



The Graduate Counseling Program
Course Syllabus

Jacksonville, FL Campus

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| Course | COUN 5680 / JC / Counseling in the School Setting | |
| Term | Fall 1, 2009 – Saturday #2 – 8:00 am – 5:00 pm 8/22, 9/5, 9/19, 10/3, 10/10 (1-5pm) | |
| Instructor | Name: Cell Phone: Email: | Shannon Knight, Ph.D. (904) 505-7083 dr.sknight@comcast.net or knight-s@firn.edu |
| Catalog Description | The student examines the relationship between school counseling and the broader counseling profession, learns to apply general counseling procedures to the school setting, explores school practice and counseling, and develops personal awareness of interactional elements important to effective school counseling. | |
| Prerequisites | <u>Expected Incoming Student Competency</u> <ul style="list-style-type: none">• Basic knowledge of counseling practice issues.• Ability to write an APA format research paper.• Foundational knowledge of counseling theory | |
| Course Level Outcome Objectives | <i>Upon successful completion of this class students will be able to:</i> <ol style="list-style-type: none">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;4. Demonstrate understanding for the place of parental involvement in educational transitions and developmental life crises. | |

| Materials | <p>Schmidt, J.J. (2008). Counseling in the Schools. (5th Edition). Allyn and Bacon. ISBN# 0-205-54040-6</p> <p style="text-align: center;">To order Textbooks go to the local North FL website at www.webster.edu/jack and click on Order Textbooks to select a vendor</p> <p>Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery</p> <p><u>Supplemental Readings:</u></p> <ul style="list-style-type: none"> • Articles for review will be provided throughout the course • <u>Research Paper Guidelines and Sample Paper</u> - See website @ www.webster.edu/jack and click on Student resources category | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--------------------|-----------------------|---|-----------|--|-----------|--|-----------|-----------------------|-----------|----------------------|-----------|---------|----------|--------------------------------------|------------------|--------------|-------------------|----------------------------|-------|----------|---|---------|----|
| Methods of Learning | <p>Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, group interactions, field experience, and research assignments.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| Grading | <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Assignments</th> <th style="text-align: right;">Maximum Points</th> </tr> </thead> <tbody> <tr> <td>• Field Experience Project/Presentation</td> <td style="text-align: right;">15 Points</td> </tr> <tr> <td>• Research Paper (Including Passports)</td> <td style="text-align: right;">20 Points</td> </tr> <tr> <td>• High Facilitative Response Model (2 @ 5 pts. Each)</td> <td style="text-align: right;">10 Points</td> </tr> <tr> <td>• Essays/Readings (6)</td> <td style="text-align: right;">20 Points</td> </tr> <tr> <td>• Group Presentation</td> <td style="text-align: right;">20 Points</td> </tr> <tr> <td>• Video</td> <td style="text-align: right;">5 Points</td> </tr> <tr> <td>• Class Participation and Attendance</td> <td style="text-align: right;"><u>10 Points</u></td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">100 Points</td> </tr> </tbody> </table> <p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Percentage of Total Points</th> <th style="padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">95%-100%</td> <td style="padding: 5px;">A</td> </tr> <tr> <td style="padding: 5px;">90%-94%</td> <td style="padding: 5px;">A-</td> </tr> </tbody> </table> | Assignments | Maximum Points | • Field Experience Project/Presentation | 15 Points | • Research Paper (Including Passports) | 20 Points | • High Facilitative Response Model (2 @ 5 pts. Each) | 10 Points | • Essays/Readings (6) | 20 Points | • Group Presentation | 20 Points | • Video | 5 Points | • Class Participation and Attendance | <u>10 Points</u> | TOTAL | 100 Points | Percentage of Total Points | Grade | 95%-100% | A | 90%-94% | A- |
| Assignments | Maximum Points | | | | | | | | | | | | | | | | | | | | | | | | |
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| • Essays/Readings (6) | 20 Points | | | | | | | | | | | | | | | | | | | | | | | | |
| • Group Presentation | 20 Points | | | | | | | | | | | | | | | | | | | | | | | | |
| • Video | 5 Points | | | | | | | | | | | | | | | | | | | | | | | | |
| • Class Participation and Attendance | <u>10 Points</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 100 Points | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of Total Points | Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| 95%-100% | A | | | | | | | | | | | | | | | | | | | | | | | | |
| 90%-94% | A- | | | | | | | | | | | | | | | | | | | | | | | | |

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| 84%-87% | B |
| 80%-83% | B- |
| 70%-79% | C |
| Below 70% | F |

**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 (published elsewhere) 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.

Student Assignments Retained

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

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| | <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p> |
| <p>Activities</p> | <p>Student activities may include: presentations, role play, case vignettes, research assignments, current events and field experiences.</p> <p>Field Experience Project:</p> <ul style="list-style-type: none"> • A half-day field experience followed by a 2-3 page summary of activities is required. Student will present a creative class presentation. <p>Research Paper Including Passports Internet Proficiency:</p> <ul style="list-style-type: none"> • The Research Paper will be 8 to 10 pages, one-inch margins, printed on one side of the page only, standard white bond paper, and conforming to <u>Research Paper Guidelines</u> (see website http://www.webster.edu/jack). Please note, your paper will be evaluated on content and the degree to which it conforms to <u>Research Paper Guidelines</u> as expressed in the sample paper provided to you. • Ten citations from professional journals is the minimum for a graduate level research paper. • Grammar, spelling, punctuation are expected to be perfect in a graduate level paper. • Students are expected to access Passports Internet as a documented component of the Research Paper. • Each week a 2-3 page reaction paper to the readings is due. Essays will be presented in a seminar format. <p>Class Participation and Attendance:</p> <ul style="list-style-type: none"> • Students are expected to attend all class sessions of every course for the full 36 contact hours. 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. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. <u>Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.</u> • Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the |

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| | <p>term ends.</p> <ul style="list-style-type: none"> • Participants are expected to arrive on time and be become actively involved in the learning experience. Each student should desire not only to learn, participate, and but also to proactively contribute to the learning of others during each discussion and exercise. Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes. • Assignments are given to prepare the student to; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class. • A maximum of 10 points will be awarded based on the level and quality of participation and preparation. • Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points. • All assignments are due as detailed in the Course Schedule. • Late assignments will be accepted, if they are turned in <i>no later</i> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. • Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted. | |
| <p>Weekly Schedule</p> | | <p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Read Chapters 1 and 2 • Prepare 2-3 page reaction essay to the readings |
| | <p>Session 1</p> | <p>AM Session 8am – Noon THEME: Introduction to School Counseling Topics:</p> <ul style="list-style-type: none"> • Overview of Course Assignments • Select topics for assignments/choose groups/schedule • Seminar on Chapter 1: The School Counseling Profession (Essays due) • 20 minute group interaction: What I remember about my school counselors • Review of High Facilitative Response Model |

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| | <p>Session 5</p> | <p>AM Session 8am – Noon THEME: Individual and Group Counseling Topics:</p> <ul style="list-style-type: none"> • Seminar on Chapter 7: Individual Counseling and Group Processes • Group Presentation #1 Topic: <ul style="list-style-type: none"> 1) _____ 2) _____ 3) _____ 4) _____ • 20 minute group interaction: The number one problem I would attack as a school counselor is ... • Students will access Passports in preparation for research paper as time permits • Role Plays (Practice HFRM) 1) _____ 2) _____ 3) _____ 4) _____ • Videos: 1) _____ 2) _____ |
| | <p>Session 6</p> | <p>PM Session 1-5pm THEME: Collaboration Topics:</p> <ul style="list-style-type: none"> • Seminar on Chapter 8: Collaboration and Consultation (Essay due) • 20 minute group interaction: I would help students deal with test anxiety by... • Group Presentation #2 Topic: <ul style="list-style-type: none"> 1) _____ 2) _____ 3) _____ 4) _____ • Role Plays (Practice HFRM) 1) _____ 2) _____ 3) _____ 4) _____ • Videos: 1) _____ 2) _____ <p>Assignments for Sessions 7 & 8:</p> <ul style="list-style-type: none"> • Read Chapters 9-12 |
| | <p>Session 7</p> | <p>AM Session 8am – Noon THEME: Student Appraisal Topics:</p> <ul style="list-style-type: none"> • Seminar on Chapter 9: Student Appraisal and Chapter 10: Educational and Career Development • Group Presentation #3 Topic: <ul style="list-style-type: none"> 1) _____ 2) _____ 3) _____ 4) _____ • Role Plays (Practice HFRM) 1) _____ 2) _____ 3) _____ 4) _____ • Videos: 1) _____ 2) _____ • Passport: Students will access Passport as time permits |

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| | <p>Session 8</p> | <p>PM Session 1-5pm THEME: Professional Ethics and Program Evaluation Topics:</p> <ul style="list-style-type: none"> • Seminar on Chapter 11: Evaluation of School Counseling Programs and Chapter 12: Professional Ethics and Legal Issues • Group Presentation #4 Topic: <ul style="list-style-type: none"> 1) _____ 2) _____ 3) _____ 4) _____ • Passports: Students will have time (minimum 30 minutes) to access Passports to work on term research paper • 20 minute group interaction <p>Assignments for Session 9:</p> <ul style="list-style-type: none"> • Final Paper Due |
| | <p>Session 9</p> | <p>PM Session 1-5pm THEME: Closure Topics:</p> <ul style="list-style-type: none"> • Creative Field Presentations • Evaluate Class • Turn in Research PAPERS • Closure Activity |
| <p>Additional Information</p> | <p>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.</p> <p>Make-Up Requirements</p> <ul style="list-style-type: none"> • For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press. • This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade. • Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible. <p>Conduct: Students enrolling in a degree program at Webster University assume the</p> | |

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 have 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 of Florida. Finally, course meetings which are missed for any reason must be made up.

Disclaimer:

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| | <ul style="list-style-type: none"> • This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student. |
| | <p>For Webster University policies and procedures, please refer to the Catalog and Student Handbook.</p> <p>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, 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.</p> <p>Reviewed by: <i>Dr. Stephanie Varilata</i></p> <p>Job Title: <u>Counseling Coordinator</u></p> <p>Date: <u>07/27/09</u></p> |

Revised 05/02/08