CHAMINADE UNIVERSITY OF HONOLULU
PSY 724 – SCHOOL COUNSELING
Summer Masters 2022
July – Sept 2022

Course Number: PSY 724-01-3
Course Title: Advanced Counseling Techniques and Consultation in School Settings
Class Meeting Days: Thursday; Kieffer Hall, Room 10
Class Meeting Hours: 5:30 – 9:20 pm

Instructor Name: Neal Sakaue
Email: neal.sakaue@k12.hi.us / neal.sakaue@chaminade.edu
Phone: (808) 349-3271
Office Hours: Available anytime by appointment or request

Required Text:
Brigman, G., Villares, E., Mullis, F., Webb, L., & White, J. (2022). School Counselor Consultation, Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd edition, Hoboken, NJ: John Wiley & Sons, Inc.

Supplemental Text (not required for purchase by student):
Beachboard, C. (2022). The School of Hope: The Journey from Trauma and Anxiety to Achievement, Happiness, and Resilience, Thousand Oaks, California, Corwin Press, Inc.

University Course Description:
This course provides an in-depth and comprehensive exploration of the theoretical background and practical application of selected best-practice contemporary approaches to counseling and consultation in a school setting. Prerequisites: PSY 500, 501, 636.

Course Overview:
This course is designed for persons working in a school providing mental health services, academic support, and/or guidance to PK-12 students. This course provides applied learning that links counseling and consultation theory to practice based on the current best-practice literature.

Course Approach:
This course is designed to be interactive, (i.e. roleplaying, chapter presentations, etc.) full of dialog, and conversation. Every class will build relationships with the students and the instructor. While the course is theoretically based upon the textbook, other materials will be provided at the instructor's discretion. The instructor believes that learning can occur most optimally when students are actively and cooperatively involved. Students are expected to attend class fully prepared and ready to learn.

School Counseling Emphasis Program Learning Outcomes (PLO):
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.

Course Learning Outcomes:

1. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling in the context of school settings. (ASCA standard 7.1, 7.2; PLO 1)
2. Analyze and apply strength and evidence-based practices for counseling children and adolescents to support student growth and promote equity and inclusion (PLO 1, 2)
3. Implement evidence-based interventions for students who have been identified with a wide variety of problems, issues, and/or disorders. (PLO 2)
4. Apply counseling intervention theories and best practices in a variety of crisis situations within the school setting. (PLO 2)
5. Facilitate a parent, student, staff, and faculty conference using appropriate consultation skills. (ASCA standard 2.2, 4.1, 4.2, 4.3, 7.3; PLO 2)
6. Plan, develop, and facilitate individual and group counseling sessions, to include progress notetaking, treatment planning, and theoretical and applied perspectives in school counseling. (ASCA standard 2.1, 2.2, 2.3, 4.1; PLO 2)
7. Evaluate the effectiveness of a school counseling program and develop a school guidance program. (ASCA standard 4.1, 4.2, 4.3, 6.1; PLO 3)
8. Implement a Multi-Tiered System of Support (MTSS), which is a data-driven, problem-solving framework to improve outcomes for all students. (ASCA standard 5.1, 5.3; PLO 3)
9. Reflect, assess, and self-evaluate counselor efficacy (ASCA standard 7.3, PLO3).
    a. Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling, and family systems. (PLO 1)
10. Apply strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion. (PLO 2)
11. Apply strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion. (PLO 2)

Course Integration of Hawaii Counselor Standards:
ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA) Accepted by CAEP 2019

Learner and Learning
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.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.

1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

Content
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.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

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.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress and communicate effectively to stakeholders, analyze data, and assess student outcomes.

Instructional Practice
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.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve pre-K attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

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.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

Professional Responsibility
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.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

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.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

ASCA Ethical Standards for School Counselors: https://www.schoolounselor.org

HTSB Code of Ethics: Adopted June 4, 2018
Preface: The Model Code of Ethics for Educators (MCEE) 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 and guide ethical understanding and decision making of P-12 educators in the State of Hawaiʻi:
PDF Download of Model Code of Ethics for Educators

Hawaii General Learner Outcomes:
1. Self-directed Learner (The ability to be responsible for one's own learning).
2. Community Contributor (The understanding that it is essential for human beings to work together).
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving).
4. Quality Producer (The ability to recognize and produce quality performance and quality products).
5. Effective Communicator (The ability to communicate effectively).
6. Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically).

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.

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<u>Research Design And Counseling</u>
Heppner, Kivlighan, and Wampold

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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.

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Research Method In Social Relations
Kidder

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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

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Methods In Behavioral Research; Cozby

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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.

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

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Attendance Please note that Chaminade is being very flexible with it's attendance policy for graduate students due to COVID-19. 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:
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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Academic Conduct Policy:
From the 2019-2020 Undergraduate Academic Catalog (p. 39):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: https://chaminade.edu/current-students/

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.

Marianist Values:
This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you

should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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.

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

Six (6) Pillars of Counselor Fitness:

(Developed by Dr. Blendine Hawkins, Ph.D., Assistant Professor of Psychology at Chaminade University of Honolulu)

- **Humility & Openness:** Counseling performance enhanced by acceptance of new information, empathizing with others' opinions, experiences, and reality, seeking out new learning experiences, keen curiosity about new/novel situations.

- **Reflexivity:** Counseling performance enhanced by designing and taking ownership of a personal/professional development plan by engaging in a continual process of reflection, critical thinking, and self-assessment by using various forms of feedback about one's own effectiveness, being receptive, and responding professionally to feedback, including assessment data, supervision and consultation, client feedback, personal therapy, and evidence-based research.

- **Psychological Flexibility & Adaptability:** Counseling performance enhanced by the ability to flex to changing circumstance, and to adapt to fluctuating situational demands unexpected events, and new situations, the dedication to positive-refocusing and reconfiguring mental resources and ultimately embracing challenges as opportunities to learn and grow.

- **Emotional Stability & Self-Control:** Counseling performance enhanced by one's internal balance and maintaining a state of emotional stability, successfully separating one's personal feelings from one's clinical work, having a high tolerance for ambiguity and other people's expressed emotions, having an in-the-moment awareness of own emotional triggers and fluctuations, and engaging in impulse and self-control in relationships with clients, supervisors, and colleagues.

- **Self-Awareness, Self-Monitoring, & Self-Care:** Counseling performance enhanced by a commitment to self-awareness and to examine own belief systems, values, needs, biases, and limitations and the effects of "self" honestly and objectively on one's work with clients while maintaining ethical and healthy boundaries, in addition to demonstrating an understanding of the importance of regularly monitoring and caring for self.

- **Empathy:** Counseling performance enhanced by having a warm understanding and open-minded acceptance of other viewpoints, the ability to see things from another person's perspective, and a desire to truly understand their experiences of pain and injustice while creating an environment of cultural safety, and in counseling, the context is concerned with facilitating the expression of other's thoughts and feelings.

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 total points for the assignment. All readings must be done prior to the class meeting.

Assignments:
Chapter Presentation with Outline	10
(8) Chapter Quizzes (3 points ea.)	24
Theory Paper and Presentation	10
HSCA Newsletter Article	10
CUH Counselor Fit Disposition Assessment	10
Site Visit Paper (15-hour site visit requirement)	10
Guidance Lesson Presentation with Lesson Plan	10
(6) Weekly Reflections	6
Professionalism- Attendance and Participation	10

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Total Points   100

Grading:
A = 90 – 100
B = 80 – 89
C= 79 & below (you must retake the class)

Assignment Description:

▪ **Chapter Presentation with Outline:** The presentation should not exceed 15 minutes and should summarize the main points of the chapter. A one-page outline must be shared with each member of the class and the instructor prior to the chapter presentation.

▪ **Chapter Quizzes:** A chapter quiz will be assigned after each chapter presentation. The quizzes are designed to assess your rationale behind decisions and choices you make as a school counselor based on information in the chapter.

▪ **Theory Paper and Share-out:** Due Week 7, each student will be given an established counseling theory and write a **minimum** 500-word paper explaining its evidence-based techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

  • Explain and describe Alfred Adler's principles of counseling as applied in schools with a preadolescent population;
  • Explain the principles of behaviorism as they are applied in school settings;
  • Explain and describe the principles of counseling as developed by Carl Rogers;
  • Describe rational emotive behavioral therapy and explain its application in schools;
  • Explain and describe models for cognitive behavioral therapy used in schools today;

• Explain choice theory and describe William Glasser's model for reality therapy in the schools;
• Describe the methods of solution-focused brief counseling and goal setting in the schools;
• Describe the methods of strengths-based counseling in the schools.

▪ **HSCA Newsletter Article**: Due Week 8, each student will submit a reflective paper in a **maximum** 500-word paper, that will be submitted to the Hawaii School Counselor Association's newsletter. This paper should identify a current issue impacting students and an exploration into its implications it has on school counselors. Evidence to support your paper should be demonstrated by research of at least *two* cited references.

   Some common issues may be (but not limited to): gender focus, body image, community partnerships, working with parents and families, career readiness, classroom management, school counselors as leaders, school counselors as advocates, school counselors as consultants, multiculturalism and diversity, working with special needs students, social emotional learning.

• **CUH Counselor Fit Disposition Assessment:** Due Week 9, each student will reflect, assess, and self-evaluate their counselor efficacy using the CUH Counselor Fit Disposition Assessment (see link below) to assess accomplishments and identify mistakes to improve their practice.

   https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6350c1cc-ac2a-37ad-aea6-bb8b591010ab

▪ **Site Visit Paper:** Due Week 10, each student will visit a school site and shadow a counselor for a minimum of 15 hours. Students will write a **maximum** 5-page report (double-spaced) sharing their:

   • Highlights, observations, and challenges of their experience in schools this term;
   • An area of school improvement (bullying, attendance, peer conflict, etc.) that will be addressed in the development of their Guidance Program during Practicum. This Guidance Program will consist of the development of 5 guidance lessons with evidence-based interventions to be implemented by the Chaminade student in Internship A (Action Research Project).

   Instructor's note: It is important to communicate with your Site-Supervisor which day(s) you will attend your site through the remainder of this School Counseling term. It is highly encouraged for you to attend to each of your sites at least one-day per week throughout this term, even though you have met the minimum 15-hour requirement.

- **Guidance Lesson Presentation:** Each student will present to the class an academic/personal-social/career lesson and should not exceed 20 minutes. A copy of the lesson plan must be shared with each member of the class and instructor prior to the lesson presentation. Student will be assessed and given feedback by both the Instructor and other member s in the class in regards to the presenter's delivery of their lesson to their targeted audience. (Please follow Lesson Plan template attached).

- **Weekly Reflections:** Due before the start of class, each student will submit a reflection on an assigned topic in 250 words or less.

Tentative Course Schedule

Date	Topic	Assignments
Week 1 7/7 OL	Welcome & Introductions Orientation & Overview of Course Review of Syllabus & Course Requirements	Reflection 1 (intro sheet)
Week 2 7/14 OL	Guest Speaker: Hawaii School Counselor Association **Introduction Sheet Due**	Chapters 1 & 2
Week 3 7/21 IP	**Chapter 1 & 2 Presentation & Quiz** Guidance Lesson Presentation 1 *Vignette 1- Hope*	Chapters 3 & 4 Reflection 2
Week 4 7/28 IP	**Chapter 3 & 4 Presentation & Quiz** Guidance Lesson Presentation 2 & 3 *Vignette 2- Grit*	Chapter 5 & 6 Reflection 3
Week 5 8/4 IP	**Chapter 5 & 6 Presentation & Quiz** Guidance Lesson Presentation 4 & 5 *Vignette 3- Motivation*	Chapter 7 & 8 Reflection 4
Week 6 8/11 IP	**Chapter 7 & 8 Presentation & Quiz** Guidance Lesson Presentation 6 & 7 *Vignette 4- Energizing*	Theory Paper Reflection 5
Week 7 8/18 IP	**Guidance Lesson Presentation 8** *Vignette 5- Follow Through & Appraisal* **Theory Paper Due**	HSCA Paper Reflection 6
Week 8 8/25 OL	Guest Speaker: Sean Tajima, CAS- Campbell-Kapolei **HSCA Paper Due**	Fitness Assessment
Week 9 9/1 OL	Individual Conferences **Fitness Assessment Due**	Site Paper
Week 10 9/8 OL	**Site Paper & Presentation Due**	

(GUIDANCE LESSON FORMAT)

Lesson Title

a. Hawaii School Counselor Performance Standard

b. ASCA National Standard
- •   Domain- Academic, Personal, Career
- •   Standard
- •   Competency
- •   Indicator

c. Lesson Objective- *What do you hope your students will learn?*

d. Materials Needed- *list*

e. Lesson Instructions- *list*

f. Assessment- *(i.e. group discussion, pre-test, post-quiz, rubrics, exit pass, etc.)- How well did your students understand your lesson? What instructional changes can you make next time?*

TIPS FOR DELIVERING AN EFFECTIVE GUIDANCE LESSON
- Any COVID-19 adaptations? *(i.e.seating arrangements; rules)*
- How were "ground rules" established?
- How does your lesson address the visual/auditory/kinesthetic learner?
- Is your delivery appropriate for your targeted audience?
- Demonstrate basic classroom management techniques.
- Identify your anticipatory set or "hook" to gain student attention.
- To stay within a 20-minutes time-limit, identify where you can "cut and run" if needed.
- Reflect on the student assessment and debrief the lesson with your Site-Supervisor.

Rubrics for Chapter Presentations points

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	• 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	• Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection	• Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection	• 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	• 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	• 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	• 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	• 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	• 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	• Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	• Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	• Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

PSY 724 Contact Sheet

Name:

Phone:

Site 1:

Site 1 Supervisor Name:

Site 2:

Site 2 Supervisor Name:

One area of improvement you would like to make this term and why:

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