



The Graduate Counseling Program
Course Syllabus

Jacksonville Metro Campus

Course	COUN 5685 Program Development for School Counselors		
Term, Day, Time	Spring 1, 2010 – Thursday – 6:00-10:00pm 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/4		
Instructor	Name: Monica Ford-Davis, EdD Phone: Home: (904) 768-0752 Cell: (904) 655-7767 Email: prestigetrust@bellsouth.net or fordm@duvalschools.org		
Catalog Description/ Content Area	COUN 5685 Program Development for School Counselors: This course examines focuses on the design, implementation, and evaluation of comprehensive developmental school programs to include technological interventions and identification of student academic, career, and personal/social competencies. Content Areas: Professional Orientation and Ethical Practice,		
Learning and Skills Outcome Objectives	<ol style="list-style-type: none">1. Demonstrate understanding of referral procedures, information provisioning, and collaborative efforts for the school counselor.2. Demonstrate competence in the use of basic school counseling technology including database, multimedia, word processing, and spreadsheet function.3. Demonstrate understanding of how effective use of data can support equitable opportunity for all students and provide accountability measures.4. Demonstrate the ability to describe the design, management and delivery of a comprehensive school counseling program.		
Materials	Wittmer, Joe and Clark, Mary Ann (2007). <u>Managing Your School Counseling Program (3rd edition)</u> . Minneapolis: Educational Media Corporation. <u>ISBN 978-1-930572-48-5</u> Remley, Theodore Phant (2005). <u>ASCA National Model: Framework for School Counseling Programs – with CD (2nd ed)</u> . Alexandria: American School Counselor Association. <u>ISBN: 1-929289-02-2</u> To Order Textbooks go to the local North FL website @ www.webster.edu/jack and click on Order Textbooks or go directly to www.mbsdirect.net. Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.		
Methods of Learning			
Grading	<table border="1"><thead><tr><th>Assignments</th><th>Maximum Points</th></tr></thead></table>	Assignments	Maximum Points
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	<ul style="list-style-type: none"> • Weekly quizzes 40 pts • Referral and Resource List 6 pts • Article Reviews (5 pts each) 10 pts • Group Project 20 pts • Final Papers 24 pts <p>TOTAL 100 Points</p> <p>The grading of this course has a subjective component that is 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 other disciplines. Students completing this course should <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently and interact professionally with peers. Your final grade in this course will reflect <i>not only your academic performance but also your interpersonal skill development and openness to supervision as evaluated by the instructor</i>. 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 <i>objective and subjective</i> assessment.</p> <p>Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.</p>
<p>Activities</p>	<p>Developmental Guidance is a study of the design and management of a comprehensive developmental guidance program. The emphasis will be placed on the planning and implementation of a guidance curriculum appropriate for the needs of school age children.</p> <p>It is highly recommended that you join the American School Counseling Association if you have not already done so. It is only \$60.00 for student membership and it has numerous benefits for you as a school counseling professional. You can join at www.schoolcounselor.org</p> <p>Open-book quizzes: On weeks 1-6 you will be provided multiple choice questions based on the assigned chapters. This will be open-book. The final exam will be taken from a sampling of these questions.</p>

Project with PowerPoint presentation: This will be assigned in class for group work. The project will involve development of a guidance program to be used for the school setting. Group projects will be presented during the 8th class session.

Referral and Resource List: Each student will create a list of 6-10 resources for their local school district (ex. Psychological, family, group counseling, clothing, social agencies, etc.). For each resource will include a brief written description of the resource along with the contact information. Due during the 9th class session.

Article Reviews: Review 2 articles on weeks 3 and 6 that discuss counseling issues in the school setting based on the topics of discussion for the week. Each review should be about 1 to 2 typed pages, double-spaced, using APA style citation. Attach a copy of the article. Provide a 2 to 4 sentence abstract summary. Describe how you would use this information as a school counselor and reflect on your style of counseling.

Final Writing Assignment: Students will write on three topics. Write three separate essays, using the APA writing format with references. **Each** essay should be **2 -3 pages** in length.

(1) The necessary components of a school counseling program.

(Comprehensive Counseling Program, [foundation, delivery, management and accountability] and ASCA Standards)

(2) Equity and Access: How does this impact the work of the school counselor? (how would you make sure there is fairness, just play, impartiality,)

(3) The first 3 things I would do as a school counselor.

Make-up Assignments: See the Blackboard for make-up the assignment if you miss a class session.

Connections Account: IMPORTANT

Please activate your Webster Connections Account before the first day of class. You will need your **login and password** to take your view the Blackboard assignments, assessments, PowerPoint presentations and your final course grade.

The link for the instructions for setting up the **Connections Account:** <http://www.webster.edu/helpdesk/connections/tutorials/lowband/activate.htm>

and the Help Desk number is 1-866-435-7270.

Class Participation and Attendance:

- 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. 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.

- 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 term ends.
- 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 **no later** 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>Policy Statements: University Policies</p>	<p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Course Policies</p>	<p><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u> In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in</p>

the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills**. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2005)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

Cell Phones

Turn off all cell phones during class unless otherwise advised by the instructor.

Academic Integrity

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may

	<p>continue to explore an area of interest, but you must do new or additional research and writing.</p> <p>Recycling papers from other coursework is not acceptable.</p> <p>According to the <i>Publication Manual of the American Psychological Association</i> (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.</p> <p>All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. Students are expected to attend all class sessions of every course. It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.</p> <p>The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See <i>Grading</i> for further information.</p> <p>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.</p>				
<p>Weekly Schedule</p>	<table border="1"> <tr> <td colspan="2" data-bbox="488 1398 1453 1675"> <p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Read SECTIONS I and II of the Text (Chapters 1-8). Complete chapter quiz questions (e-mailed and on BlackBoard) Go to www. Webster.edu, in the right hand corner click Connections Login. Login into your account. Select Student and then select this course. Click on the folder that says ASSESSMENTS. Take Quiz 1. </td> </tr> <tr> <td data-bbox="488 1675 721 1892"> <p>Session 1</p> </td> <td data-bbox="721 1675 1453 1892"> <p>TOPICS:</p> <ul style="list-style-type: none"> -Developmental School Counseling: History, Reconceptualization, and Implementation Strategies -The Counselor's Role in Managing the Program. </td> </tr> </table>	<p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Read SECTIONS I and II of the Text (Chapters 1-8). Complete chapter quiz questions (e-mailed and on BlackBoard) Go to www. Webster.edu, in the right hand corner click Connections Login. Login into your account. Select Student and then select this course. Click on the folder that says ASSESSMENTS. Take Quiz 1. 		<p>Session 1</p>	<p>TOPICS:</p> <ul style="list-style-type: none"> -Developmental School Counseling: History, Reconceptualization, and Implementation Strategies -The Counselor's Role in Managing the Program.
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		<p><u>Activities:</u></p> <ul style="list-style-type: none"> ■ Review chapter quiz questions (10 pts.) ■ Comprehensive Programs Overview (PowerPoint) ■ The ASCA Model Framework pp.(13-19) Group Activity ■ The ASCA Model Framework pp.(21-38) Foundation Activity. (Sample for Group Project.) ■ ASCA Standards ■ Guidance Lessons Video aligned with ASCA standards <p>Assignments for Session 2: SECTIONS III (Chapters 9-12) and SECTION IV (Chapters 13-17). Complete quiz questions.</p>
	<p>Session 2</p>	<p><u>TOPICS:</u> ASCA Model: Guest Speaker</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ■ Review chapter Discussion questions ■ The ASCA Model Framework pp.(39-44) Delivery System- Group Activity <p>Assignments for Session 3: SECTION IV (Chapters 13-17). Complete quiz questions. Article Review due.</p>
	<p>Session 3</p>	<p><u>TOPICS:</u>The Counselor and Special Student Populations: The Culturally Different Victims of Abuse, Gay and Lesbian, and Those with Special Needs</p> <ul style="list-style-type: none"> ■ Review chapter discussion questions ■ Present Article critiques ■ The ASCA Model Framework pp.(45-58) Management System – Group Activity ■ Big Changes Big Choices Videos <p>Assignments for Session 4: SECTIONS V (Chapters 18-22) Complete quiz questions</p>

	Session 4	<p>Topic: The Counselor as Consultant and Coordinator: The Family, Appraisal, Career, Educational Counseling Programs</p> <ul style="list-style-type: none"> ■ Review chapter discussion questions ■ The ASCA Model Framework pp.(59-66) Accountability System – Group Activity ■ Guidance Lessons Video aligned with ASCA standards ■ Work on Group Projects <p>Assignments for Session 5: SECTIONS VI (Chapters 23-27) Complete quiz questions</p>
	Session 5	<p>Topic: Strategies for Involving Others in the School Counseling Program: Peer Helpers, Parents, Community Members, Teachers, and Other professionals</p> <ul style="list-style-type: none"> ■ Review chapter discussion questions ■ The ASCA Model Framework pp.(67-74) Implementation System – Group Activity ■ Career Education Videos ■ Work on Group Projects in the classroom and computer lab <p>Assignments for Session 6: SECTIONS VII (Chapters 28-31) Complete quiz questions. Article Review due</p>
	Session 6	<p>Topic: Accountability, Public Relations, Ethical and Legal Issues, Technology and School Counselor Profession</p> <ul style="list-style-type: none"> ■ Review chapter discussion questions ■ Present Article critiques ■ Work on Group Projects in the classroom and computer lab <p>Assignments for Session 7: SECTIONS VII (Chapters 32- 35) Referral and Resource List due</p>
	Session 7	<p>Topic: Accountability, Public Relations, Ethical and Legal Issues, Technology and School Counselor Profession</p> <ul style="list-style-type: none"> ■ Counseling websites, State certification

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, 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: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 11/30/09