

Adler Graduate School
1550 E. 78th Street
Richfield, Minnesota 55423

AGS Course 573

1. COURSE DESIGNATION

- 1.1 Adler Graduate School (AGS)
- 1.2 Course #573
- 1.3 Advanced School Counseling Skills
- 1.4 Three credits
- 1.5 Prerequisite: #570, #577

2. COURSE DESCRIPTION

This course focuses on the skills necessary to deliver a developmental school counseling program. Students will gain practical knowledge in classroom meeting facilitation, guidance curriculum development and delivery, climate analysis and change models, culturally-sensitive counseling, and systems leadership

Teaching Methods: Teaching methods used in this course will include peer teaching, interviewing people in the community, didactic instruction, small and large group discussions, and presentations by students and/or guest speakers. Demonstrating and practicing skills in a large group will be a significant emphasis of this course.

Time Allocation:

30 hours-- Attending class meetings (2 credits)

45-60 hours-- Class preparation, including reading, web research, synthesis of course material

15 hours--Special Project Time (1 credit)

This is only an estimate, as students vary with respect to how much time and effort any course will require.

3. TEXTS, MATERIALS, RESOURCES

- 3.1 Required Materials

Lemov, D. (2010) *Teach Like a Champion*. San Francisco, CA. Josey-Bass.

Nelsen, J. (2000). *Positive Discipline in the Classroom*. Roseville, CA: Prima.

Galassi, J, Akos, P. (2007). *Strength-Based School Counseling: Promoting Student Development and Achievement*. Mahwah, NJ: Erlbaum.

Rath, T., Conchie, B. (2008) *Strengths Based Leadership*. New York, NY:Gallup.

MAKE SURE YOU BUY THIS ONE NEW-Strength based code needed.

Binder of resources (provided)

4. COMPETENCIES and LEARNING OUTCOMES [MN State Standards for School Counselors 8710.6400]

Students completing this course will:

4.1 Develop and deliver activities that demonstrate the link between counseling, classroom guidance, and learning [A3, D4];

4.2 Analyze the organizational structure and changing needs of the school [A5];

4.3 Apply a change process model to a school and its organizational, curricular, and academic culture [A5];

4.4 Become familiar with the characteristics of consultative relationships with educational professionals and collaborative relationships with community agencies [A4, A5, A8, A10, A16, A17, G2, J3];

4.5 Demonstrate an understanding of the influence of Adlerian Psychology in the school setting [A1];

4.5.1 Develop a “helping professional” thought process when addressing the challenges and opportunities inherent in the role of school counselor [A1, A8, A10];

4.6 Begin to recognize and appreciate diversities, and their impact on practice, including but not limited to age, creed, disability, ethnicity, gender, learning differences, marital status, multicultural perspective, national origin, public assistance status, race, religion, sexual orientation, and veteran status and their

implications on the role of the school counselor [A9, A15, A16, B3, C1, C2, C3, F2]

5. COURSE OUTLINE

5.1 Unit One

- 1) Orientation to course
- 2) Intro to Class Meetings
- 3) Instructional Design
- 4) Teach Like a Champion Intro

Associated reading:

Nelsen: Chapters 1-5, Chapter 7

Lemov: Teach Like a Champion

Notebook: Some Basic Lesson Presentation Elements
Elements of Effective Instruction

5.2 Unit Two

- 1) Change Process
 - Havelock Change Process Model
 - Analyzing School Culture
 - Instructional Leadership -Tao Of Leadership
- 2) Student Lesson
- 3) Teach Like a Champion

5.3 Unit Three

- 1) Impacting School Climate
 - Cultural Analysis
 - Character Education
 - Restitution/Bully Prevention

5.4 Unit Four

- 1) Strength-based Leadership
- 2) Student Lesson

Associated reading:

Notebook: Hopkins Elementary Counseling Board Report
What Should You Do?
Rath-Strength Based Leadership
Violence and Bullying
Havelock Change Process Model
40 Developmental Assets
Percentages of 6th to 12th Grade Youth Experiencing Each Asset
2004 Minnesota Student Survey

5.5 Unit Five

- 1) Date Driven Counseling Interventions
 - Galossi- Strength-based School Counseling
 - Search Institute- Asset Building
 - Minnesota Student Survey
- 2) Equity/Racial Awareness
 - Beyond Diversity
- 3) Student Lessons

Associated reading:

Notebook: Beyond Diversity
White Like Me
Improving Your Child's Education: A Guide for African
American Parents

5.6 Unit Six

- 1) Chemical Awareness
 - Project Alert
- 2) Group Interventions
 - Family Change
 - Friendship/Social Skills/Service Groups
 - Leadership Groups
- 2) Student Character Lessons

Associated Readings:

Notebook: The Human Development Program
Contributing Kids

5.7 Unit Seven

- 1) EBD Strategy Guide
- 2) Student Character Lessons

5.8 Unit Eight

1) Racial Autobiographies

Associated reading:

Notebook: EBD Strategy Guide

5.9 Unit Nine

1) Articulating Why People Do What They Do?

2) Student Character Lessons

3) Course Review/ Closure

Associated reading:

Nelsen: Chapter 7

6.0 Special Project Time

6.1 Complete a School Analysis/Planned System Intervention Incorporating a Strength Based Approach (1000-1500 words) [A4, A5, A8, A10,A15,A17, B3, C3, D3, G1, J3];

i) Students will identify a potential system intervention for their present practicum site or other educational institution.

ii) *Using the system analysis tools reviewed in class by Deal and Havelock, a potential systems intervention should be proposed using the knowledge of school culture and change process model reviewed in class. Citing strength based interventions reviewed by Galossi, select relevant research-based activities to integrate with your proposed change strategy.*

iii) Analysis should include (from Havelock model):

(1) Relationship- What is your plan to develop relationships within the system to help facilitate change? Who are the people/groups you have identified and why have you chosen them?

(2) Diagnosis- What formal/informal data will you gather from your site to identify and establish the area of the proposed intervention?

(3) Acquiring Relevant Resources - Identify the relevant resources you would need to implement the potential intervention? How would you acquire these?

(4) Choosing the Solution - What potential solutions/interventions do you foresee or anticipate? Choose one or two that may have a high probability of being proposed.

(5) Gaining Acceptance - Use the high probability solutions/interventions identified in the last stage and propose potential ways that they could gain acceptance.

(6) Stabilizing the Intervention - Using the potential solutions/interventions identified, what are some ways the culture could stabilize (integrate) the initiatives and continue self-renewal?

iv) Integrate the cultural analysis components identified in the work of Deal and Peterson:

(1) Identify the true mission and the core values of the culture

- (2) What relevant symbols/ritual/ceremonies pertain to the change you are proposing?
 - (3) Cite some relevant history to the proposed change and/or identify the people who could share it with you.
 - (4) Evaluate the extent to which you may be working in a toxic culture.
 - (5) Who are some of the symbolic leaders in the culture and what roles do they play?
- v) Review the strength-based role and domain interventions cited by Galossi.
- 1) Identify the domains relevant to your intervention.
 - 2) Discuss three to five research-based interventions that would be relevant to your change focus and strategy.
 - 3) Evaluate the adaptations to these interventions that may be needed to increase the probability of success in the culture you are analyzing.

6.2 Strength-Based Leadership (250-500 words) [A1, A8, A10];

- 1) Briefly summarize the four domains of leadership presented in Rath's work.
- 2) Identify and elaborate on the five themes identified in your Strength Finder 2.0 profile.
- 3) Using your Leadership Report, Leadership Guide, and the Personal Meaning feedback summarized by your learning partner in class, discuss three critical insights and applications to your role as a school leader.

7.0 Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (publication of the American Psychological Association (6th Edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment Evaluation Procedures

8.1 Class Facilitation

30 points

Class Facilitation: (Standards: A1, A3, B3, D1, D4, E2)

- A) *Lead a Class Meeting*
 - i) After demonstration of a class meeting by the instructor, students will facilitate a class meeting with the rest of the class.
 - ii) Meetings facilitation should reflect the following:
 - (1) Demonstrating knowledge of the class meeting format
 - (2) Compliments and Appreciations
 - (3) Follow-up to Prior Solutions
 - (4) Agenda Items (model/shape expectations)
 - (5) Share feelings while others listen
 - (6) Discuss without fixing
 - (7) Ask for problem-solving help
 - (8) Future plans

- B) *Lead a Feelings Circle Group*
 - i) After demonstration of a feelings circle by the instructor, students will facilitate a feelings circle with the rest of the class.
 - ii) Feeling circle facilitation should reflect the following
 - 1) Demonstrating knowledge of the feelings circle format.
 - (2) Introduction of the feelings cue in a developmentally appropriate manner
 - (3) Modeling appropriate self disclosure about the cue
 - (4) Asking for sharing in a encouraging way
 - (5) Acknowledging listening skills of group members
 - (6) Facilitating "remembering" process with appropriate prompts
 - (7) Demonstrating developmentally appropriate "raise your hand" activity
 - (8) Summarizing similarities/differences of group sharing

8.2 Character Lesson

40 points

Plan and Teach a Sample Lesson on Character Education or Other Developmental Guidance Topic (A1, A5, D1, F6, E2, G1, G4)

- i) After demonstration of a Character Education lesson by the instructor, students will plan and lead a Character Education lesson with the rest of the class.
- ii) Upon choosing a Character Trait, students will design a 25 to 30 minute lesson on the trait utilizing the Madeline Hunter Elements of Instruction model. Students will fill out the form "The Madeline Hunter Model" and

distribute copies of the form to the instructor and each class member prior to teaching the lesson in class.

iii) Lessons will then be presented to the entire class. Students will receive feedback from the class regarding the lesson.

iv) Elements to include:

- (1) Lesson Objective
- (2) Standards Addressed/Student Expectations
- (3) Anticipatory Set
- (4) Teaching/Instructional Process
- (5) Guided Practice/Monitoring
- (6) Closure
- (7) Independent Practice (if appropriate)

8.3 Racial Awareness Module

25 points

Racial Awareness Module [A9, A15, A16, B3, C1, C2, C3, F2]

A) Complete a Racial Autobiography

i) After modeling a racial autobiography by the instructor, students will write and share their own racial autobiography.

ii) Autobiographies should reflect what you can recall about the earliest and more recent events/ conversations about race, race relations, and/or racism that may have impacted your current perspectives and/ or experiences.

B) Interview a Black Person or person of another race about their Racial Experience

i) Students will interview a black person or person of another race about their racial experience. Students can use the interview protocol provided or their own questions/format.

ii) Students will fill out the *White Privilege Checklist* on their own and then ask a black adult to rate these items verbally as you record their responses

iii) Interviews should reflect:

(1) Observations and thoughts about the score differentials and the conversations regarding them during the interview process.

(2) Summary of the conversation regarding the impact of race on the interviewee's life experience (school, career, family, social, daily activities)

8.4 Project Alert Lesson

10 points

Teach a Sample Lesson from Project Alert with Partner (A10, A16, D1, D2, F4, F6, G1)

i) Students and partner will be given a lesson from the curricular materials of the Project Alert Program. After reviewing the materials, the partners will co-teach the essential elements of the lesson to the total

group.

ii) Presentations should reflect:

(1) Concise overview of the lesson objective

- (2) Demonstration of the key skills needed by the instructor in the lesson
- (3) Identification of the materials utilized in the lesson.
- (4) Model instruction for the lesson that demonstrates some of the instructional process utilized in the lesson.
- (5) Demonstrate how you will know that learning took place with your students.

8.5 Why Children Do What They Do? 20 points
"Why Children do what They Do?" (500 words or less) [A1, A3, A5

D4, E3, G4];

- A) The ability to articulate Adlerian theory in practical terms to parents and teachers is an important skill that can be utilized in a variety of setting.
 - i) Students will compose a short description of Adlerian theory (500 words or less) and its application to children's behavior and present it verbally to the class.
 - ii) Descriptions should include:
 - (1) The goals of human behavior
 - (2) Role of belonging and contributing
 - (3) The causes of misbehavior
 - (4) Mistaken goals and how to identify them
 - (5) Facilitative responses to mistaken goals

8.6 Complete a School Analysis/Planned System Intervention
 Incorporating a Strength Based Approach 25 points

8.7 Strength-Based Leadership 15 points

8.8 Participation/ Social Interest (5 points/session) 45 points

- A) Attendance and promptness
 - i) Attendance is expected at every class session, unless there is a valid emergency reason. Promptness is expected and appreciated. Unexcused absences will have an effect on the "Social Interest" aspect of the grade for this class. If you have a legitimate reason for missing, please let me know prior to or immediately upon returning to class.
- B) Preparation
 - i) Reading
 - ii) Readiness for small and large group discussion
- C) Participation and cooperation
 - i) Active participation in class activities
 - ii) Quality of participation in class discussions and small groups
- D) Support and feedback for peers
 - i) Offer constructive comments when in pairs, small or large groups.

- ii) Professionally critique other class member's assignments and presentations.
- E) Respect for confidentiality
- i) Being actively involved in a course like this entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality and is unprofessional behavior.

8.9 Grading

Earned	Grade	Percentage	Points
	A	90 – 100%	180 and up
	B	80 – 89%	160 – 179
	C	70 – 79%	140 – 159
	R (Retake)	69% and less	139 and less
	I (Incomplete)	In progress, expected to complete	

8.10 Redoing an Assignment

If you would like to improve your grade on an assignment, you may work with me to 1) correct or enhance the assignment or 2) complete an additional assignment that demonstrates your learning in the topic area. Assignments that are redone will not be eligible for points associated with turning in the assignment on time.

8.10 MAKE-UP ASSIGNMENT

For students who have missed part or all of a class period and want to make up the participation points, please complete the following:

- i) In response to each major topic missed, submit an e-mail attachment of two pages.
 - (1) For the first page of the paper, write an accurate summary of the essentials of the topic presented.
 - (2) For the second page, present your creative thoughts on the material, how you will make use of it in your work or personal life.
- ii) Students should also show respect to their group members by initiating conversation about any group preparation missed and finding ways to provide additional help to the other group members.
- G) Note:** Students may make up the participation points for up to two class periods (1 class period= one evening class or one half of a Saturday class) with no questions asked.
 - i) Upon instructor approval, students may make up the material for a third class only when faced with an emergency situation that is beyond their control. However, students will be required to retake the course if they miss three class sessions and do not complete the make-up assignment or make other arrangements.
 - ii) Students who miss four or more classes will automatically be required to retake the course, per AGS student attendance policy.

iii) All papers must be uploaded to the identified standards in the syllabus on your efolio to receive a grade.

If you have questions, please do not make assumptions. Talk to me before or immediately following the event.

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School . Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate

School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

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