reflective practice and the creation, implementation, and evaluation of individual professional goals.

D4: Exhibit ethical principles when making professional decisions.

D5: Demonstrate collaboration, reflection, and critical thinking.

Scholarship (Knowledge): Indiana Wesleyan University candidates will:

K1: Demonstrate in-depth knowledge of their professional content to create effective learning experiences for all pupils.

K2: Demonstrate an understanding of and the ability to apply the principles and concepts of pedagogical and pedagogical-content knowledge.

K3: Demonstrate knowledge of and the ability to apply research and evidence-based Best practices that are aligned with academic and professional standards.

K4: Exhibit knowledge of and the ability to apply differentiated learning experiences that consider the cultural, psychological, developmental, and sociological differences of all pupils.

K5: Demonstrate knowledge of and the ability to apply technology in their respective professional environments needed for success in the global community.

Leadership (Skills): Candidates will:

S1: Demonstrate skills in establishing learning environments that meet the emotional, psychological, physical, and academic needs of all pupils.

S2: Demonstrate skills in designing, implementing, analyzing, and revising learning experiences for pupils with diverse cultural backgrounds and learning needs.

S3: Demonstrate skills in implementing, evaluating, and using assessments to improve pupil outcomes.

S4: Demonstrate leadership skills in fostering and building collaborative learning communities.

CNS 529 Grading Rubric ~ Fall, 2012

Student _____ Final Grade ____/100

Instructor: Dr. Judy Justice _____ (signed)

1. Discussion Facilitation: Course topics listed for reading assignments will be presented by students and staff. Students will co-facilitate the class discussion of the topics with current research articles and resources in school counseling. Choose research from syllabus or other selection (must less than five years old).(Objs. 9)

_____/15 points

2. Class Participation/Attendance: Attendance and involvement in discussions increases educational outcomes, and such participation will promote learning for yourself and colleagues.(Objs1-10)

_____/5 points

3. Documentation of School Experience: Observing and serving in the school counseling capacity will be a great learning experience. Students will spend a minimum of 10 total hours (2-5 days) with a licensed school counselor. They will journal and discuss, in class, practical experiences of school counseling—remember confidentiality. (Objs. 2, 3, 8, 9)

_____/10 points

4. School Counseling Practical Compilation Project:

State and National School Counseling Standards: Locate and list State and ASCA Standards (Obj. 9);

School Counseling Calendar: Develop a calendar depicting dates for classroom guidance topics, special focus (drug abuse awareness, safety, child abuse awareness), testing (SAT, ACT, ISTEP+, End of course assessments, etc.), National School Counseling Week, etc. (Obj. 7);

Behavior Plans: Compile a list of at least 2 Behavior modification plans, at least 2 classroom management plans, and tips for managing behavior of students in and out of the classroom (Obj. 2);

Needs Assessment: Discuss with your supervisor an area which may need improvement and conduct the needs assessment at your practicum (Obj. 5);

Grant Writing: Find a grant which could assist in the school department (i.e. funding for a new program or needed supplies) (Obj. 7);

Crisis Intervention: Develop list of Crisis Intervention issues and list the school counselors' directives for each crisis (Obj. 9);

Community Resources: Develop a list of resources for students or families, such as abuse shelters, agencies, tutors, welfare department, crisis pregnancy, suicide hotline, etc. (Objs. 4 & 6);

Standardized Test: Find and interpret Standardized Test results, comparing your student and/or school to the school and/or state average (Obj. 3)

_____/10 points

5. Practical Research Project

Paper: ____/20

/8 **Content**

- a. Demonstrates contemporary knowledge
- b. Comprehensive discussion of the specific issue

- c. Comprehensive discussion of theories
- d. Implications of counseling
- e. Content flows and makes sense

/1 APA 6 Criteria

- a. Paper complies with APA Style (double spaced, page numbers, running header, 12 point font; Times Roman; black ink)
- b. Title page includes student name, paper title, class number, due date, and is centered on page (vertically and horizontally)
- c. Writer uses correct grammar and punctuation
- d. Proper citation of reference
- e. Reference page follows spacing APA guidelines

/1 Basics

- a. Size constraints: 7-10 pages
- b. Reference page: Five or more current references
- c. Overall assignment
- d. Free of grammatical error (proper use of tense, noun/verb agreement, and pronoun antecedent)
- e. Proper punctuation

Project: ____/5

Followed course requirements and was pertinent to the field

- A) A classroom guidance unit (3 sessions on the same topic, incorporating multi-disciplinary techniques and multi-learning styles)
- B) A small-group series including 6 sessions
- C) A parenting program (including invitation, implementation, and assessment)
- D) An all-school convocation (include purpose and plan, along with explanation to staff).
- E) Other

Two points for each of the following:

- a. theoretical orientation
- b. strengths and weaknesses
- c. practical application
- d. comparison of programs
- e. Christian integration.

Presentation: ____/5 points

Two points for each of the following:

- a. Time constraints of 30-45 minutes
- b. Educated and thoughtful discussion in class and on-line
- c. Insightful and respectful responses to colleagues
- d. On topic and involved
- e. Encouraging for fellow students' success

6. Philosophy Paper: (20 points) As you near the end of your formal studies, you have likely gleaned a more mature philosophy of Professional School Counseling, and this paper will reflect your growth. You may use your prior SC Philosophy paper as a springboard for this paper, which will be 5-10 pages, using APA 5 or 6, with reference to at least two peer reviewed journal articles (journals should be within past five years if at all possible).

____/20 Total Score

/10 1. Content

- a. Demonstrates contemporary knowledge
- b. Comprehensive discussion of the specific issue
- c. Comprehensive discussion of theories
- d. Integration of Christian principles
- e. Content flows and makes sense

/5 2. APA 6 Criteria

- a. Paper complies with APA Style (double spaced, page numbers, running header, 12 point font; Times Roman; black ink)
- b. Title page includes student name, paper title, class number, due date, and is centered on page (horizontally on top third of page)
- c. Writer uses correct grammar and punctuation
- d. Proper citation of reference
- e. Reference page follows spacing APA guidelines

/5 3. Overall paper

- a. Size constraints: 5-7 pages
- b. Reference page: Two or more references
- c. Overall assignment
- d. Free of grammatical error (proper use of tense, noun/verb agreement, and pronoun antecedent)
- e. Proper punctuation

7. Comprehensive Exam

___/20 Total Score