

CHAMINADE UNIVERSITY OF HONOLULU
PSY 500: School Counseling & Exceptional Children
Spring 2022

Instructor: Neal Sakaue, MSCP
Time: Thursday, 5:30 – 9:30pm
Room: Online
Office Hours: By appointment
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Required Text:

McGinley, V.A. & Trolley, B. C. (2016). Working with Students with Disabilities: Preparing School Counselors, Sage Publications, USA.

Tough, Paul (2016). Helping Children Succeed: What Works and Why, Houghton Mifflin Harcourt, Boston.

Catalog Course Description

The scope of this course involves an examination of learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and alcohol/substance abuse within the K-12 educational context. The specific focus will be on the role and function of the school counselor in a special education context. This includes, but is not limited to: assessment, intervention, special educational referral and diagnostic process, program evaluation, and how to effectively apply the social and emotional learning (SEL) knowledge within the counseling context.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program School Counseling emphasis student learning outcome of Exceptional Children and Youth Within 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.

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.

Student Learning Outcomes

Students will demonstrate an understanding of:

1. The Hawaii State Department of Education's Six General Learner Outcomes (GLO's).
2. Exceptional children and youth within a school context, including the condition, learning characteristics, personal and social challenges, linguistic, and social diversity of individuals with:
 - a. intellectual disabilities
 - b. speech and language disabilities
 - c. developmental delay
 - d. specific learning disabilities
 - e. emotional disabilities
 - f. vision and hearing impairments
 - g. physical disabilities and health impairments
 - h. Autism/ Asperger's
 - i. ADHD
3. The impact of the exceptionality on the child/youth and the family in the context of school, community, and family supports that may be needed.
4. Ethical practices in consultation and collaboration with families, school personnel, and other agency personnel in the development and implementation of individualized education programs relative to the school counseling context.
5. The preparation of goals related to the social, emotional, and behavioral needs of students with exceptionalities or disabilities.
6. The legal basis for identifying and educating students with disabilities and the procedures to implement educational programs for them, in particular, Chapter 60/IDEA.
7. Ethics and cross-cultural issues and how they apply to students with exceptionalities or disabilities within the context of counseling.
8. Scientific method and research and how they apply to students with exceptionalities or disabilities within the context of counseling.
9. Research and how it applies to students with exceptionalities or disabilities within the context of counseling.
10. Consultation relative to the school-counseling context.

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 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>

Hawaii Counselor Standards

Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

Standard 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

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.

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.

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.

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible 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.

Professionalism and Classroom Conduct

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 respectful of their peers. Please refer to the Student Handbook to the policies on plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading. 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.

Attendance Policy and Participation:

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.

Tardies- 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.

Course Requirements

Assignments are to be handed in to the Instructor on the due dates stated in the syllabus. ***No assignment will be accepted after the due date*** and will result in a zero for the total points of the assignment. All readings must be done prior to the class meeting.

1. **Disability Paper/Presentation-** In lieu of a final exam, each student will write a 8-10 page paper about a Disability of their choice. This paper consists of: defining the disability; presenting its symptoms and possible behavior indicators; differentiating strategies you can suggest to a teacher and a sample counseling program you can use with the student (3 sessions). A minimum of 5 sources are required and to be cited APA style. A one-page handout must be shared with the class on your presentation day, and your presentation should be no longer than 20 minutes (points will be deducted for going over) and presented in Power point, Keynote, etc. **(20 points paper + 4 points oral presentation + 1 point visual presentation = 25 points)**
2. **Chapter Presentation-** Each student will present a chapter from the text, Working with Students with Disabilities by McGinley & Trolley. Students will present their chapters on the assigned days according to the syllabus. A maximum 15-minute presentation (points will be deducted for going over) will be done in Power point, Keynote, etc. A one-page chapter outline must be typed out for each member of the class including the instructor. **(12 points oral presentation + 2 point handout + 1 point visual presentation = 15 points)**
3. **Quizzes-** Students will be quizzed on material from required text and information presented in class. **(14 quizzes @ 3 pts. each = 42 points)**
4. **Reflections-** Students will write 8 one-page reflection papers and will be prepared to discuss in class their thoughts and ideas. **(8 reflections @ 1 pt. each = 8 points)**
5. **Class Participation and Attendance:** 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 respectful of their peers. **(10 weeks @ 1 pt. each = 10 points)**

Grading

A = 90-100 pts

B = 80-89 pts

C = 0-79 pts

PSY 500- TENTATIVE WEEKLY SCHEDULE

Date	Topics	Readings/Assignments
4/14 Week 1	Introductions Course overview Syllabus Discussion: School Report Card	McGinley Chapters 1, 2 Reflection 1 Contact Sheet
4/21 Week 2	Chapter 1 and Chapter 2 Presentation & Quiz Discussion: 13 Categories of Disability Under IDEA Law	McGinley Chapters 3,4 Reflection 2
4/28 Week 3	Chapter 3 and Chapter 4 Presentation & Quiz Discussion: Educational Initiatives: NCLB / StriveHI / ESSA	McGinley Chapters 5, 6 Reflection 3
5/5 Week 4	Chapter 5 and Chapter 6 Presentation and Quiz Discussion: Counselor RTI Process (Level 1) for IDEA and Section 504 Referrals	McGinley Chapter 7, 8 Reflection 4
5/12 Week 5	Chapter 7 and Chapter 8 Presentation and Quiz Discussion: Counselor RTI Process (Level 2) for IDEA and Section 504 Referrals	McGinley Chapters 9, 10 Reflection 5
5/19 Week 6	<i>NO CLASS</i> <i>(Individual Check-in: Disability Paper and Presentation)</i>	McGinley Chapters 11, 12 Tough 1-8
5/26 Week 7	Chapter 9 and Chapter 10 Presentation and Quiz Discussion: Counselor RTI Process (Level 3) for IDEA and Section 504 Referrals	Tough 9-16 Reflection 6
6/2 Week 8	Chapter 11 and Chapter 12 Presentation and Quiz Disability Paper Presentations	Tough 17-23 Reflection 7
6/9 Week 9	Tough Discussion Disability Paper Presentations	Reflection 8
6/16 Week 10	Disability Paper DUE Disability Paper Presentations	

Component Details & Rubric for Disability Paper

Definition of the Disability (1 page)	Give an overview of the disability- history, prevalence, relevant information needed to understand the disability.
Presenting Symptoms (1 page)	How does the disability present? What behaviors occur in school and in other environments?
Differentiating Strategies (2-3 pages)	List and describe in depth at least five strategies you could give to a classroom teacher when working with a student with this disability?
Counseling program you can use with the student (3 lessons)	If you are the school counselor for this student(s) what skills would you teach? Please come up with three lessons that would help to develop skill(s) for a student with this disability. Please follow the sample lesson plan attached to syllabus.
Resources (1 page)	List 5 sources in APA style that you used to research your disability.
Presentation Handout (1 page)	One-page maximum to be shared with the class on your presentation day.

Lesson Title

- a. Hawaii Counselor Standard
- b. ASCA National Standard
- c. Lesson Target
- d. Materials Needed
 - 1.
 - 2.
 - 3.
- e. Lesson Instructions- List step by step
 - 1.
 - 2.
 - 3.
 - 4.
- f. Assessment- How will you assess your effectiveness of your lesson (i.e. discussion, pre-test, post-quiz, rubrics, exit pass, etc.)?

Rubrics for Chapter Presentations points

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

PSY 500 Contact Sheet

Name: _____

Phone: day _____ night _____

E-mail: _____

Experience working in schools:

Anything I may need to know to support you throughout this term: