
CHICAGO STATE UNIVERSITY

I. PSYC 5760.61, Organization and Management of Developmental Counseling Programs

Chicago State University
Counseling Graduate Program
Department of Psychology
Three (3) Credit Hours
Spring 2009

II. Instructor:

John Lynch, Psy.D.

Associate Professor

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Class: Monday 5:00-7:50 P.M. Room HWH308

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III. Attendance Policy:

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session. Points will be deducted from your final grade if you are absent, tardy or leave class early. Please inform the instructor if you must miss class. University policy will be followed for attendance problems. You may be dropped from the course if you miss more than two class sessions. Please note that it is the student's responsibility to drop this course if necessary.

IV. ADA Policy

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites

Completion of PSYC 5600. Admission to the master's degree program.

VI. Conceptual Framework

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

The course will present the organization and management of the developmental model of counseling program within the school setting. Students will be exposed to counseling curriculum, individual planning, responsive services, and program and system support. Credit not given for both PSYC 421 and 424/5760.

VIII. Methods of Instruction:

Course will include: didactic lectures, course discussion, group exercises, review of documents and other materials posted on Blackboard, the development of a Comprehensive Developmental Counseling Program by all students, and the integration of course content into this program.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

- 1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.*
- 2. Students will demonstrate knowledge in assessment, research, and evaluation.*
- 3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.*
- 4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.*
- 5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.*
- 6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.*
- 7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.*
8. Students will be prepared for employment as a counselor.

X. Course Objectives and Assessments/Outcome Measures

Course Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health
a. To identify school counselors’ roles and responsibilities as collaborative members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event and to understand the operation of the school emergency plan and role of school counselor	Reading, discussions, assignments, exams	CACREP = 1c SC = A7
b. To understand school counseling	Reading,	CACREP = 1f, 1g

professional organizations, including membership benefits, activities, services to members; licensure, credentialing, accreditation, and current professional issues	discussions, assignments, exams	SC = A3, A4
c. To apply the ethical standards of school counseling professional organizations and credentialing bodies, and applications of ethical and legal considerations in school counseling.	Reading, discussions, exams	CACREP = 1j SC = A2, B1
d. To understand exceptional abilities and strategies for differentiated interventions	Reading, discussions, assignments, exams	CACREP = 3e
e. To be able to apply career development theories, decision-making models; use career and related information resources and systems; use all aspects of career development programming; understand interrelationship among work, family and other roles and factors; and apply career and educational planning, placement, follow-up and evaluation.	Reading, discussions, assignments, exams	CACREP = 4a, 4b, 4c, 4d, 4e
f. To understand systems theories, models, and processes of consultation in school system settings.	Reading, assignments, exams	CACREP = 5f SC = M4
g. To apply principles and models of needs assessment and program evaluation and findings to effect program modifications	Reading, discussions, developmental program, exams	CACREP = 8d
h. To know roles, functions, etc. of school counselor in relation to other school personnel as well as understand the overall educational system and methods for providing systems support	Reading, discussions, assignments, exams	SC = A3 ISBE = 12
i. To apply current models of school counseling programs such as the ASCA model while respecting their integral relationship to the total educational program through the design, implementation, management, and evaluation of programs to enhance (career, personal/social, academic) development	Reading, discussions, developmental program, exams	SC = A5, C2 ISBE = 14
j. To understand the effects of and to design and implement prevention and intervention plans related to atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development as well as recognizing wellness and prevention as counseling goals	Reading, discussions, developmental program, exams	SC = A6, D3
k. To articulate, model, and advocate for an appropriate school counselor identity and program	Reading, discussions, assignments,	SC = B2

	exams	
l. To know the theories and processes of effective counseling and wellness programs for individual students and groups of students	Reading, discussions, exams	SC = C1
m. To know strategies for helping students identify strengths and cope with environmental and developmental problems including the development of academic, personal, social, and career competencies	Reading, discussions, assignments, exams	SC = C3 ISBE = 5
n. To know how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling	Reading, discussions, assignments, exams	SC = C4
o. To apply knowledge of group dynamics to help students overcome barriers to learning	Reading, discussions, assignments, exams	SC = C5 ISBE = 10
p. To understand the impact of crises on all and to know crisis intervention skills	Reading, discussions, assignments, exams	SC = C6
q. To apply individual and group counseling and group guidance to promote academic, career, and personal/social development of students	Reading, discussions, developmental program, exams	SC = D2
r. To understand all issues surrounding diversity, equity, and excellence of student learning including opportunities that enhance and barriers that impede student development	Reading, discussions, assignments, exams	SC = E1, E2
s. To understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families	Reading, discussions, assignments, exams	SC = E3
t. To understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement	Reading, discussions, assignments, exams	SC = E4
u. To demonstrate multicultural competencies, ability to engage families, and advocacy for experiences and policies that promote learning and development in all students	Reading, discussions, assignments, exams	SC = F1, F2, F3, F4
v. To understand all factors that may affect functioning of students (including personal or familial substance abuse) and to identify various forms of needs assessments for academic, career, and personal/social development	Reading, discussions, assignments, exams	SC = G1, G2, G3
w. To understand how to evaluate research relevant to the practice of school counseling	Reading, discussions, assignments,	SC = I1

	exams	
x. To assess and interpret student strengths and needs recognizing diversity concerns, as well as barriers to development, and to make referrals when appropriate	Reading, discussions, assignments, exams	SC = H1, H4, H5
y. To know models of program evaluation for school counseling programs	Reading, discussions, assignments, exams	SC = I2
z. To know basic strategies for evaluating counseling outcomes in school counseling programs.	Reading, discussions, assignments, exams	SC = I3
aa. To know current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)	Reading, discussions, assignments, exams	SC = I4
bb. To understand the outcome research data and best practices identified in school counseling research literature	Reading, discussions, assignments, exams	SC = I5 ISBE = 18
cc. To apply relevant research findings to inform the practice of school counseling and to analyze and use data to enhance school counseling programs	Reading, discussions, assignments, exams	SC = J1, J2, J3
dd. To understand relationship of school counseling program to school academic mission; strategies for promoting academic success for all students; and all aspects of successfully teaching counseling- and guidance-related material	Reading, discussions, developmental program, exams	SC = K1, K2, K3
ee. To conduct programs designed to enhance student academic development, including the use of technology to support the school counseling program	Reading, discussions, developmental program, exams	SC = L1 ISBE = 17
ff. To implement strategies and activities to promote student achievement and to prepare students for a full range of postsecondary options and opportunities	Reading, discussions, assignments, exams	SC = L2, L3
gg. To know the impact of, strategies to promote and enhance, and how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students as well as how to empower families and communities to act on behalf of their children	Reading, discussions, assignments, exams	SC = M1, M2, M3, M5
hh. To understand systems, theories, models, and processes of consultation in school system settings	Reading, discussions, assignments, exams	SC = M4 ISBE = 13
ii. To know how to design, manage, and	Reading,	SC = M6

evaluate various peer programming interventions as well as transition programs, including school-to-work, postsecondary planning, and college admission counseling	discussions, developmental program, exams	
jj. To know school and community collaboration models for crisis/disaster preparedness and response	Reading, discussions, assignments, exams	SC = M7
kk. To use peer helping strategies in the school counseling program, locate community resources to be used in the school, and to use referral procedures to secure assistance for students and their families within the community	Reading, discussions, developmental program, exams	SC = N2, N4, N5
ll. To know how to be an effective leader, leadership strategies that can enhance learning, the role of school counselor as system change agent, and their role in student assistance programs, school leadership, and advisory meetings	Reading, discussions, assignments, exams	SC = O1, O2, O4, O5
kk. To know how to and to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program including instructional planning and curriculum development	Reading, discussions, developmental program, exams	SC = O3, P1 ISBE = 7

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP)
<<http://www.cacrep.org>>

XI. Grading Policy:

Grading Scale:

- A= 90-100%
- B= 80-89%
- C= 70-79%
- D= 60-69%
- F = 59% and below

Evaluation Criteria:

Midterm examination	100 points
Final examination	100 points
Developmental Counseling Model	128 points
Class attendance and participation	22 points
Total	350 points

Examinations: The examinations are a combination of short answer, multiple choice, and essay. The final examination is cumulative.

Developmental Counseling Model Program:

All students are required to write a comprehensive Developmental Counseling Program following the ASCA model. The program should include all components of the model, including needs assessment, as well as plans for implementation, management and evaluation of the program. The program should demonstrate the use of current evidence-based practice research in school counseling and multicultural considerations. It should be appropriately references following APA style. Peer programs and other group interventions should be incorporated into the program. Plan this carefully for you will be expected to implement the program during your internship. The scoring guide for the program follows. You will need to include a copy of your program as well as the scoring guide completed by your instructor in final internship portfolio, so be sure to keep copies of each.

Style: The paper should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library. All parts of the paper should be double-spaced. Websites with information about APA style are:

<http://webster.commnet.edu/apa/index.htm>

<http://www.uwsp.edu/psych/apa4b.htm>

<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published:

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Unit Assessment of Planning Scoring Guide
College of Education & College of Arts and Sciences School Counseling
Professional Portfolio for School Counseling (Advanced Program) Scoring Guide
Assessment of Developmental Counseling Program Scoring Guide

Candidate: _____ **Program:** School Counseling **Date:** _____ Department: Psychology Course/Section #: _____ Project: Developmental Counseling
Program

Features	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	COMMENTS	SCORE
1. Goals and Objectives	Goals and objectives are not clearly stated, or not aligned to the assessment of the implementation/ instruction. Goals and objectives are not considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequences of the accomplishment that should reasonably be attained.	Goals and objectives are present, aligned to the assessment of the implementation/ instruction. Goals and objectives are considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequences of the accomplishment that should reasonably be attained.	Goals and objectives form an explicit path for learning or project completion that continues to serve the population during assessment or implementation/ instruction. Goals and objectives are consistently considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequences of the accomplishment that should reasonably be attained.		
2. Assessment of Outcomes	The assessment of outcomes is not developed or does not follow a format to assess adequately the outcomes.	Most instruments and the overall assessment plan assess adequately the outcomes and give the assessor reliable and valid information.	All assessment instrumentation is well constructed, valid, and reliable. It is used at several points in the process so that excellence is achieved through both formative and summative evaluation.		
3. Steps of Implementation/ Instruction	Steps of implementation process lack clarity. Steps do not include adequate group management or are	All steps of implementation process are defined clearly. Steps of the process are appropriate for the group size	All assessment instrumentation is well constructed, valid, reliable. It is used at several points in		

	inappropriate for the population.	and age level.	the process so that excellence is achieved through both formative and summative evaluation.		
4. Resources	Resources are outdated, inappropriate, or insufficient in quantity.	Resources meet the needs of the population and enhance the learning process.	Resources are highly effective, innovative, and motivating.		
5.Environment	The selected cognitive, psychomotor affective and physical environment contributes to a low level of achievement.	The cognitive, psychomotor, affective, and physical environment contributes to a satisfactory level of achievement.	The cognitive, psychomotor, affective, and physical environment contributes to a high level of achievement.		
6. Delivery	Uses little or no variety of instructional strategies.	Uses a variety of instructional strategies to meet the needs of diverse learners.	Uses a wide variety of instructional strategies to meet the needs of diverse learners.		
7. Collaboration	The plan does not call for collaboration at any level.	The plan calls for participant collaboration.	The plan calls for outside and participant collaboration during, before, and/or after the conclusion of the process.		
8. Reflection	No time for reflection of participant evaluation is given in the plan.	The plan calls for participant reflection as well as implementer reflection.	The plan demonstrate how reflection will be used for directing further learning or program improvement and class for self-reflection of the participants as well as reflection of the plan.		
9. Professional	No professional growth or sharing of learning is planned.	The plan calls for a setting of a new professional goal at least by the conclusion of implementation of the plan.	The plan declares a professional goals along with the project goals and states the degree to which the professional goals will be met.		

Evaluator: _____ Overall Score: _____ X 4 = _____ (out of 27) _____ (out of 128)

Key: <18= Unacceptable; 18-22= Acceptable; and >22 = Target

XII. Required Texts:

Myrick, R. D. (2003). *Developmental Guidance and Counseling: A Practical Approach (4th edition)*. Minneapolis, MN: Educational Media Corporation.

Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs, 2nd Edition*. ASCA.

XIII. Required reading:

Selected readings from articles made available by the instructor.

Examples of acceptable professional Journals

Counselor Education and Supervision

Journal of Abnormal Psychology

Journal of Abnormal Child Psychology

Journal of Clinical Psychology

Journal of College Counseling

Journal of Counseling and Development

Journal of Behavior

Journal of Counseling Psychology

Journal of Multicultural Counseling and

Development

Journal of Substance Abuse

Journal of Addiction

The Journal of Addictions and Offender Counseling

Measurement and Evaluation in Counseling and

Development

Journal of Behavior

Journal of Adolescent and Adult Literacy

Journal of Applied Psychology

Journal of Social Psychology

Journal of Child and Family Studies

Journal of Children of Poverty

Journal of Cognition and Develop

Journal of Educational Research

Journal of Family Therapy

Journal of Interpersonal Violence

Journal of Juvenile Law

Journal of Research in Childhood Education

Journal of Research on Adolescence

Journal of School Health

Journal of School Leadership

Journal of Secondary Leadership

Journal of Special Educational

Journal of School Psychology

Plagiarism: One significant misconception that students have is that rewriting something is not plagiarism, because “they are putting it in their own words.” However, if the source is not officially acknowledged, IT IS PLAGIARISM. Copying and pasting actually only accounts for small percentage of plagiarism. The majority of plagiarism is a result of text manipulation. Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things.

For examples, all of the following are considered plagiarism.

- Copying and pasting text from on-line media, such as encyclopedias.
- Copying and pasting text from any web site.
- Transcribing texts from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.
- Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.
- Using another students’ work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.
- Any time you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you do not directly credit your sources through a citation you are plagiarizing.

The above information on plagiarism was taken from the following website. Please refer to this website for more information on plagiarism.

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Cheating/Plagiarism:

A grade of F will be given on any exam or assignments on which a student cheats. A student who is found guilty of copying will receive a grade of “F” on that assignment by the instructor. The university policy for plagiarism will be enforced.

NOTE: To assist in the identification of plagiarism, the research papers will be submitted to Turn-it-in through the CSU Blackboard section for this class. Turn-it-in identifies sections of papers that are taken directly from sources. Appropriate citations are needed for all such sections or the paper will be considered plagiarized.

XIV. Bibliography:

- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4th Ed.). New York: Guilford Press.
- Bicknell-Hentges, L. & Lynch, J. (2006). Educational interventions for Post Traumatic Stress Disorder (PTSD) in urban students: Differentiating Attention Deficit Disorder (ADD) and other disorders from PTSD. *Illinois Schools Journal*, 85 (1), 35-52.
- Bicknell-Hentges, L. (2004). Teach me your world: Lessons in culture from a family in crisis. In LeCroy, C. & Daley, J. (Eds), *Child and adolescent case studies*. Brooks-Cole/Wadsworth.
- Bicknell-Hentges, L. & Lynch, J. (2004). Helping families with Reunification: Returning a child to a less than perfect family. In LeCroy, C. & Daley, J. (Eds.) *Child and adolescent case studies*. Pacific Grove, California: Brooks-Cole/Wadsworth Publishing.
- Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs*, 2nd Edition. ASCA.
- Canino, I. A. & Spurllock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.
- Corey, G. & Corey, M. (2003). 6TH Edition. *Issues and Ethics in the Helping Professions*.
- Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.
- Landreth, G.L. (2002). *Play therapy: The art of the relationship* (2nd Ed.). New York: Brunner Routledge.
- Lawson, D. M. (2009). Understanding and treating children who experience interpersonal maltreatment: Empirical findings. *Journal of Counseling and Development*, 87, (2), 204 – 215.
- MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.
- Patterson, A., Alcala, A., McCahill, M., & Edwards, T. (2006). *The therapist's guide to psychopharmacology: Working with patients, families and physicians to optimize care*. New York: Guilford.
- Pearce, J. W., & Pezzot-Pearce, T. D. (2007). *Psychotherapy of abused and neglected children*. New York: Guilford.
- Poussaint, A. & Alexander, A. (2000). *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis among African-Americans*. Boston: Beacon Press.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.
- Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.
- Trolley, B.C., Mars, H.S. (2009). *A school counselor's guide to special education*. Corwin Press.

XV. Course Calendar:

Session #	Topic	Assignment/Assessment with Due Date/Session
1	<p>The Emergence of Developmental Guidance and Counseling</p> <p>Professional organizations: benefits, services, current issues, licensure, certification, accreditation and related public policy</p> <p>Applying ethical and legal considerations related to school counseling practice</p> <p>Articulating, modeling, and advocating for appropriate school counselor identity and program</p> <p>Applying relevant research findings to inform the practice of school counseling</p>	Chapter 1
2	<p>Developmental Guidance: A Comprehensive Approach</p> <p>Current models of school counseling programs and their relationship to the total education program</p> <p>Relationship of school counseling program to school academic mission</p> <p>Principles, models, and applications of needs assessment, program evaluation, and findings to effect program modification</p> <p>Design, implementation, management, and evaluation of programs to enhance academic, career, and personal/social student development</p> <p>Ways to develop, adapt, and modify educational policies, programs, and practices to be culturally congruent with the needs of students and families</p> <p>Impact of ability levels, stereotyping, socioeconomic status, gender, sexual identity, and other multicultural counseling issues that effect student achievement</p> <p>Design, implementation, management, and evaluation of a comprehensive school counseling program</p>	Chapter 2 in Myrick, 1 – 50 in ASCA Model
3	<p>The Teacher as Student Advisor</p>	Chapter 3 in Myrick Finish ASCA Model
4	<p>The Counselor: A Developmental Guidance Specialist</p> <p>Effects of atypical growth and development, health and wellness, language, ability level, multicultural</p>	Chapter 4

	<p>issues, and factors of resiliency on student learning and development</p> <p>Strategies for helping students identify strengths and cope with environmental and developmental problems</p> <p>Exceptional abilities and strategies for differentiated interventions</p> <p>Theories and processes of effective counseling and wellness programs for individual students and groups of students</p> <p>Forms of needs assessment for academic, career, and personal/social development</p> <p>Strategies and activities to prepare students for a full range of postsecondary options and opportunities</p>	
<p>5</p>	<p>The Counselor as a Facilitator</p> <p>Functions, etc. of school counselor in relation to other school personnel</p> <p>Qualities, principles, skills, and styles of effective leadership</p> <p>Strategies of leadership designed to enhance the learning environment of schools</p> <p>Role of school counselor as system change agent, and their role in student assistance programs, school leadership, and advisory meetings</p> <p>Building effective working teams of school staff, parents, and community members to promote academic, career, and personal/social student development</p>	<p>Chapter 5</p>
<p>6</p>	<p>Individual Counseling</p> <p>Issues surrounding diversity, equity, and excellence of student learning including opportunities that enhance and barriers that impede student development</p> <p>Multicultural competencies, engaging families, and advocacy for experiences and policies that promote learning and development in all students</p> <p>Assessing and interpreting student strengths and needs</p> <p>Recognizing diversity concerns, as well as barriers to development, and making referrals when appropriate</p> <p>Strategies for promoting academic success for all students</p> <p>Locate community resources to be used in the school, referral procedures to secure assistance for students and their families within the community</p> <p>Design and implementation of prevention and intervention plans related to the effects of atypical</p>	<p>Chapter 6</p>

	growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development	
7	Small Group Counseling Group dynamics – including counseling, psychoeducational, task, and peer helping groups	Chapter 7
8		Midterm
9	Large Group Counseling Designing, implementing, managing, and evaluating transition programs, including school-to-work, postsecondary planning, and college admission counseling	Chapter 8
10	Peer Facilitator Projects Facilitation of teams to enable students to overcome barriers and impediments to learning Coordination and implementation of various peer programming interventions – peer mediation, mentoring, tutoring - Programs designed to enhance student academic development Peer helping strategies in the school counseling program	Chapter 9
11	Consultation Systems, theories, models, and processes of consultation in school system settings	Chapter 10
12	The Counselor as Guidance Coordinator Individual and group guidance to promote academic, career, and personal/social student development Successfully teaching counseling- and guidance-related material Career development theories, decision-making models Career and related information resources and systems and career development programming Interrelationship among work, family and other roles and factors Career and educational planning, placement, follow-up and evaluation	Chapter 11 Final Paper Due
13	The Counselor and Accountability Critical evaluation of school counseling practice research	Chapter 12

	<p>Models of program evaluation for school counseling programs</p> <p>Basic strategies for evaluating counseling outcomes in school counseling – behavioral observation and program evaluation</p> <p>Current methods (school improvement plan, school report card) of using data to inform decision making and accountability</p> <p>Outcome data and best practices identified in school counseling research literature</p> <p>Developing measurable outcomes for school counseling programs, activities, interventions, and experiences</p> <p>Analyzing and using data to enhance school counseling programs</p>	
14	<p>Counselors role during trauma-causing event</p> <p>Membership in interdisciplinary emergency management team</p> <p>Potential impact of crises, emergencies, and disasters on students, educators, and schools</p> <p>Crisis intervention skills</p> <p>School and community collaboration models for crisis/disaster preparedness and response</p>	
15	Final Exam	Final

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. Academic Honesty: Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

C. Unattended Children:

Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

D. Plagiarism and Academic Misconduct: Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures,” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to

notify the student in writing and adjust the grades downward, award a failing grade for the semester, or seek further sanctions against the student.