

CHAMINADE UNIVERSITY OF HONOLULU
PSY 771 – SCHOOL COUNSELING
Summer Masters 2020
July 9 - Sept. 10, 2020

Instructor: Silvia Koch, Ed.D

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Room: Henry Hall 225

Time: Thursdays 5:30 – 9:20 pm

Office Hours: Available before and after class. Any other time by appointment.

Required Course Texts:

Stone, C. & Dahir, C. (2016). The Transformed School Counselor, 3rd ed. Boston, MA: Cengage Learning.

Suggested Texts:

1. Jongsma, A.E., & Knap, S.E. (2002). The School Counseling and School Social Work Treatment Planner. New York: John Wiley & Sons, Inc.

2. American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders, 4th ed. Arlington, VA: American Psychiatric Association.

3. Bowers, J. & Hatch, T. (2016). The ASCA National Model: A Framework for School Counseling Programs. Alexandria, VA: American School Counselor Association.

Catalog Course Description

Examination of the most important concepts, principles, and techniques of guidance and counseling at different educational levels. This is a required course for the School Counseling emphasis. *Prerequisites: PSY 500, 501*

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program School Counseling emphasis student learning outcomes of: 1) Students will identify core counseling theories, principles, concepts, techniques, and facts in school counseling; 2) Students will demonstrate the ability to facilitate the counseling process with clients in a school setting; and 3) Students will identify the relationship between adaptation and change and the counseling process in a school setting.

Course Description

This course is designed to provide students with an overview of the school counseling profession. Attention will be given to the various roles of the school counselor within the school context at different grade levels and with diverse populations. This course will synthesize and integrate knowledge of theories used during individual and group counseling; consultation models used with students, parents, faculty, and staff; and the development of guidance programs. In addition, students will demonstrate an understanding of the roles of the counselor as an advocate for student and of the current issues facing school systems. This course will cover professional issues, at-risk populations, special education, and multicultural issues as they pertain to school counseling.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

School Counseling Emphasis Learning Outcomes (LO):

1. Students will identify counseling theories, principles, concepts, techniques, and facts in school counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a school setting.
3. Students will identify the relationship between adaptation and change and the counseling process in a school setting.

Student Learning Outcomes:

Students will demonstrate an understanding of:

1. The roles and functions of the school counselor in the Hawaii public school system.
2. The professional, legal, and ethical responsibilities of the school counselor. School counseling competencies as identified by the American School Counselor Association (ASCA).
3. The current issues and conflicts within the school counseling field.
4. The major trends of school counseling to include: the changing role of the counselor; mental health services; prevention vs. intervention; school counseling services; and increased awareness of transition, cultural, gender, and situational factors impacting children's learning and development.
5. Professional resources/agencies for client referral and to continue self-development.
6. Facilitating a parent, student, staff, and faculty conference using appropriate consultation skills.
7. Facilitating individual and group counseling sessions.
8. Self evaluation for developing the competencies for school counseling standards.
9. Evaluating the effectiveness of a school counseling program and developing a school guidance program.
10. Evaluating and determining if basic counseling interventions are being met using measurable assessments for evaluation.
11. The Comprehensive Student Support Services available to all children in the public school system.
12. The Hawaii State Department of Education's Six General Learner Outcomes (GLO's).
13. The Ten School Counselor Performance Standards as outlined by the Hawaii Teacher Standards Board and the American School Counselor Association (ASCA).
14. The Hawaii Teacher Standards Board Code of Ethics.

Hawaii Counselor Standards

Pre-service counselors will develop a knowledge base for learning about counseling as specified by the ten areas detailed 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

Principal 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 and 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>

Attendance (Please note that the Attendance Policy has been waived this term due to COVID19. Please read below for your information of what “would have been” and for future classes.)

University policy requires students to attend and be on time for all class meetings of the course for which they are registered. If an emergency prevents the student from attending, the instructor needs to be informed. Because graduate terms are accelerated, no more than one class absence can be allowed. A student who misses more than one class has missed a substantial portion of the material presented. In this case, the student will automatically receive a “C” for the course, requiring the student to retake the course in its entirety. Prompt and consistent attendance is expected and will reflect the MSCP program policies. Chronic tardiness (more than three late arrivals of 30 minutes after class has started) will be recorded as on absence. Students are expected to actively participate in all internship seminar classes, complete assigned reading, contribute questions, provide other counseling strategies, personal reflections, and personal/professional perspectives during class.

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 the **Counseling Center** (office next to Security) at **735-4845**, in order to determine if they meet 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 can be implemented in a timely fashion. If you think you have a learning difficulty please talk to the professor immediately so that your needs can be supported.

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, and then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact the Personal Counseling Center on the Chaminade campus. **Phone [808.735.4845](tel:808.735.4845)**

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.

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

Chaminade COVID19 Information

- Chaminade’s graduate attendance policy of not allowing students to miss more than 1 class is waived.
- Students who state that they have symptoms of any illness or are observed having symptoms of any illness will not be allowed into the class.
- The classroom assigned (Henry Hall 225) has been evaluated to fit the entire class with social distancing rules in full effect.
- Students and the instructor must wear masks throughout the entire class.
- 6 ft. distancing between students should be maintained. If interaction is required within 6 ft. additional PPE’s may be required.
- In-person classes should be conducted 50% or more of the time.
- An online hybrid component to class to reduce the number of hours for face to face interaction maybe created if the need arises.
- If a student does not want to attend the in-person part of class due to fear or because they have a pre-existing medical condition, please contact the instructor as soon a possible.
- All classrooms will be cleaned prior to and after class.
- Plans are to have temperature checking stations around campus. It may not be as soon as the July 6th first day of class, but it will be installed within the term.
- No temperature checks will be conducted prior to having students enter the classroom.

Course Requirements:

1. Transformed School Counselor Chapter Presentations or Research/Reflective Paper - We have 12 students in class and will be covering half of the text in this class (771) and the other half of the text in practicum (646). Students will remain with this instructor (Koch) for both classes. 6 students will be presenting chapter presentations in 771 and the other 6 will do their presentations in 646. Those not doing chapter presentations will do the research paper.

Chapter Presentations - Each student will present a chapter from the text "The Transformed School Counselor" on a chosen date (sign-up sheet will be available on the first night of class). An activity will be presented with each chapter presentation to ensure that major points of the chapter have been adequately covered and understood. With the presentation, a typed, double spaced, paper should be available to all classmates and instructor that outlines the important points of the chapter. Total value is **100 points** for the presentation, outline, and activity. The breakdown of points is below:

organization & clarity - 50 points

outline - 25 points

activity - 25 points

Total - 100 points

Research/Reflective Paper - Students not doing a chapter presentation in 771 will submit a typewritten, double-spaced paper of at least 8-10 pages, (APA format) that reflects your personal reactions and research findings of a current issue impacting students. Explain how this issue is significant to the different levels of counselors in the school system. Evidence to support your paper should be demonstrated by research on the issue that compares and contrast how it affects students at different levels of school. Themes of past papers have been: ADHD, LGBTQ, Micronesian students, Special Education students, etc. Students will present their research/reflective papers to the class during the 9th and 10th meeting session and the completed paper will be turned in to the instructor. **Total value 100 points.**

2. Transformed School Counselor – Chapter Quizzes (7): Each student will complete a chapter quiz after each chapter presentation. The quizzes involve multiple choice, true/false, and short answer questions. Total value for all 7 chapter quizzes is **150 points.**

3. HSCA Article – In lieu of a final exam, each student will submit a typewritten, double-spaced paper of at least 500 words maximum that may be featured in the Hawaii School Counselor Association's newsletter. This paper should identify current issues impacting students and explain how it is significant to the different types of counselors in the school system here in Hawaii. Evidence to support your paper should be demonstrated by research. All students will present their research/reflective papers to the class during the 9th and 10th meeting session and the completed paper will be turned in to the instructor. Some common themes/issues might be:

-how to grow your counseling program

-mental health collaboration

-gender focus in school counseling (groups with only girls or only boys, body image, transgender, etc.

-how to get community partnerships working with you

-working with parents and families

-career readiness

-classroom management

-school counselors as leaders

-school counselors as advocates

-multiculturalism and diversity

- working with special needs students
- school counselors as consultants

Rubric:

Organization & Clarity - 50 points

Backed up by Research - 25 points

Implications for Counselors - 25 points

Total - 100 points

4. Site Visit Paper (1) – Each student will visit a school site and shadow a counselor for a minimum of 15 hours. Students will write no less than a five-page report sharing their observations, experience, and feelings of the site visit. Please keep a time log indicating the dates you visited, the times, and a brief description of the activity you were engaged in or observing. Also, note in your paper specific details on how your site is coping with COVID-19. This report will be turned in to the instructor and shared with the class during the 9th and 10th meeting sessions. Total value **100 points**.

Assessment

Chapter Presentations or Research/Reflective Paper	100 points
Chapter Quizzes	150 points
HSCA Article	100 points
Site Visit Paper	100 points
Total	450 points

Grading

A = 405-450

B = 360-404

Tentative Course Schedule

Date	Topic	Readings
Week 1 7/9 OL	Welcome & Introductions Orientation & Overview of Course Review of Syllabus & Course Requirements Sign up Chapter Presentations	Stone & Dahir
Week 2 7/16 OL	HSCA Presentation Summary of COVID19 in Schools How are Schools Opening the Year? Tele health & Ethical Practices Counseling online - the new Norm	
Week 3 7/23 F2F	Chapter 1 & 2 Presentations Chapter 1 & 2 Quizzes Relationship Building	Chapters 1 & 2
Week 4 7/30 F2F	Chapter 3 Presentations Chapter 3 Quiz Relationship Building	Chapter 3
Week 5 8/6 OL	Mindset, Motivation, & Perception Trauma Informed Care Trauma Informed Care/ACE	
Week 6 8/13 F2F	Chapter 4 & 5 Presentations Chapter 4 & 5 Quizzes Relationship Building	Chapters 4 & 5
Week 7 8/20 OL	Guest Speakers - former Chaminade students in first year of counseling Supporting Parents/Children at home	
Week 8 8/27 F2F	Chapter 6 Presentations Chapter 6 Quiz Relationship Building SEL	Chapter 6
Week 9 9/3 F2F	Chapter 7 Presentation Chapter 7 Quiz Presentation Research/Reflective Paper	Chapter 7
Week 10 9/10 OL	Presentation Research/Reflective Paper Presentation Site Visit Paper	

Chapter Presentation Sign Up

Chapter 1- Dr. Koch

Chapter 2-

Chapter 3-

Chapter 4-

Chapter 5-

Chapter 6-

Chapter 7-



Aloha, Students,

We are looking forward to resuming in person instruction and classes this summer, beginning with our July 6 summer graduate term. You have all already received a message from the university outlining safety measures in place. We'd like to take this time to reiterate what you can expect as you return to campus, including some practical details.

Health and Risk Factor Screenings

Please complete the [Chaminade Self-Screening Tool](#) before each trip to campus. Chaminade students, faculty, and staff will all be required to complete this screening before entry to campus. This anonymous screening will take about 90 second to complete and successful screening will be reported to campus Security Officers at the Chaminade University entry checkpoint.

No-contact temperature check stations are located throughout the campus.

Personal Protective Equipment

Please bring a mask to campus, you will be required to wear one while in classrooms as well as any interior shared or common spaces on campus. If you forget your mask, you can obtain a disposable mask from the library circulation in the Sullivan Family Library or at the security station when you enter campus.

Masks must cover your nose and mouth.

Hand sanitizer will be available in each classroom and hand sanitizer stations will be available throughout the campus.

Social Distancing Protocols

Classroom density has been reduced so that all students are seated at least 6 feet apart, and desks all face in the same direction.

Common spaces on campus will be marked to encourage social distancing as well.

Hygiene & Cleaning Routines

All classroom spaces will receive daily enhanced cleaning.

High traffic areas will be cleaned and disinfected several times throughout the day.
Flexible Absence Policies

If you do not feel well, please do not come to campus. Chaminade will engage in flexible absence policies to accommodate sick students. Your faculty member will work with you to keep you on track.

We very much look forward to having you back on campus and in a safe, healthy learning environment.