Chaminade University - Honolulu
PSY 501-01-3 The School Counselor in an Educational Context
Winter 2021
01/14/2021-03/18/2021 Online Thursdays

Instructor:	**Kacie Cohen, LMHC, NCC**	**Time:**	**5:30 – 9:20pm**
Phone:	**808-735-4745**	**Room:**	**Behavioral Science Building, Room 108**
Office Hours:	**By Appointment Only**	**Email:**	**Kacie.Cohen@Chaminade.edu**
Appointment:	**Email or call for appointments**		

Required Texts:
Stone, C., & Dahir. (2002). The Transformed School Counselor. Belmont, CA: Cengage
ASCA

*See end of syllabus for recommended additional readings and journal articles

Catalog Course Description
The scope of this course will be the development of skill and techniques for a counselor to assist teachers and students within a learning context, kindergarten to grade 12; assist teachers in classroom management; design, access, 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 K-12 educational environment.

Program Linking Statement
This course develops and assesses the skills and competencies for the MSCP program School Counseling student learning outcomes of: 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts in school counseling, and 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.

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 applications, etc.

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 (LO#1)

2. Ethical and legal practices for counselors in the educational context (LO#1)
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. (LO#1)
4. Motivation and learning theories regarding behavior, cognition, and socialization as they apply to students in the educational context. (LO#1)
5. The fundamentals of classroom management and the implications for consultation to assure student success. (LO#2)
6. Classroom evaluations, grading, and the interpretation of standardized tests and rating scales. (LO#1)
7. Various educational arrangements and accommodations, ant the provisions of assistance in the development of modification plans to support learning. (LO#3)
8. Modifications in counseling interventions based on cultural and linguistic diversity, and the range of counseling interventions available to students.(LO#3)
9. The ASCA National Model as the basis for developing an effective guidance program. (LO#1)
10. The design, assessment, implementation, and evaluation of a school counseling program.(LO#2)
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. (LO#2)
12. The Ten School Counselor Performance Standards as outlined by the Hawaii Teacher Standards Board. (LO#2)
13. The Hawaii Teacher Standards Board Code of Ethics. (LO#1)
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. (LO#2)

Assessments & Assignments: *Format and delivery of assignments and assessments may change.

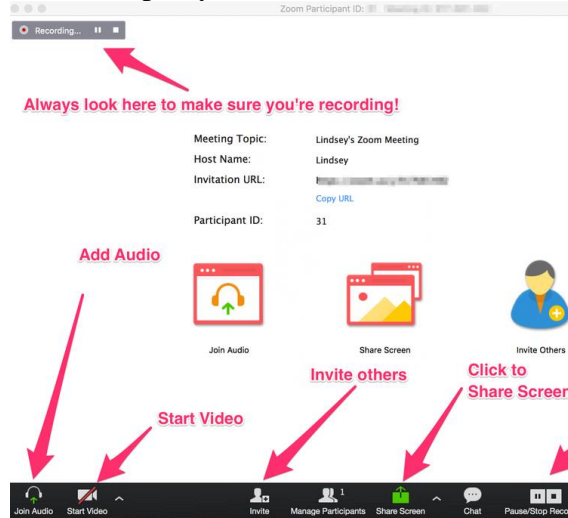| Assessment	Description	Points	Applicable SLO
Chapter Readings and Quizzes	Students will complete weekly chapter readings assignments, videos discussion activities, and quizzes.	Quizzes @ 10pts each Assignments @ 10pts each Discussions @ 10pts each	2,3,4,5,6,7,8,9,10
Guidance Lesson with Materials & Handouts	Using the The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student, you will create, present, and instruct 2 guidance lessons . 1) for K-5 and 2) 6-8, or 9-12. The entire lesson from start to finish must be a minimum of 30 mins. Each guidance lesson will include elements of the lesson concept, target, group, time, objectives,	50 (2) / 100	7,9,10,11, 12,13

	materials needed, procedures, and assessment (pre/post). 1 Lesson will be recorded and uploaded to a Google Drive 1 Lesson will be presented and instructed online *The written lesson plan should also include a follow up activity to indicate student learning. A copy of the lesson must be submitted in the Google Drive Folder 2 days prior to the presentation for student handout. Each student will be graded according to his or her preparation, and the delivery of the lesson to his or her targeted grade level audience. *See ASCA National Standards for Students, Rubric for Presentations, & Guidance Lesson Plan * Due date: see sign up You will use Zoom to video your online guidance lesson. *For help on Zoom Recording click on video: (https://youtu.be/lZHSAMd89JE). Recorded guidance lesson will be saved in the our PSY 501 Google Drive folder for instructor to review/assess and student access for discussion.		
Classroom Management Plan & Presentation	Each student will present a classroom management plan on their multimedia of their choice (Prezi, Powerpoint, Keynote, Decktopus & Google Slides etc.) The	20	4,5

	classroom management plan should be appropriate for grades K-5, 6-8, or 9-12. Final Classroom Management plan will be uploaded to the Google Drive		
Field Visit Report, and Presentation	Each student will complete an observation or interview 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 regarding how the counselor incorporates the following SLO's in to their job duties and responsibilities and how they see themselves as future school counselors. 1. The fundamentals of classroom management and the implications for consultation to assure student success. 2. Classroom evaluations, grading, and the interpretation of standardized tests and rating scales 3. Various educational arrangements and accommodations, and the provisions of assistance in the development of modification plans to support learning. 4. The ASCA National Model as the basis for developing an effective guidance program. 5. The design, assessment, implementation, and evaluation of a school-counseling program. 6. 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. 7. 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.	30	5,6,9,10,11

	*Should you not have an opportunity to interview a School Counselor you will be provided an alternate activity.		
Course Exam	Administered on the last day of class. Students will complete 30-question multiple-choice exam.	30	1-10, 14

Grading:
100-90% = A
89-80%= B
79-70% = "C" or lower grade (failing grade is C or F) and course will need to be re-taken

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.

Course Approach:
The course will be delivered through an online format via Canvas and Zoom. Class assignments, videos, activities, quizzes, discussions, and final exam will be completed on Canvas. Students are required to compete required readings and review videos prior to posting discussion material.

Please follow the Rules of Netiquette for any posts on Canvas: *Disrespectful behavior will not be tolerated.

- Respect privacy, diversity, and the opinions of other students.
- Represent yourself professionally
- Be positive and constructive
- Respond in a thoughtful manner

Course Website Address (Canvas): https://chaminade.instructure.com/
Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files.

Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Integration of 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 – Focuses on the Learner
The effective counselor consistently engages students in appropriate experiences that support their development as independent learners.
Class Integration: Counseling students will learn primary interventions of how to promote safety for all students, as well as ways to provide students with appropriate resources so as to support students in a variety of crisis situations.

Standard II – Creates and maintains a safe and positive learning environment
The effective counselor consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.
Class Integration: Counseling students will gather resources and have well developed plans for a variety of potential school crises. This will provide pre-service counselors with skills to effectively engage future students in the crisis process.

Standard III – Adapts to learner diversity
The effective counselor consistently provides opportunities that are inclusive and adapted to diverse learners.
Class Integration: Pre-service counselors will gain an awareness of one's own cultural biases; knowledge about the status of different cultural groups; and skills to effect culturally appropriate interventions.

Standard IV – Fosters effective communication in the learning environment
The effective counselor consistently enriches communication in the learning environment.
Class Integration: Pre-service counselors will role play a myriad of potential crisis situations, so as to bolster their ability to enrich communication in the school environment.

Standard V – Demonstrates knowledge of content
The effective counselor consistently demonstrates competency in content area(s) to develop student knowledge and performance.
Class Integration: Students will be required weekly to display application of crisis theory in a variety of ways (i.e. classroom participation, quizzes, journal responses, and role playing). Student's will also be working throughout the course on a culminating project and will be required to take a final exam.

Standard VI – Designs and provides meaningful learning experiences
The effective counselor consistently plans and implements meaningful learning experiences for students.

Class Integration: Pre-service counselors will show the ability to create appropriate crisis plans as well as implement best practices in crisis situations.

Standard VII – Uses active student learning strategies
The effective counselor consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.
Class Integration: Pre-service counselors will learn strategies that engage students in the crisis process. Emphasis on education and prevention of future crises will be taught and assessed utilizing a variety of measures.

Standard VIII – Uses assessment strategies
The effective counselor consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.
Class Integration: Pre-service counselors will learn assessment techniques to use in a variety of crisis situations.

Standard IX – Demonstrates professionalism
The effective counselor continually evaluates the effects of his and her choices and actions and actively seeks opportunities to grow professionally.
Class Integration: Pre-service counselors will be required to rate peers performance as well as self rate their own strengths and weaknesses.

Standard X – Fosters parent and school community partnerships
The effective counselor establishes and maintains strong working relationships with parents and members of the school community to support student learning.
Class Integration: Pre-service counselor will gather a myriad of potential outside resources to employ when actual service begins.

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 wellbeing 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/

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics

Section C Professional Responsibility
Introduction
… counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment
Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.
https://www.counseling.org/Resources/aca-code-of-ethics.pdf

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Disability Access
 If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as the first week of class, so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from **Kōkua 'Ike: Center for Student Learning** by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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? • Guidance Lesson Plans/Classroom Management information • Classroom Management PowerPoint	
Week 2	Chapter 1 • Activity / Assignment	• School Counseling: Moving Forward with Times • Issues Affecting Today's Schools -Activity Lesson (Gathering Data) • Leaders and Advocates for School • Online discussions • Hawaii State Department and CASEL	Chapter 1
Week 3	• Student Presentations • Assignment • Discussion Post	• 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	Chapters 2, 3
Week 4	Chapters 2, 3 • Student Presentations • Assignment • Discussion Post	• Understand the purpose of SC • Demonstrate understanding of major theoretical approaches in school settings • Understand hot 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	Chapters 4,5

		• 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	
Week 5	Chapters 4, 5 • Student Presentations • Assignment • Discussion Post • 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 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	Chapters 6,7
Week 6	Chapters 6, 7 • Student Presentations • Classroom Management Plan • Guidance Lessons • Discussion Post • Assignments	• 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	Chapters 8, 9

		• 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	
Week 7	Chapters 8, 9 • Classroom Management Plan • Guidance Lessons • Discussion Post • Assignment	• Components of a data driven, accountable school counseling program • Understand the power of data in delivering an ASCA model program • 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	Chapters 10,11

Week 8	Chapters 10 • Classroom Management Plan • Guidance Lessons • Discussion Post • Assignment	• 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 • Barriers to Collaboration and Management	Chapters 12,13
Week 9	Chapters 12 • Classroom Management Plan • Guidance Lessons • Discussion Post • Assignment	• 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
• Classroom Management
• Guidance Lessons Plan Submissions
• Field Reports | |

References / Resources/ Recommended Readings:

Journal Articles: Wingfield, R., Reese, R., & West-Olatunji, C. (2010). Counselors as Leaders in Schools, *Florida Journal of Educational Adminstration and Policy, 4*(1), 114-130. Retrieved from: https://files.eric.ed.gov/fulltext/EJ911435.pdf

DeKruyf, L. ,Auger, R. W. , & Trice-Black, S. (2013). The role of school counselors in meeting students' mental health needs: Examining issues of professional identity. *ASCA Professional School Counseling, 16*(5), 271–282. Retrieved from https://www.schoolcounselor.org/asca/media/asca/ASCAU/Mental-Health-Specialist/DeKruyf.pdf

Additional Recommended Readings:
The ASCA National Model: A Framework for School Counseling Programs, 4th edition