

Adler Graduate School

Richfield, Minnesota

AGS Course 570

Foundations of 21st Century School Counseling

1. Course Designation and Identifier

- 1.1 Adler Graduate School (AGS)
- 1.2 Course number 570
- 1.3 Foundations of 21st Century School Counseling
- 1.4 Three (3) credits
- 1.5 Prerequisite: 511

2. Course Description

This course provides an overview of the field of school counseling and the competencies required by the Minnesota Department of Education for licensure in school counseling. The course is organized around the American School Counseling Association's (ASCA) National Model for School Counseling programs. Students develop an understanding of roles that are appropriate for an effective 21st Century school counselor.

3. Texts, Materials, and Resources

3.1 Required texts

- 1) Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Houghton Mifflin: Boston, MA.
- 2) American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, Va: Author.
- 3) *Publication Manual of the American Psychological Association* (6th ed)
- 4) Other readings are provided by the instructor

3.2 Useful Resources

American School Counselor Association (2005). *School counseling principles: Foundations and basics*, (1st edition). Alexandria, VA: Author.

Sabella, R. A. (2005). *World wide web bootcamp for school counselors*. [Computer Software]. Schoolcounselor.com: Author

4. Competencies and Learning Outcomes

Students completing this course:

- 4.1 Develop an understanding of the 11 competencies and the 51 sub-competencies required for Minnesota licensure as a K-12 school counselor [SC- A4]
- 4.2 Understand the history, best practices, and future trends of professional school counseling [SC- A1, I5, J1];
- 4.3 Demonstrate an understanding of the influence of Adlerian Psychology in the school setting [SC- A1];
- 4.4 Understand current models of school counseling programs (e.g., ASCA National Model) and their integral relationship to the total educational program [SC- A5]
- 4.5 Identify the premises for the program vs. position concept of PSCs, including the components of a comprehensive school counseling program [SC- B2, O3, & P1];
- 4.6 Understand the link between counseling, classroom guidance, and learning [SC- K1];
- 4.7 Understand the role of individual, small group and large group counseling in the school setting [SC- C1 & C5];
- 4.8 Become familiar with the characteristics of a consultative relationship with teachers and other educational professionals, including participating in student assistance teams [SC- M1, M2, N3, O5];
- 4.9 Become familiar with the characteristics of a collaborative relationship with parents, guardians, families, and community agencies [SC- M1, M5, N1];
- 4.10 Plan and present school counseling related educational programs for use with parents and teachers [SC- P2];
- 4.11 Begin to understand strategies of leadership designed to enhance the learning environment of schools SC- O2, O5];
- 4.12 Observe the organizational structure and changing needs of the school [SC- A5, K1, K2];
- 4.13 Begin to understand the academic curricular requirements of students in their respective school settings [SC- A5, K1, K3, L3];
- 4.14 Begins to understand models of program evaluation for school counseling programs, including developing measurable outcomes, and analyzing and using data to enhance school counseling programs [SC- I2, J2, J3]
- 4.15 Develop an understanding of various professional organizations [SC- A4];
- 4.16 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 [SC- F3, K3].

5. Course Outline

- 5.1 Unit 1 Date
- 1) Orientation and Introductions
 - 2) The historical and philosophical foundations of school counseling
 - 3) The role of the Professional School Counselor
 - 4) Vision for 21st Century School Counseling
- Associated reading: Stone and Dahir, Chapters 1, 4 (skim all)
ASCA National Model, Chapters I and II
- Web Research for Next Class: Find sites related to Adlerian School Counseling
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- 5.2 Unit 2 Date
- 1) Introduction to the ASCA National Model
Stone and Dahir: Ch 8 (skim)
 - 2) Adlerian and other theoretical influences on Professional School Counseling
Stone and Dahir: Ch. 2
 - 3) Beliefs about students and learning
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- 5.3 Unit 3 Date
- 1) Conducting a needs assessment
 - 2) Developing program philosophy and mission statements
 - 3) Group Presentation Prep
 - 4) Efolio Introduction
- Associated reading: Stone and Dahir, Ch. 14, pp. 409-412
ASCA National Model, Chapters III, pp. 27-31
- Web Research for Next Class: Find SC Program Philosophy and Mission Statements
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- 5.4 Unit 4 Date
- 1) Introduction to ASCA National Standards
 - 2) Standards, domains, competencies, and indicators
 - 3) Crosswalking
- Associated reading: Stone and Dahir, Ch. 8, pp. 208-216
ASCA National Model, Ch. III, pp. 31-37 & Appen. pp. 102-121
- Web Research for Next Class : Research Responsive Services in your community
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- 5.5 Unit 5 Date
- 1) Delivery system components
 - a. Individual student planning
 - b. Responsive services
- Associated reading: Stone and Dahir, Ch. 3 & 6
ASCA National Model, Ch. IV
- Web Research for Next Class: Find examples of Guidance Curriculum

5.6 Unit 6 Date

- 1) Group Presentations: The Role of the Modern School Counselor
- 2) Delivery system components
 - a. Guidance curriculum
 - b. System support

Associated reading: Stone and Dahir, Ch. 3
 ASCA National Model, Ch. IV
 Web Research for Next Class: Find SC Calendars

5.7 Unit 7 Date

- 1) Management system
 - a. Management agreements
 - b. Advisory council
 - c. Use of data
 - d. Action plans
 - e. Use of time and Calendars

Associated reading: Stone and Dahir, Ch. 7
 ASCA National Model, Ch. V; Appendix pp. 101-103 & 104-106

5.8 Unit 8 Date

- 1) Presentations: Adlerian Staff Development

5.9 Unit 9 Date

- 1) Accountability
 - a. Results reports
 - b. School counselor performance standards
 - c. Program audit
- 2) Living the Transformed Role
- 3) Individual Discussion: Interview with a Professional School Counselor

Associated reading: Stone and Dahir, Ch. 9 & 14
 ASCA National Model, Ch. VI; Appendix pp. 107-109 & 110-120

5.10 All Course Assignments due by 4:30 pm. Date

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. 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 Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Group Presentation: School Counselor Role (25 points)

- A. Work in groups of 3-4 to make an informed presentation to the school's site-based decision making team about the school counselor's role and rationale for such role. Include each of the following:
- B. BRIEFLY reference the historical background of the school counseling profession and the counselor's role in American schools.
- C. What would a modern school counselor role look like?
 1. Describe the "position vs. program" concept of PSC
 2. Describe the emerging role of PSC as leader and advocate.
 3. Discuss the role of individual, group and classroom guidance
 4. Appropriate vs. inappropriate roles for school counselors
 5. What are the benefits of this model?
 6. Other topics from class that are appropriate
- D. Presentation length= 15 minutes (timed)
- E. Use appropriate technology, handout, etc.
- F. Limit discussion of SC History
- G. Some class time allocated for preparation

8.2 Presentation: Adlerian Staff Development (25 points)

Prepare a 10 minute (timed) presentation to hypothetical faculty members on an area of Adlerian Individual Psychology (IP). Assume that the teachers have an interest in IP and want you to introduce Adlerian concepts and how they might be helpful in the classroom.

8.3 Portfolio Checkpoint One (25 points)

1. SIGN UP for your electronic portfolio via www.efoliuminnesota.com
2. Set-up the initial structure for the organization of your portfolio.
3. Upload a draft of your resume.
4. Upload 1) your final SPT project for this class (interview with a practicing school counselor) and 2) an assignment from another class.

8.4 SPT Shadowing a School Counselor (35 points)

For this class, the SPT project will be an experiential exercise (interviewing a practicing school counselor) and an integrative writing component.

Additional materials provided in class

8.5 Comprehensive School Counseling Program Toolkit (45 points)

The purpose of this final activity is to 1) demonstrate your understanding of the structure of the ASCA National Model, 2) gather all of the resources created in this class into a school counseling toolkit. Include drafts, examples, notes, etc for such items as the history of SC; philosophy and mission; standards, competencies and indicators; timeline for implementation; student achievement data and goals; budget, staffing and management agreements; master planning calendar, counselor time allocations; other items developed in class.

Additional materials provided in class

8.6 Participation/ Social Interest (45 points- 5 for each class session)

i. Attendance and promptness

1. You may make up the participation points for up to two class periods (1 class period= one evening class or ½ of a Saturday class) with no questions asked.
2. Upon instructor approval, you may make up the material for a third class only when faced with an emergency situation beyond your control.
3. If you miss four or more classes, you will automatically be required to retake the course, per AGS student attendance policy.

ii. Preparation

1. Reading
2. Readiness for small and large group discussion
 - i. Participation and cooperation
 1. Active participation in class activities
 2. Quality of participation in class discussions and small groups
 3. Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, individual students must determine for themselves the level of disclosure/intimacy in their participation that is appropriate for them.
 - ii. Support and feedback for peers
 1. Constructive comments in pairs, small, or large groups.
 2. Professional critique of other group's presentations.
 - iii. Respect for confidentiality
 1. Being actively involved in a course like this entails some level of 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 unprofessional.

8.7 Make-up Assignment

- i. For students who have missed part or all of a class session and want to make up the participation points, please complete the following:
 1. In response to each major topic missed, submit a two page review containing:
 2. Page One: Write an accurate summary of the essentials of the topic presented.
 3. Page Two: Present your creative thoughts on the material and how you will make use of it in your work or personal life.

4. Use bullet points if it is easier to deliver your points succinctly.
- ii. Please show respect to your group members by initiating conversation about any group preparation missed and finding ways to provide additional help to the group.
- iii. If you have questions, please do not make assumptions. Talk to the instructor before or immediately following the event.

8.8 Grading:

A	180-200 points <u>and</u> meets all deadlines
B	160-179 points
C	140-159 points
R	139 or less- Retake

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

Chris Helgestad
 School Counseling Program Director and Faculty Member
 Adler Graduate School
 1550 East 78th Street
 Richfield, MN 55423
 Office Phone: 612-861-7554, ext. 108
 Cell Phone: 612-384-9075
 E-Mail: chris.helgestad@alfredadler.edu