

PSY 501 The School Counselor in an Educational Context
Winter 2019
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Catalog Course Description

The scope of this course will be the development of skills and techniques for a counselor to: assist teachers and students within a learning context, kindergarten to grade 12; assist teachers in classroom management; design, assess, implement and evaluate a school counseling and a school guidance program; create a curriculum for a school guidance program; and assess, evaluate, and interpret students' performance on tests within a K-12 educational environment.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program School Counseling emphasis student learning outcomes of: 1) Foundations of School Counseling; 2) the School Context; 3) Program Development, Assessment, Implementation, and Evaluation Within a School Counseling Context; 4) Counseling Theories and Skills Used Within a School Counseling Context; and 5) Consultation Relative to a School Counseling Context. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Student Learning Outcomes

Students will demonstrate an understanding of:

1. The methods of scientific inquiry and the use of principles and theories in educational decision-making.
2. Ethical and legal practice for counselors in the educational context.
3. The developmental sequence for cognition and language, as well as for social, emotional, and moral development, and the implications for academic performance, counseling, and consultation.
4. Motivation and learning theories regarding behavior, cognition, and socialization as they apply to students in the educational context.
5. The fundamentals of classroom management and the implications for consultation to assure student success.
6. Classroom evaluation, grading, and the interpretation of standardized tests and rating scales.
7. Various educational arrangements and accommodations, and the provision of assistance in the development of modification plans to support learning.
8. Modifications in counseling interventions based on cultural and linguistic diversity, and the range of counseling interventions available to students.
9. The ASCA National Model as the basis for developing an effective guidance program.
10. The design, assessment, implementation, and evaluation of a school counseling program.

11. Basic teaching skills for counselors by conducting a guidance class, and development of a curriculum plan for a school guidance program incorporating the Hawaii State Department of Education's Six General Learner Outcomes.
12. The Ten School Counselor Performance Standards as outlined by the Hawaii Teacher Standards Board.
13. The Hawaii Teacher Standards Board Code of Ethics.
14. The provision of the service of consultation with teachers, parents, administrators, and community agency personnel, as well as an understanding of community resources and the process for referral.

Hawaii Counselor Standards

Pre-service counselors will develop a knowledge base for learning about counseling as specified by the ten areas specified by the **Hawaii Teacher Standards Board**:

Standard I – Program organization

The professional school counselor plans, organizes, and delivers the school counseling program.

Standard II – School guidance curriculum delivered to all students

The professional school counselor is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.

Standard III – Individual student planning

The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

Standard IV – Responsive services

The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation, and referral skills.

Standard V – Systems support

The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

Standard VI – School counselor and administrator agreement

The professional school counselor discusses the counseling department management system and the program action plans with the school administration.

Standard VII – Use of data

The professional school counselor collects and analyzes data to guide program direction and emphasis.

Standard VIII – Student monitoring

The professional school counselor monitors the students on a regular basis as they progress in school.

Standard IX – Results evaluation

The professional school counselor develops a system for evaluating the results of the counseling program.

Standard X – Infusing themes

The professional school counselor is an advocate for students, a leader, collaborator, and a systems change agent.

Source: <http://www.htsb.org/standards/counselor/>

Hawaii Teacher Standards Board Code of Ethics***Preface***

The Hawaii Teacher Standards Board Code of Ethics supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession, to guide the professional behavior of P-12 educators in the State of Hawaii, and to form the basis for disciplinary action taken by the Board, as authorized in Hawaii Revised Statutes §302A-807.

Principle I: Commitment to Students

Hawaii P-12 educators shall:

- Provide students with appropriate educational services based on research and accepted best practices
- Provide services to students in a nondiscriminatory manner
- Take all reasonable precautions to protect the health, safety and well-being of students
- Maintain a respectful, professional relationship with students
- Keep information about students in confidence, unless disclosure is required by law or serves a professional purpose
- Nurture in students life-long respect and compassion for themselves and others
- Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential
- Not exploit professional relationships with students for personal gain

Principle II: Commitment to the Profession

Hawaii P-12 educators shall:

- Exhibit behaviors which uphold the dignity of the profession
- Be fair and equitable in their treatment of all members of the profession in a nondiscriminatory manner

- Keep information about colleagues in confidence, unless disclosure is required by law or serves a compelling professional purpose
- Continue to study, apply, and advance the professional knowledge base for P-12 educators and maintain a commitment to professional education

Principle III: Commitment to the Community

Hawaii P-12 educators shall:

- Distinguish between personal and institutional views in communication to the public
- Be truthful in representing facts concerning educational matters
- Decline any gratuity, gift, or favor that would impair or influence professional decisions or actions
- Make information about education research and best practices available to students, parents, colleagues, and the public
- Be open and honest with students, parents, colleagues, and the public

Source: <http://www.htsb.org/standards/code-of-ethics/>

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods in Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and

acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Attendance

Prompt and consistent attendance is expected and will reflect the MSCP program policies. Because of the accelerated semester, a student who misses more than one (1) class has missed a substantial portion of the material presented. Only one absence is allowed. No exceptions. If more than one class is missed, the student will fail the class (will be given a “C”) and must re-take it the next time it is offered.

Tardy- Two (2) late arrivals (or leaving class early) will be recorded as one absence. If a student arrives to class one (1) hour after the start time or leaves one (1) hour prior to the dismissal time, it will be recorded as one absence. If an emergency or severe illness occurs, the student must inform the professor in advance of the class.

If you are concerned about your progress in this course, please meet with me early, as very little can be done late in the course to address your potential concerns.

Lastly, please refer to your CUH Student Handbook and carefully read all of the areas addressing policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading. Any student caught plagiarizing materials or using materials previously developed for another class will automatically fail this course.

Academic Honesty

Violations of academic honesty principles are extremely serious and won’t be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Grading

A = 184-205

B = 164-183

C = 0-163

Assignments & Assessments:

- 1) *Oral Chapter Presentation & Chapter Outline Handout (100 points):* Each student will be assigned 2 chapters to present to the entire class. (Sign-up sheet will be available during the first class). Each student should review and understand the main concepts in their assigned chapters prior to the class presentation. Students will create an activity for class discussion/participation based on the main concepts of the chapter. Each presentation will be a minimum of 30 mins and presented in PowerPoint or a comparable media of your choice. A maximum one-page chapter outline must be typed out for each member of the class and instructor. *See Rubric for Presentations Expectations * Due date: see sign up
- 2) *Guidance Lesson with Materials & Handouts (20 points):* Each student will facilitate and conduct a short Guidance Lesson amongst class members. The entire lesson from start to finish shall not last for more than 20 minutes. The guidance program will include elements of a lesson plan (concept, target, group, time, objectives, materials needed, procedures, and assessment (pre/post)) **The written lesson plan should also include a follow up activity to indicate student learning. A copy of the lesson must be emailed to the instructor 2 days prior to the presentation for student handout. Each student will be graded according to their preparation, and the delivery of the lesson to their targeted grade level audience. *See Rubric for Presentations *See Outline of Guidance Lesson Plan * Due date: see sign up
- 3) *Classroom Management Plan (15 points):* Each student will present on his or her classroom management plan. The classroom management plan should be appropriate for grades K-5, 6-8, or 9-12. The written version of their plan will be emailed to the instructor 2 days prior to their presentation and the plan will be copied and shared with all class members. The presentation of the plan should be no longer than 15 mins. *See Rubric for Presentations Expectations
- 4) *Field Visit Report, and Presentation (30 points):* Each student will complete an observation of a school counselor of their choice (minimum of 4 hours) Due week 10, each student will type-out a 2-page report sharing specific observations and experiences of their school visit. This report and presentation will summarize how you see yourself fitting in as a school counselor, challenges in the profession for you, and your impressions of the job duties performed by the school counselor observed.
*See Rubric for Presentations Expectations * Due Date: TBA
- 5) *Class Participation and Attendance (10 points)* each student will be expected to be on-time to class, prepared with necessary text and materials, actively engaged in the lesson or activity, and be respectful of their peers.
- 6) *Course Exam:* Will be administered on the last day of class. This will be the completion of the KWL chart and how the student learning objectives will be incorporated into their life professionally, academically, and/or personally. Students will also complete a 20 question multiple choice examination covering student learning outcomes from Chapter reading, presentations, articles, and/or class activities (30 points)

PSY – 501 THE SCHOOL COUNSELOR IN AN EDUCATIONAL CONTEXT
TENTATIVE COURSE SCHEDULE

Date	Class Focus	Student Learning Objectives/Plan:	HW Readings & Assignments
Week 1	Course overview / class expectations / student learning goals • Presentations Sign up • Syllabus / due date reviews	• Responsibility as a member in the classroom • What does it mean to be present? • What is learning? • Tracking your learning? • KWL: What do you know about the SC in the educational context? • What do you want to know? • Why do you want to be a counselor? • What skills do you need, dispositions, knowledge, resources, and social skills? • -Video: Elementary School Counselor https://www.youtube.com/watch?v=HplRzoP47Ag • Guidance Lesson Plans/Classroom Management information • Classroom Management PowerPoint	
Week 2	Chapter 1	• Describe the school improvement agenda since <i>A Nation at Risk</i> (1983) to the current <i>Race to the Top</i> (U. S. Department of Education, 2009) initiative and how these programs have affected students, teachers, parents, administrators, and school counselors • The history of school counseling and the role of counseling in today's schools • How school counseling programs can support student achievement • The roles that the school counselor plays in a school environment • Examples of a school counselor in an advocacy role, as a leader, as a consultant, and as a collaborator and team member with students, faculty, parents, and community • Class discussions • Video: Catch em being good, class examples: https://www.youtube.com/watch?v=jkUvzpIGGRk • Video: http://www.hawaiipublicschools.org/VisionF	Chapter 1

		orSuccess/AdvancingEducation/StrategicPlan/Pages/home.aspx	
Week 3	• Student Presentations • Class activity • Class discussions	• Describe the school improvement agenda • Discuss history of school counseling and role of counseling • How SC programs support student achievement/school environment • Identity examples of a SC in different roles Video: TBA	Chapters 2, 3
Week 4	Chapters 2, 3 • Student Presentations • Class activity • Class discussions	• Understand the purpose of SC • Demonstrate understanding of major theoretical approaches in school settings • Understand how to address the diverse counseling needs • Importance of utilizing community based mental health resources • Demonstrate the knowledge to identify counseling intervention appropriate to the specific needs of the student and the issue, problem, or challenge he or she faces • Counseling practices/applications in school setting • Define variations of SC (Individual/group/curriculum) • Gathering, interpreting, and presenting assessment and testing data • Design opportunities to work with teachers on student development/behavior management issues • Helping students build resiliency Video: TBA	Chapters 4,5
Week 5	Chapters 4, 5 • Student Presentations • Class activity • Class discussions • Classroom Management Plan	• Define educational leadership/ types of leadership • Role of SC as a leader in the school • Explain SC role on the principal's leadership team • How SC use leadership to holistically support academic, career, and personal/social development for all students • Identify behaviors of SC as a leader, advocate, and collaborator to 1) change attitudes and beliefs 2) contribute to successful instructional program 3) develop high aspirations 4) influence course	Chapters 6,7

		enrollment and tracking patterns 5) contribute to safe and respectful school climates. • Describe how SC work as advocates • Identify personal/social consciousness skills needed for advocacy • Understand the ethical imperative for SC to behave as advocates • Personal plan to behave as an advocate • Describe research & accountability measures that reveal areas of inequities in schools and the need for SC to advocate • How technology and staff development skills can help you in your advocacy • Video:https://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard	
Week 6	Chapters 6, 7 • Student Presentations • Classroom Management Plan • Guidance Lessons	• Understand the difference between ethics and the law • Discuss privacy, confidentiality, and privileged communication • Family Education Rights and Privacy Act • Identify components of negligence and apply negligence and malpractice to cases involving SC • Apply informed consent and confidentiality to group work • Discuss principles established by court cases • Improvement & movement that led to development of the ASCA programs for SC, the ASCA National Model, and the ASCA mindsets and Behaviors for Student Success • Differentiate between each components of the ASCA National Model: Foundation, Delivery, Management, and Accountability • Describe the academic, career, and social-emotional domains for the ASCA National Standards and the Mindsets and Behaviors Tools to implement the ASCA National Model Video: TBA	Chapters 8, 9
Week 7	Chapters 8, 9 • Classroom Management Plan	• Components of a data driven, accountable school counseling program • Understand the power of data in delivering an ASCA model program	Chapters 10,11

	Guidance Lessons	- Define critical data elements and measurable outcomes for student success - Establish accountability measures for a data driven school counseling program - Use school-based data to support decisions on effective SC interventions and to support all students to be successful learners - How to acquire data - Use longitudinal data, percentages, identify barriers, and opportunities - Explore beliefs about working with diverse student populations - Explain impacts of poverty, social class, culture, and ethnicity on student achievement - Design strategies for promoting student success through culturally sensitive advising and counseling - Design strategies to raise consciousness level of faculty, administration, and staff to better serve student from an increasingly diverse population - Safe and Supportive Learning Environments - The Challenge for Educators - Programs of Promise - Video: TBA	
Week 8	Chapters 10 - Classroom Management Plan - Guidance Lessons	- Discuss the role of the school counselor in supporting students with special needs - Describe the three tiers of Response to Intervention - Align components of the ASCA National Model to Response to Intervention (RtI) and Positive Behavioral Intervention and Supports (PBIS) - Detail the laws and regulations that guide the programs and services for students with special needs, including 504 and IDEA - Describe the characteristics of the IDEA classifications categories of students with disabilities - Explain the specific steps involved in the special education referral process and IEP development - Coordination, Collaboration and Managers of Resources - Getting Organized	Chapters 12,13

		Barriers to Collaboration and Management Video: TBA	
Week 9	Chapters 12 - Classroom Management Plan - Guidance Lessons	- Define consultation and apply models - Explain the role of the school counselor as a consultant - Understand the power of collaborative facilitation and how to use the model - Define the relationship between the consultant and parent as consultee and teacher as consultee - Describe effective parent teacher conferences - Describe the 4 D's of creating an action plan - Develop a collaborative action plan	Chapters 14
Week 10	Chapters 14 - Guidance Lessons - Classroom Management Plan	- Develop strategies that help students connect student motivation, achievement, and future goals - Discuss the influence of parents, peers, and economic pressures on career success - Identify the career planning elements in your comprehensive school counseling and career guidance program using the career development component of the ASCA Mindset and Behaviors for Student Success and the National Career Development Guidelines - Develop strategies to create a career and college going culture with colleagues, school administration, parents, and members of the community to create bright futures for every student - Final Exam Course Evaluation - Classroom Management - Guidance Lessons Plans - Field Reports DUE	

SCORING RUBRIC FOR PRESENTATION

Guidelines for Presentation:

Presentation should be no shorter than 30 mins.

1- Class activity that is pertinent to the learning objective for the selected chapter

1-additional resource, may include (journal articles, video, and/or suggested readings)

Presentation may be presented on PowerPoint and/or other presentation software:

<https://www.customshow.com/best-powerpoint-alternatives-presentation-programs/>

	Scoring Criteria	Total Points	Score
Organization (15 Points)	Information is presented in a logical sequence.	5	
	Presentation appropriately includes additional resources	10	
	Introduction is attention-getting, lays out the chapter theme well, and establishes a framework for the rest of the presentation.	5	
Content (45 points)	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and includes 1 class activity pertinent to the learning objectives	10	
	There is an obvious conclusion summarizing the presentation.	5	
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
Presentation (40 points)	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
	Total Points	100	

GUIDANCE LESSON FORMAT

Lesson Title

a. Hawaii Counselor Standard

b. ASCA National Standard

- Domain
- Standard
- Competency
- Indicator

c. GLO

d. Lesson Objective

e. Materials Needed

- 1.
- 2.
- 3.

f. Lesson Instructions- List step by step

- 1.
- 2.
- 3.
- 4.
- 5.

g. Assessment- How will you assess your effectiveness of your lesson (i.e. group discussion, pre-test, post-quiz, rubrics, exit pass, etc.)?