

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

**Course Name** **Intro to School Counseling**

<b>Course Number</b>	<b>SCED 500</b>
<b>Term</b>	<b>Fall 2014</b>
<b>Department</b>	<b>Educational Leadership—School Counseling</b>
<b>Faculty Name</b>	<b>Rethwill, Pedersen</b>

**Catalogue Description** (*copy from current catalogue*):

Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling-skill development with an emphasis on solution-focused, micro-skills, and cognitive- behavioral approaches. Direct involvement with local practicing school counselors and diverse student groups.

**GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

[TSPC OAR 584-018-0305: CACREP SCED Std. G1] PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of professional functioning. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 2,4</i>
[TSPC OAR 584-018-0305: CACREP SCED Std. G2] SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 1,3,4</i>
[TSPC OAR 584-018-0305: CACREP SCED Std. G5] HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment3</i>
[TSPC OAR 584-018-0305 (1)] Foundations: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 1,2,3</i>
[TSPC OAR 584-018-0305 (1)] Foundations: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 3,4</i>
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 3</i>
[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy:(a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 1,4</i>
[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 4</i>
[TSPC OAR 584-018-0305 (6)] Academic Development: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 2,4</i>
[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 2, 4</i>
[TSPC OAR 584-018-0305 (8)] Leadership: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 2,4</i>
[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to

solve problems, even as we support individuals and communities in problem solving.

*Class meeting(s) or assignment(s) addressing this standard: Assignments 1,4*

[GSEC GP 7] Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.

*Class meeting(s) or assignment(s) addressing this standard: Assignment 4*

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	<b>R</b>
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	<b>R</b>
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	<b>R</b>
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	<b>R</b>

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) 6-8 of this syllabus (student performance includes goals, evidence, and levels of performance).

**COURSE SYLLABUS**  
Lewis & Clark College  
Graduate School of Education and Counseling

**Course Name**            **Introduction to School Counseling**  
**Course Number**       **SCED 500**  
**Term**                     **Fall 2014**  
**Department**           **Department of Educational Leadership**

**Faculty Names**            **Laura Pedersen, Ph.D.**    **Oscar Rethwill, M.S.**  
**Faculty Phone/E-mail**    **(503) 768-6144**            **orethwill@lclark.edu**  
                                     **laura@lclark.edu**  
**Faculty Office**            **Rogers 309**

**Textbooks/Materials**

Stone, C.B. & Dahir, C.A. (2012). *The Transformed School Counselor*. (3<sup>rd</sup> ed.) New York: Lahaska Press.

Ivey, A. & Ivey, M.B., Zalaquett, C.P. (2014). *Intentional interviewing and counseling: facilitating client development in multicultural society*. (8<sup>th</sup> ed.) Belmont, CA: Brooks/Cole.

Murphy, J.J. (2006). *Solution focused counseling in middle and high school*. (2<sup>nd</sup> ed.) Prentice Hall. American Counseling Association.

**Catalogue Description:**

Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling-skill development with an emphasis on solution-focused, micro-skills, and cognitive-behavioral approaches. Direct involvement with local practicing school counselors and diverse student groups.

**Prerequisite:** None.

**Credit:** 3 semester hours.

**Course Description:**

This course will address the following school counseling topics: perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and an overview of counseling theory as applied to the child and adolescent in a school setting. Adlerian, Cognitive Behavioral, Reality/Choice, Person-Centered, and Solution-Focused theories will be addressed in the course. Initial introduction to counseling skill development will be based on micro-skills, solution-focused, and cognitive behavioral approaches. Students will develop an understanding of individual counseling skills through active class participation and role-play. Included in the course will be an interview with a local practicing school counselor and discussions on the realities of school counseling.

## **Course Objectives:**

Upon course completion, the candidate will be able to:

1. Demonstrate understanding of school counselor professional functioning including roles and responsibilities.
2. Demonstrate understanding of the counseling process in a multicultural society, including Individual Psychology, Cognitive-Behavioral Theory, Person-Centered Theory, Reality-Choice Theory, Solution-Focused Theory, and micro skills.
3. Demonstrate understanding of data-based decision making, advocacy and collaboration as components of school counselor leadership for educational equity.
4. Demonstrate understanding of the elements of a comprehensive, developmental PK-12 school counseling program that addresses academic, personal/social, and career domains.

## **Tentative Weekly Calendar**

### **September 8**

#### **A. In-Class Presentations and Discussions:**

1. Developmental Assets: <http://www.search-institute.org/developmental-assets/>
2. Personhood of the Counselor
3. Ivey & Ivey: Chapters 1 and 2 discussion

#### **B. Class Meeting:**

1. Introductions
2. Review of syllabus and discussion of course goals
3. Developmental Assets
4. Personhood of the Counselor
5. Listening and becoming “students of listening”

### **September 15**

#### **A. Assigned Reading:**

1. Ivey: Ch. 3 – Attending Behavior  
Ch. 5 – Questions: Opening Communication
2. Stone & Dahir: Ch. 1 – New Vision of 21<sup>st</sup>-Century School Counseling
3. McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49(2), 31. To be retrieved electronically through Watzek Library.

#### **B. Class Meeting:**

1. Ivey: Attending - Exercises  
Questioning – Exercises
2. Educational issues facing schools today
3. School counseling roles and definition
4. Faculty Panel: White Privilege

September 22

**Social Change Topics Group Presentations**

A. Assigned Reading:

1. Ivey: Ch. 4 – Observation Skills  
Ch. 6 – Encouraging, Paraphrasing, and Summarizing
2. Stone & Dahir: Ch. 4 – School Counselors as Leaders

B. Class Meeting:

1. Ivey: Observing – Exercises  
Observing – Self-Reflection  
Encouraging, Paraphrasing, Summarizing Exercises  
Encouraging, Paraphrasing, Summarizing Self-Reflection
2. Leadership definitions and examples

September 29

**Social Change Topics Paper Due**

A. Assigned Reading:

1. Ivey: Ch. 7 – Reflecting Feelings
2. Stone & Dahir: Ch. 5 – School Counselors as Advocates
3. Recent journal article on Collaboration—to be identified and retrieved digitally

B. Class Meeting:

1. Ivey: Reflecting Feelings Exercises  
Reflecting Feelings Self-Reflection
2. Social action and school counseling
3. Creating systemic change
4. Class presentations on Assignment 1

October 6

A. Assigned Reading:

1. Ivey: Ch. 8: Five Stage Counseling Session
2. Stone & Dahir: Ch. 12 – School Counselors as Consultants  
Ch. 13 – School Counselors as Coordinators, Collaborators, and  
Managers of Resources
3. Recent journal article on Consultation—to be identified and retrieved digitally

B. Class Meeting:

1. Ivey: Integration Exercises  
Integration Reflection
2. Consulting and being a change agent
3. The systemic impact of a well-run comprehensive program

October 13

A. Assigned Reading:

1. Ivey: Ch. 10 – Empathic Confrontation
2. Stone & Dahir: Ch. 7 – Implementing the ASCA National Model

3. National Center for Transforming School Counseling Model  
<http://www.edtrust.org/dc/tsc/vision>

B. Class Meeting:

1. Ivey: Confrontation exercises  
Confrontation self-reflection
2. The National Model
3. Introduction to the Oregon Framework
4. Components of a comprehensive program

October 20

**School Counselor Interview Due**

A. Assigned Reading:

1. Ivey: Ch. 9 – Focusing the Counseling Session
2. Stone & Dahir: Ch. 8 – Accountability and Data-Driven Decision Making  
Ch. 9 – Addressing Diversity in Schools

B. Class Meeting:

1. Disaggregating data
2. Social Justice and the School Counselor
3. Identifying those who are falling through the cracks
4. Ivey: Focusing exercises  
Focusing self-reflection
5. Sharing Assignment #2 in small groups

October 27

A. Assigned Reading:

1. Ivey: Ch. 11 – Reflection of Meaning and Interpretation/Reframing
2. Stone & Dahir: Ch. 6 – Legal and Ethical Issues for School Counselors

B. Class Meeting:

1. Ivey: Eliciting and reflecting exercises  
Eliciting and reflecting meaning
2. Issues related to the counselor's role in the schools
3. Confidentiality
4. Ethics

November 3

A. Assigned Reading:

1. Ivey: Ch. 12 and Ch. 13 – Influencing Skills: Strategies for Change
2. Stone & Dahir: Ch. 14 – Preparing All Students to become Career and College Ready

B. Scope and Sequence:

1. Ivey: Influencing exercises  
Influencing self-reflection
2. Creating college-going cultures
3. Career planning K-12

## November 10

### **Counseling Theories Paper Due**

#### A. Assigned Reading:

1. Ivey: Ch. 14 – Skill Integration
2. Stone & Dahir: Ch. 2 – Counseling Theory in Schools  
Ch. 3 – Counseling Practice in Schools

#### B. Class Meeting:

1. Small group presentations on counseling theories
2. Ivey: Skill integration exercises  
Skill integration self-reflection
3. Why do school counselors need theory?
4. Limits of practice and competence
5. Counseling expectations of students, parents, and staff

## November 17

#### A. Assigned Reading:

1. Murphy: Ch. 4 – Building Cooperative, Change-focused Relationships  
Ch. 5—Interviewing for Solutions
2. Stone & Dahir: Ch. 11 – Promoting a Safe, Supportive, and Respectful Learning Environment

#### B. Class Meeting:

1. Integrating “reality” of school counseling with “theory” of school counseling
2. Key elements of Solution-Focused Counseling
3. Consultation with a variety of constituents

## November 24

#### A. Assigned Reading:

1. Murphy: Ch. 6 – Building on Exceptions  
Ch. 7 – Building on Other Client Resources  
Ch. 8 – Changing the Doing of the Problem

#### B. Class Meeting:

1. Solution-Focused applications in the schools

## December 1

#### A. Assigned Reading:

1. Murphy: Ch. 9 – Changing the Viewing of the Problem
2. Stone & Dahir: Ch. 15 – Transitioning into the Field of School Counseling

#### B. Class Meeting:

1. Practice Solution-Focused Counseling
2. Personal and professional development
3. Wellness Model and self-assessment

December 8

**Professional Development Paper (Key Assessment 2) Due**

A. Assigned Reading:

Ivey: Ch. 16 – Determining Personal Style and Future Theoretical/Practical Integration

B. Class Meeting:

1. Self-Reflection and Action Plan Sharing
2. Celebration
3. Course Evaluations

**Course Requirements:**

This course is designed to encourage and challenge your exploration of school counseling through readings, discussions, and practice of counseling microskills, theories, and roles.

*Attendance:* Since classroom interactions are vital to this course, students are expected to attend all classes and to fully participate in discussions, role-plays, and presentations. If you are ill or have an emergency, please email me immediately. All other absences should be discussed with the instructor in advance or you will be subject to grade reduction. The final grade will reflect class participation.

*Reading Assignments:* The texts are vital resources and are essential to understanding the course. Assigned reading should be completed in advance of each class meeting. Students are expected to contribute to the class discussions and will be expected to demonstrate knowledge of the assigned material.

*Written Assignments:* All written assignments are due on the scheduled date. The assignments to be completed include:

1. Social Change Topics Paper (due September 29)
2. School Counselor Interview (due October 20)
3. Counseling Theories Paper (due November 10)
4. Professional Development Paper (due December 8)

**Evaluation and Assessment:**

The intent of this course is for you to develop skills and knowledge in the field of school counseling. I will be rating you on each of the four goals/objectives for the course, and will assign a final grade based on your class participation and assignments. You will also be asked to rate yourself on each of these goals. The rating system used will be based on a scale of distinguished, proficient, progressing, or unsatisfactory.

**Distinguished** indicates a self-directed learner who demonstrates mastery on all levels. You come prepared for class with all reading and assignments completed. You demonstrate



leadership in class discussions and your thoughts reflect understanding of course material. Your writing displays a depth of knowledge and mastery of the material. Your fellow classmates are able to learn from your contributions to class.

**Proficient** indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

**Emerging** indicates that you are not always prepared when you come to class. You have limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. Your writings do not show understanding of key concepts.

**Unacceptable** is an indication that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written.

**Points assigned to each element included in the final assignment of your grade:**

1. Class Participation	10 %
2. Social Change Topics Paper	15 %
3. School Counselor Interview	15 %
4. Counseling Theories Paper	20 %
5. Professional Development Paper	40 %

**Objective 1**

Demonstrate understanding of school counselor professional functioning including roles and responsibilities.

Evidence:

1. School Counselor Interview
2. Professional Development Paper

**Objective 2**

Demonstrate understanding of the counseling process in a multicultural society, including Individual Psychology, Cognitive-Behavioral Theory, Person-Centered Theory, Reality-Choice Theory, Solution-Focused Theory, and micro skills.

Evidence:

1. Counseling Theories Paper
2. Professional Development Paper

**Objective 3**

Demonstrate understanding of data-based decision making, advocacy and collaboration as components of school counselor leadership for educational equity.

Evidence:

1. Social Change Topics Paper

## 2. Professional Development Paper

### **Objective 4**

Demonstrate understanding of the elements of a comprehensive, developmental PK-12 school counseling program that addresses academic, personal/social, and career domains.

Evidence:

1. School Counselor Interview
2. Professional Development Paper

### **NON-DISCRIMINATION POLICY**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### **PARTICIPATION IN THE LEARNING COMMUNITY**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

### **SPECIAL ASSISTANCE**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

### **Bibliography:**

American School Counselor Association. (2012). *The ASCA National Model: A Framework for School Counseling Programs (3<sup>rd</sup> ed.)*. Alexandria, VA: Author

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. Washington, DC: Author

American School Counselor Association. (2004). *The ASCA National Model Workbook*. Author.

DeVoss, J.A. & Andrews, M.F. (2006). *School Counselors as Educational Leaders*. Houghton Mifflin.

Erford, B.T. (2007) *Transforming the School Counseling Profession* (2<sup>nd</sup> ed.). Pearson Education.

Halbur, D.A. & Halbur, K.V. (2006) *Developing Your Theoretical Orientation in Counseling and Psychotherapy*. Pearson Education.

Kouzes, J.M. & Posner, B.Z (2002). *Leadership The Challenge* (3<sup>rd</sup> ed.). Josey-Bass.

Kouzes, J.M. & Posner, B.Z (2003). *Leadership The Challenge Workbook*. Josey-Bass.

Littell, J.M. & Peterson, J.S. (2005). *Portrait and Model of a School Counselor*. Lahaska Press.

Perusse, R. & Goodnough, G.E. (2004). *Leadership, Advocacy, and Direct Service Strategies for Professional School Counselors*. Brooks/Cole.

## **Course Assignment Guidelines:**

### **I. Social Change Topic Paper**

#### **Assignment Objectives:**

1. Candidate will be able to describe the impact that a student's family, community and society have on the student's school achievement.
2. Candidate will be able to explain the importance of family-school-community partnerships in student achievement.
3. Candidate will be able to provide examples of data that demonstrate the impact of social change on PK-12 students.
4. Candidate will be able to utilize APA style formatting and references.
5. Candidate will be able to describe the impact of changing social trends on the practice of school counseling.

#### **Assignment Guidelines:**

The general purpose of this assignment is to introduce you to some of the social, political and educational issues impacting the work of a school counselor. You will be assigned to a small group and each member of your group will choose one of four topic areas: the Economy, Technology (educational uses of technology and personal uses of technology), Changing Family Structures, or Pluralism/Diversity.

Each member of your group will research his or her topic area and present that topic to your small group members in class with a handout for each member of your group that is no more than 1 page of bulleted key points.

Each of you will then write a summary of information and conclusions for all four topics, due the following week. You will write a 3-4 page paper, utilizing APA style formatting and references, that

highlights the scope of change over the past 2 decades in the four topic areas, the impacts that these changes have had on students in our PK-12 educational system, and how these changes impact the work of a school counselor.

## **II. School Counselor Interview**

### **Assignment Objectives:**

1. Candidate will demonstrate understanding of school counselor roles and functions as described in the ASCA National Model
2. Candidate will demonstrate understanding of school counseling professional organizations and the importance of professional advocacy.
3. Candidate will demonstrate understanding of helping processes, including consultation, counseling and collaboration.
4. Candidate will demonstrate understanding of the school counselor's relationships with other support service personnel in the school setting, including emergency management roles.
5. Candidate will articulate appropriate school counselor identity and modeling, including identity as a systemic change agent.

### **Assignment Guidelines:**

The purpose of Assignment #2 is to have you become acquainted with the physical world reality - the "nuts and bolts" – of school counseling.

You will conduct your interview and then prepare a summary of what you learned. You are free to ask any questions that you feel will help you meet the objectives of the assignment and enhance your understanding of the profession. There are several questions listed below that you may choose to use, but none are required. Your write-up should be *personalized* rather than just the counselor's response to each question. *Personalized* means – what did YOU learn at the personal meaning level for you: what were the top eight to twelve responses that - surprised you, had special meaning to you, frightened you, excited you, disappointed you, or created cognitive dissonance for you. Your write-up should be not more than four pages.

### **Suggested Questions/Topics:**

1. Why did you become a school counselor? What is your motivation now for coming to work every day?
2. What are some of your greatest challenges as a school counselor? Concerns? Do you have duties assigned to you that in your opinion are not the best use of your time?
3. Comprehensive Guidance and Counseling Program
  - A. Does the district/building have a written program description that complies with the ASCA National Model or the Oregon Framework?
  - B. What efforts are being made by the counselors in this district to change their roles to those described in the Oregon Framework or ASCA National Model?
  - C. Is there an identification of students' counseling & guidance needs?
  - D. Is there a program evaluation done separate from the counselor evaluation?
  - E. For middle and high schools - do students have an educational plan that identifies students' career goals and an annual review of the students' progress toward those goals?

- F. Are you and/or your department using "data-driven" programming?
- G. Do the counselors in this district do any public relations efforts during National School Counselor Week or at any other time of the year?
- H. What is your role with the school's development and implementation of the Career-Related Learning Standards (CRLS) {Oregon school counselors only}?
- I. What % of your time do you spend on: Guidance Curriculum, Individual Planning, Responsive Services, System Support. Personal/Social vs Career vs Academic?
4. How are counselors in this school/district evaluated? Has the district developed a separate evaluation format or are you evaluated using forms for evaluating teachers? What are the problems/strengths of the system used to evaluate you?
5. What is your school doing regarding alcohol and drug prevention curriculum? HIV/AIDS prevention curriculum? Career Education. Is there a teacher advisory program in your building? What is your involvement?
6. Does the District Improvement Plan or School Improvement Plan have a counseling-related component written into it?
7. Elementary and Middle School: What % of the students are failing a high number of classes each year? Does your school socially promote students with high failure rates? What are your thoughts about this?
8. High School: What is the student graduation rate at this school? What Alternative Learning Options are available to the students at this school? What is your involvement in this transition planning for students moving to alternative placements?
9. What is your role in reporting child abuse? What is the building's procedure for informing staff about the procedure to be followed in reporting child abuse? Does the staff get training annually? Who provides the training?
10. When a new student registers: how much background investigation do you or someone (who) else do to determine if this student might present a threat to the well-being of students & staff at this school? How much information is shared with staff?
11. What type of Student Assistance Program or Care Team program or Level 1 and Level 2 Team program is in place at this school to staff students who exhibit "behaviors of concern?"  
What is your role with these teams?  
What is your role with the Behavioral Support Plans generated by these teams?
12. A. What is your involvement in IDEA (Individuals with Disabilities in Education Act)? Attendance at IEP meetings, re-evaluation meetings, and/or transition planning meetings for IDEA students, etc.?  
B. Functional Behavioral Assessments?  
C. 504 plans?  
D. ADD/ADHD screening procedures?
13. What is your role with the TAG Program?
14. What referral resources do you most frequently use and how do you stay knowledgeable about the various service providers in the local area?
15. To which professional organizations do you belong? What conferences do you typically attend? What are your plans for professional growth and supervision?
16. Are you involved in any community wellness promotion programs or with any social advocacy issues?
17. What role do you play in conducting a "Safety Risk Assessment?"
18. Does the building have a Crisis Response Plan? What is your role in the plan?
19. Which counseling theory (ies) do you find most useful? What are your thoughts about the admonition that "school counselors do not do therapy?"

20. In what ways, if any, do you see advocacy and systemic change as part of your school counseling responsibilities?
21. I have asked you many questions about your role and function as a counselor? Is there anything else you think I should know in order for me to be understand the role and function of a school counselor in this building?
22. Do you have any advice for me as an individual in a pre-professional program and aspiring to become a school counselor?

### **III: Counseling Theories Paper**

#### **Assignment Objectives:**

1. Candidates will demonstrate understanding of 5 major approaches to counseling: Individual Psychology, Person-Centered, Cognitive- Behavioral, Reality/Choice, and Solution-Focused.
2. Candidates will describe the appropriate selection and use of theoretical approaches and interventions in a school setting.
3. Candidates will define the processes and expected outcomes of effective counseling and wellness–based interventions.
4. Candidates will utilize appropriate APA Style formatting and references.

#### **Assignment Guidelines:**

You will be assigned to a small group, each member of whom will research and present one of the five theories covered in this assignment. You will prepare a presentation on your theory, and will serve on the expert on this theory in facilitating the learning of your small group members.

Your presentation should include the following elements:

- A. **Introduction** – Provide a general overview of the theory including the names of some of the more prominent theoreticians espousing this theory.
- B. **The Nature of People** - Describe the theory's view of the nature of people including how the theory views health, wellness or effective functioning.
- C. **The Nature of Problems** –. Describe how the theory explains how people develop problems, challenges, or ineffective functioning.
- D. **The Process of Change** – Describe the theory's view of how people change in the counseling process. Include the theory's view of the role the counselor should take and what the therapeutic relationship should be like to facilitate change.
- E. **Multicultural Considerations** – Summarize how the theory addresses cultural differences.
- F. **Counseling Techniques and Strategies**: Describe the techniques, and strategies most typically used by a counselor utilizing this theory.
- G. **Conclusion**: Provide your views about the strengths of the theory; the weaknesses of the theory; and thoughts about the application of the theory to the population with whom you will be working.

After each member of your group has presented his or her theory and provided a copy of key points and references to all team members, you will write a comprehensive synthesis paper,

addressing the strengths and weaknesses of each theory. This paper should be 3-5 pages long, include relevant references, address school-based considerations of the theory, and address what each theory adds to your own personal philosophy of counseling.

#### **IV: Professional Development Paper**

##### **Key Assessment #2**

This assignment invites you to synthesize the information you have acquired in this course, engage in reflective practice and then to create an action plan to address areas of growth you have defined for yourself in each of the specified areas of knowledge, ability, skill, and cultural competence outlined below.

This activity will be the first of many reflections throughout your career in which you reflect on your personal and professional development and then develop an action plan for your “next steps” regarding your development.

##### **Assignment Objectives:**

1. Demonstrate understanding of school counselor roles and responsibilities.
2. Demonstrate understanding of counseling theories and their applications in a multicultural society.
3. Demonstrate understanding of counseling micro skills.
4. Demonstrate understanding of school counselor leadership in educational equity, including data-based decision making, advocacy, and collaboration.
5. Demonstrate understanding of the content elements of a comprehensive, developmental PK-12 school counseling program.

##### **Assignment Guidelines:**

A. The suggested length for the paper is 8--10 pages. This paper is not intended to be a research paper. Please use the variety of course resources available to you.

B. Sections 2-5 should consist of three elements: your current understanding of the topic, your strengths in this area, and your areas for growth.

C. Your self-reflection and action plan should include the following components:

##### **1. Your Personal Beliefs about Change:**

Please describe your philosophy about when, why and how people make changes in their lives when they experience problems. Please also explain your thoughts on how school counselors can facilitate the process for individuals we work with in the schools.

##### **2. Your Multicultural Understanding**

##### **3. Intentional Interviewing and Counseling—Micro Skills**

4. Theory and Integration of Theory:

This course has provided you with an introduction to several theories, Please describe your evolving personal theory of counseling. You may focus on one theory or a combination of theories.

5. Comprehensive Counseling Programs:

What are your thoughts about your strengths and your areas for growth as you consider the many roles of a school counselor?

6. Conclusion

Please describe your action plan or next steps for growth as a developing school counselor.