

Introduction to School Counseling

Course Syllabus for EHS 710

Suffolk University, Fall 2007

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Office Hours – Mon. 1:00pm -4:00pm, Wed. 1:00pm - 3:00pm, or by appointment

Class meeting location and Time – Sawyer 1125, Mondays 4:30 – 7:10

Course Description (from the course catalog)

“The foundation course for those enrolled in the school counseling program. The philosophical and theoretical foundations for school counseling are investigated, as well as the roles and functions of the school counselor, including group counseling, consultation, referral, Chapter 766 involvement, etc.”

This course meets the following DOE standards for School Guidance Counselor preparation:

- a. Curriculum Frameworks/Advising
- b. Understanding the MCAS and other academic tests
- f. Prevention and treatment of substance abuse
- g. Philosophy, principles, and practices in school counseling
- h. Federal, state, municipal, and school laws and regulations
- j. Resources within the school system/community
- m. Development of skills for consultation

This course meets the following DOE standards for School Adjustment Counselor preparation:

- d. Substance, physical, and sexual abuse
- f. Communicating with families/school personnel
- i. Federal laws and regulations

Required Texts

- Baker, S. B., & Gerler, E. R. (2007). *School counseling for the 21st century (5th edition)*. Pearson Education, Inc., Upper Saddle River, NJ
- Assigned readings available via library reserve or Blackboard

Objectives

The primary objectives of this course are to develop an understanding of the primary roles and responsibilities of the professional school counselor, including personal, professional, legal and ethical duties. Students are expected to:

1. Develop an understanding of the role of the 21st century school counselor in education
2. Develop and increase awareness of contemporary and historical models of school counseling practice
3. Develop an awareness of the critical issues facing the secondary school counselor
4. Demonstrate the ability to reflect on observations of school counselors to develop awareness of personal strengths/challenges
5. Develop awareness of issues facing adolescents today

Class Schedule and Assignments

Date	Topic	Reading Due	Assignment Due
9/10	Introduction/course overview		
9/17	Historical underpinnings of the profession and contemporary school counseling	1, 2	
9/24***	Getting to know library resources and school counseling literature		
10/1	ASCA National Model for School Counseling Programs	3 ASCA Model pages 8-26 ASCA Model pages 39-44	
10/15	ASCA National Standards; Massachusetts Model and Curriculum Frameworks; Accountability in School Counseling	4 Appendix C; Mass. Model pages 1-4, 11-23	Article Review
10/22	Legal and Ethical roles and responsibilities, including special education and drug use/abuse	5	Ethics Exam
10/29	Advocacy, leadership, and collaboration roles of school counselors	6, 7	
11/5	Individual and group counseling; Comprehensive Developmental Guidance	8, 9	
11/13**	Partnering with outside agencies: referral and coordination activities; Consultation	10, 11	
11/19	Assessment in School Counseling	12	Final Exam
11/26	Beyond grad school; health and well-being as a school counselor	14	
12/3	Group discussions regarding observations		Observations/ reflection paper

** Class meets on Tuesday

***Class meets in Library

Assignments and Evaluation

Regular attendance and participation in class discussions and activities are required. You need to inform me of your absence if it is foreseeable; if it is not foreseeable, you need to let me know as soon as possible. You are expected to come to class ready and able to discuss the readings with your classmates in small learning groups, or with the instructor. At this point in your professional development, your colleagues can be valuable contributors to your learning in the class, and your experience and knowledge can be valuable to them. **Check the ‘Assignments’ section of our Blackboard site for more information.**

Criterion	Brief Description	% of Grade
Attendance/Participation	Regular and punctual attendance in class, and quantity and quality of participation. Your grade will be lowered by 5% for each day you are absent over one day.	15%
Article Review	Summarize a peer-reviewed research-based article regarding school counseling. The paper should be 2-3 pages, single-spaced. The paper must summarize the need for the research study, summary of how it was conducted, key findings, and their relevance to practicing school counselors. You should conclude with a one paragraph critique of the article. Provide a photocopy of the article when you submit.	15%
Legal and Ethical Issues Exam	In-class exam covering legal and ethical issues in school counseling.	10%
Final Exam	A short-answer, in class exam that can cover anything discussed in lecture/text except ethical/legal issues. Consists of 8 questions, of which you must answer 5.	20%
Field Observations/Reflections	You are expected to conduct 40 hours of observation as part of this class (at least six different visits). For each observation, write a minimum of 1 page (double-spaced) reflecting on what you learned about school counseling or working in schools from observing and talking with the person. Assemble these reflections into a single document, with a 2-3 page minimum (double-spaced) summary of the things that you found most surprising/ enlightening during your observations.	40%

Grades for the course will be assigned on the following scale:

A = 95 and above	A- = 90-94.99	B+ = 85-89.99	B = 80-84.99
B- = 75-79.99	C+ = 70-74.99	C = 65-69.99	(pattern continues)

Course Withdrawals and Incompletes

- The last day to drop this course without a W is September 17th, 2007
- You will receive an Incomplete if you have not finished the observation hours.
- Incompletes will only be awarded to students who have participated in at least half of the course, as evidenced by attendance and completion of assignments. The right to grant an incomplete to a student is solely the instructor's, and you must meet with the instructor to request an incomplete prior to the last day of class. During this meeting, a contract delineating student responsibilities for completing the course will be discussed, created, and signed.