

PROFESSIONAL ISSUES IN SCHOOL COUNSELING
HDCO 505

Instructor: Mark D. Nelson, Ed.D., LCPC, NCSC, ACS
Time: Fall - 2007: Tuesdays 9:00 - 11:50
Place: Herrick 308
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Method of Instruction: Lecture and discussion

Description:

Prerequisite: Graduate standing

This course will present many of the professional and ethical issues in school counseling. Group discussion and various experiential activities will provide students with numerous opportunities to understand current issues and trends in the field of school counseling.

Objectives:

Foundations

1. Relationship of the school counseling program to the academic and student services program in the school;
2. Current issues, policies, laws, and legislation relevant to school counseling;
3. Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
4. Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
5. Ethical and legal considerations related specifically to the practice of school counseling.

Contexts

1. 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, and personal/social development;
2. Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
3. Knowledge of prevention and crisis intervention strategies.

Skills

1. Identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
2. Individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;
3. Individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

4. Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
5. Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)
6. Developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
7. Constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
8. Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs;
9. Strategies to promote, develop, and enhance effective teamwork within the school and larger community;
10. Strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
11. Knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

Course Content & Schedule:

Week	Date	Readings	Topic
1	8/28		Program & Role
2	9/4	M-1-2	Parent Education
3	9/11	M-3-4	Academic - At-Risk Students
4	9/18	M-5 D-Pt 1	Academic - Student Assistance Programs Critique 1
5	9/25	M-6	Academic - Special Education
6	10/2	M-8	Academic - Internet Resources
7	10/9	M-9 D-Pt 2	Personal/Social - Peer Mediation
8	10/16	M-10	Personal/Social - Groups
9	10/23	M-7, D-Pt 3	Personal/Social - Substance Abuse Issues Critique 2
10	10/30	No Class	Election Day – Go Vote!
11	11/6	M-11	Career Development
12	11/13	M-12	Career - Center Concept/CIS

13	11/20	M-13	D-Pt 4	Project Presentations
14	11/27	M-14		Project Presentations
15	12/4	M-15	D- Pt 5	Project Presentations, Open Topics Portfolios
16	12/12			Final Exam 12-2pm

Required Readings:

Dreikurs, R., Grunwald, B. B., Pepper, F. C. (1982/1998). *Maintaining sanity in the classroom*. Bristol, PA: Accelerated Development.

McWhirter, J. J., McWhirter, B. T., McWhirter, A. M., & McWhirter, E. H. (2007). *At-Risk youth: A comprehensive response* (4th ed.). Belmont, CA: Thomson Brooks/Cole.

Suggested Readings:

Fisher, G. L. (2000). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Elementary School Guidance & Counseling

The School Counselor

Journal for Specialists in Group Work

Journal of Counseling and Development

Professional School Counseling

Additional Readings:

The instructor will provide recent research findings and other journal articles.

Requirements:

1. Construct a portfolio around your School Counseling Program. It is intended that you will convert the SCG into a file cabinet drawer of resources. Most of these resources will pertain to the Delivery System. You will be expected to:
 - Develop a year-long Guidance Curriculum
 - Compile or develop Individual Planning forms and resources
 - Compile resources for Responsive Services that will help with individual and group counseling
2. A project to be determined in class will be designed and presented to the class.
3. Critique two research articles using the following format
 - Summarize the rationale and purpose of the research
 - Describe the research method including participants, design, analysis, and stipulated limitations
 - Characterize the strengths and weaknesses of the study from both research and practical perspectives
 - Assess the applicability of the research to your counselees including how it might change the way you work with students or design school-based programs.
4. Read prior to class and participate constructively to discussions.
5. Attendance and class participation are encouraged and expected in a thoughtful, considerate, and contributory manner.

Performance Evaluation Criteria and Procedures:

Students will be evaluated based upon the quality of the projects.

Project	100 pts	50/written	50/presentation
Portfolio	100 pts		
Critiques	40 pts		

Grades will be calculated on a performance percentage:

A	94% and above	A-	90 – 93%		
B+	87 – 89%	B	84 – 86%	B-	80 – 83%
C+	77 - 79%	C	74 – 76%	C-	70 – 73%
D	60 - 69%				