# Course Syllabus

## Course Information

**Course:** COUN 5680  Counseling in the School Setting  
**Term, Day, Time:** Summer 2013, Tuesdays 5:45pm – 10:00pm  
**Instructor:** Sharon V. Balcome, Ph.D., LMFT, LPCS  
**Phone:** 843-209-2015  
**Email:** SharonBalcome00@webster.edu

## Catalog Description/Content Area

**COUN 5680 Counseling in the School Setting**  
This course examines counseling practices in relation to children and adolescents in the school setting and the role and function of the counselor as a partner in the learning process. Focus is on developmental needs and age-related issues. Special problems of physical and sexual abuse, substance abuse, suicide, and grief are examined.  
Content Area: Human Growth and Development AS RELATED to school emphasis and some Helping Rxs AS RELATED to school emphasis.

## Learning and Skills Outcome Objectives

*Upon successful completion of this class students will be able to:*  
1. Demonstrate understanding of a comprehensive counseling program including the role of technology in program delivery;  
2. Identify the importance of individual counseling with a focus upon brief counseling approaches and issues affecting the development and functioning of school-age children (Empathetic; Knowledgeable);  
3. Demonstrate understanding of developmentally structured activities, peer helper groups, classroom guidance, and programs for the total school community that address successful learning; and  
4. Demonstrate understanding for the place of parental involvement in educational transitions and developmental life crises.

## Materials

- Assessment & Treatment of Childhood Problems, Schroeder, 2nd edition, ISBN# 1572307420  
- The Seven Habits of Highly Effective Families, Stephen Covey, ISBN# 0307440850  
**Lab Fee:** Darkness to Light Booklet: $10.00 (to be purchased during class.)

## Method of Instruction

This course will consist of mini-lectures, discussion, role playing, exploration of individual developmental/family issues, presentations, research, interviews, and critical writing.

## Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>A. Tests (2 each)</td>
<td>25%</td>
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<tr>
<td>B. Reflection Papers</td>
<td>20%</td>
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<tr>
<td>C. Presentation</td>
<td>10%</td>
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<tr>
<td>D. Class Participation</td>
<td>20%</td>
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The GRADUATE catalog provides these guidelines and grading options:

- **A/A−** Superior graduate work
- **B+/B/B−** Satisfactory graduate work
- **C** Work that is barely adequate as graduate-level performance
- **CR** Work that is performed as satisfactory graduate work (B− or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
- **NC** Unsatisfactory graduate work
- **F** Work that is unsatisfactory
- **I** Incomplete work
- **ZF** An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
- **IP** In progress
- **W** Withdrawn from the course
- **WF** Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements.

Realize that the grading of this course has a subjective component to it based upon the experience of the instructor. The Counseling faculty recognizes that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should **demonstrate marked progress toward the course objectives** as noted above as well as show strong interpersonal skills and be able to write coherently on course topics. Your final grade in this course will reflect **not only your academic performance but also your counseling skill development as evaluated by the instructor**. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of **objective and subjective** assessment.

**Activities**

1. **Presentation:** Each student will choose a faculty/staff person in a school system to interview. A 10 minute presentation will be given in class on each position. The following positions may be chosen: principal, teacher (various levels such CD-Kindergarten, primary grades elementary grades, middle school or high school), psychologist guidance counselor, assistant principal, speech therapist, occupational therapist, secretary, attendance secretary, media specialist or nurse.
2. **Reflections papers:** This is a two page paper which is typed on the previous week’s class topic. The focus of the paper is the student's reaction to some point made in class, not a summary of what was discussed in class. Each student is expected to read his/her reflection paper to the class at least once during the term. This will be part of the reflection paper grade.

**Policy Statements:**

**University Policies:** University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:
### Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

### Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

### Special Services

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

### Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

### Course Policies

| CLASS PARTICIPATION/ATTENDANCE | Active participation in class discussions and activities will be expected. Students will be expected to be present when the class begins and participate during the entire class session without early dismissals. Laptops are not needed during class and will be viewed as a nonparticipation tool. |

### Weekly Schedule

Week 1: Syllabus review. Overview of developmental theories and birth order theory. Two page paper on introducing yourself using developmental theory. Sign up for class presentations.

Week 2: Review two page papers. Discuss “What is a Family and Family Relationships.” Video and discussion about family dynamics. Reflections paper on personal family system.

systems on school performance.

Week 4. Midterm

Week 5: Substance abuse in the family. Reflection paper on a specific family role and its impact on school performance. Presentation on a school employee’s role.

Week 6: Grieving the death of a loved one. Attention Deficit Hyperactive Disorder. Reflection paper on Grief issues for students or ADHD and its effect on student’s school performance.

Week 7: Violence (Verbal/Physical). Reflections paper on violence issues in the school setting. Understanding cultural differences..

Week 8: Darkness to Light Training ($10 fee for DTL book.) Take home exam.

Week 9: Exam

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**Course Requirements:**

**Course Attendance:**
The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

**Conduct:**
Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or
classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.

4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:
Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University’s accreditation by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:
Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.
Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

**Mastery Level (Grade of “B”): Professional Achievement**

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject/topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

**Mastery Level Plus (Grade of “A”): Creative Achievement**

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A" represents the best work of students, accomplished in a unique and professional manner.

**Note:**
To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.
For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at [www.webster.edu/acadaffairs/asp/arc.htm](http://www.webster.edu/acadaffairs/asp/arc.htm), or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: ________________________________
Job Title: ________________________________
Date: ______________

| Approved by | Dr. Jack Shortridge  updated 4/15/2013 |