

PSY 6240 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS
SPRING SEMESTER 2018, STATEWIDE BROADCAST, TUESDAY, 5:15 – 7:30 PM

Instructor: Beverly Pickup, M.Ed.

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REQUIRED READINGS:

Gysbers, Norman; Henderson, Patricia (2012). Developing & Managing Your School Guidance & Counseling Program, 5th edition. American Counseling Association, ISBN: 978-1-55620-312-1

American School Counselor Association (2012). The ASCA National Model: A Framework for School Counseling Programs, 3rd edition. ISBN: 978-1-929289-32-5

Utah College and Career Readiness School Counseling Program Model Second Edition (Will be provided for you)

Additional readings may be assigned. These readings will add depth to the College and Career Readiness School Counseling Program. The readings will be available through Canvas.

COURSE DESCRIPTION:

This course serves as an introduction to the role and function of school counselors. The course will involve an overview of the history of school counseling and the role of school counselors in a College and Career Readiness School Counseling Model.

Students will examine the role of the professional school counselor and attain the skills necessary to establish an effective school counseling program using the framework of the National & Utah College and Career Readiness School Counseling Program.

KEY COURSE OBJECTIVES - OVERALL

1. Learn to apply course material (to improve thinking, problem solving, and decisions)
2. Develop skills, competencies, and points of view needed by professional school counselors
3. Develop skill in expressing yourself orally and in writing

COURSE OBJECTIVES - KNOWLEDGE & SKILL OUTCOMES

1. Design, implementation, management, evaluation, and enhancement of a comprehensive developmental school program.
2. Development and implementation of individual planning that supports the Plan for College and Career Readiness (PCCR) at the secondary level, with students, parents, and professional personnel.
3. Design and implementation of a systemic approach to dropout prevention with social/ emotional supports. (e.g. Myrick's or RTI model for large group, small group, and individual counseling; peer assistance; coordination and collaboration).
4. Planning and presenting counseling curriculum that involves students, school personnel, and parents.

5. Collaborative and system support activities of comprehensive counseling such as program management, placement and follow-up, public relations, and community outreach.
6. Knowledge of the history, philosophy, and current trends in school counseling and educational systems.
7. Knowledge of the relationship of the school counseling program to the academic and student services program in the school.
8. Strategies of leadership designed to enhance the organization, administration, and learning environment of schools.
9. Knowledge and application of current technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career literacy, social/ emotional and multicultural/ global citizenship choices.
10. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career literacy, social/emotional development and multicultural/ global citizenship choices.
11. Promotion of the use of school counseling activities and program to enhance a positive school climate.
12. Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community and skills in making appropriate modifications for diverse populations.
13. Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs and skills in making appropriate modification for diverse populations.
14. Individual, group, and classroom school counseling approaches systematically designed to assist all students in academic, career literacy, and social/ emotional development and multicultural/ global citizenship choices.
15. Preparation of DATA Projects, Student Learning Objectives, and school counseling calendar that reflect appropriate time commitments and priorities in the Utah College and Career Readiness Comprehensive School Counseling Program.
16. Legal and ethical considerations.

COURSE REQUIREMENTS:

Attendance: Students are required to attend class each week, complete assigned reading, participate in class discussion, and complete assignments on time.

Quizzes (200 pts): There will be 10 quizzes covering the reading material throughout the semester. Quizzes will open on Wednesday at 12:00 am the week before the due date. Quizzes will be taken online via canvas. Quizzes will range in number of questions and format. Students will have 45 minutes to complete each quiz. All quiz information and due dates are listed on the course overview and in Canvas.

School Counseling Website Search (20 pts): Students will explore four different school counseling websites and complete a write-up of strengths and weaknesses. Assignment details and rubric are listed in Canvas.

Belief Paper (25 pts): Students will examine their beliefs regarding the success of each student. The Belief Paper will be a two page reflection. Assignments details and a rubric are listed in Canvas.

Mock Review (436 pts): Students will complete a College and Career Readiness Program Mock Review. The Mock Review includes 7 Standards with Assurances. A detailed rubric for each Standard and Assurances is listed in Canvas.

Mock Performance Review (50 pts): Students will review their College and Career Readiness School Counseling Program with a classmate during class and complete the required document with signatures. The assignment details are listed in Canvas.

Mid-Term (50 pts): The Mid-Term Exam will be taken through Canvas and open on Wednesday, February 14 at 8:00 am. The Mid-Term is due Tuesday, February 20 at 11:59 pm.

Final (100 pts): The comprehensive final will be taken via Canvas. The final will open on April 25 at 8:00 am and close on May 1 at 11:59 pm. The final will be closed book and note.

GRADING SYSTEM

<p>Evaluation Criteria: Assignments will contribute to your grade in the following way:</p> <p>Reading Quizzes: 20% Exams: 30% Assignments: 20% Mock Review: 30% Total = 100%</p>	<p>Grading: The following percentages will determine grades:</p> <p>A = 95-100%, A- = 90-94%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 60-66%, F = 0-59%</p>
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Expectations: Students are expected to participate in class and share their ideas and views while respecting other students and the instructor. Students are expected to show respect and professionalism through email and Canvas to the instructor and teacher assistants. Professional communication is an essential skill to possess as a graduate student and school counselor.

Late Work: No late work will be accepted unless there are extenuating circumstances and the student has made arrangements with the instructor.

Accommodations: If you have a handicapping condition that I should be made aware of (e.g., a hearing or visual impairment or a learning disability), please let me know so that I can work with you to accommodate your needs.

Academic Dishonesty: I deal with plagiarism and cheating in the following ways: 1) the student will receive an F grade for the course; and, 2) the Vice President for Student Services will receive a letter from me outlining the details of the infraction.

Additional Information: I may ask you to read a few of the articles in Canvas to prepare for class on particular days. I will let you know at least a few days in advance in class or via email. I hope that your experiences in this course will prove worthwhile, and I look forward to having you in class!

PSYCHOLOGY 6240 – COURSE OVERVIEW

Date	Topic	Reading/Assignment Due
Jan. 9	Introduction – History of School Counseling	Gysbers Chapter 1 Quiz #1 due Jan 16, 5:00 pm
Jan. 16	Comprehensive School Guidance & Counseling Program: Getting Organized ASCA National Model (Themes & Foundation)	Gysbers Chap 2; ASCA p 1 – 10; 21 - 30 Quiz #2 due Jan 16, 5:00 pm
Jan. 23	Theoretical Foundations and Organizational Structure ASCA National Model (Delivery, Management)	Gysbers Chap 3; ASCA p 41 – 57; 83 – 88 Quiz #3 due Jan 23, 5:00 pm School Counseling Website Search due Jan 23, 5:00 pm
Jan. 30	*Guest Speaker: Day in the Life of a School Counselor Assessing Current Guidance and Counseling Program ASCA National Model (Accountability)	Gysbers Chap 4; ASCA p 99 – 107 Quiz #4 due Jan 30, 5:00 pm
Feb. 6	College & Career Readiness School Counseling Program Introduction to the Program Review Utah Model – Intro & Leadership	Utah Model p 1 – 3; 17 – 23 Quiz #5 due Feb. 6, 5:00 pm Belief Paper due Feb. 6, 5:00 pm
Feb. 13	*Guest Speaker Standard 3/4 & Day in the Life Utah Model – What We Do Standard 3	Utah Model p 25 – 34 Quiz #6 due Feb. 13, 5:00 pm Midterm opens Feb. 14, 8:00 am
Feb. 20	No Class – USU Monday Schedule	Midterm due Feb. 20 by 5:00 pm
Feb. 27	Managing Your New Program Utah Model – How We Do it Standard 4	Gysbers Chap 8; Utah Model p 35 – 44 Quiz #7 due Feb. 27, 5:00 pm Standard 3 due Feb. 27, 5:00 pm
Mar. 6	No Class – USU Spring Break	Standard 4 due Mar. 6, 5:00 pm
Mar. 13	*Guest Speaker Standard 5/6 & Day in the Life Ensuring School Counselor Competency Utah Model – Why It Matters Standard 5	Gysbers Chap 9; Utah Model p 45 – 56 Quiz #8 due Mar. 13, 5:00 pm
Mar. 20	Evaluating Comprehensive Guidance & Counseling Program Standard 6	Gysbers Chap 10 Quiz #9 due Mar. 20, 5:00 pm Standard 5 due Mar. 20, 5:00 pm
Mar. 27	*Guest Speaker Standard 1,2,7 Data & Day in the Life Enhancing Comprehensive Guidance & Counseling Program Utah Model – Data Driven Leadership Standard 1	Gysbers Chap 11; Utah Model p 5 – 16 Quiz #10 due Mar. 27, 5:00 pm Standard 6 due Mar. 27, 5:00 pm
Apr. 3	Standard 2	Standard 1 due Apr. 3, 5:00 pm
Apr. 10	Standard 7/Assurances Part 1	Standard 2 due Apr. 10, 5:00 pm
Apr. 17	*Guest Speaker – Day in the Life Assurances Part 2	Standard 7 & Assurances Part 1 due Apr. 17, 5:00 pm
Apr. 24	Final Mock Review Review for Final	Assurances Part 2 due Apr. 24, 5:00 pm Final Mock Review due Apr. 30, 5:00 pm Final Exam open Apr. 25, 8:00 am
May 1	Finals Week	Final Exam due May 1, 11:59 pm