

**Introduction to School Counseling****COUN 5600 – 3 credit hours****Monday 5:00 – 7:50 pm****HWH # 305**

Professor: LaShonda B. Fuller, PhD, LPC, SCL
Assistant Professor
Department of Psychology
HWH 219

Phone: 773-995-2196

E-mail: lfulle20@csu.edu

Office Hours: Mon., Tues. & Thurs. 2:00 – 4:30 pm
(also by appointment)

Required Textbook:

Stone, C. B., & Dahir, C. A. (2016). *The transformed school counselor* (4th ed.). Belmont, CA: Brooks/Cole.

Required Supplemental Reading: Selected from bibliography in the back of the syllabus

Course Prerequisites: Completion of program prerequisites or concurrent enrollment, passing the TAP exam, and admission into the school counseling master's degree program.

Attendance Policy: Attendance for all courses is mandatory. The structure of this course and the course's importance in your development as a professional school counselor requires your attention and regular participation. Only *one* unexcused absence will be allowed. **ALL LATE** assignments will automatically receive half points deducted from the assignments final score; therefore, make sure the instructor is informed in advance if you are unable to meet deadlines for any reason (including illness or family emergency as well as any technical problems). Students may be dropped from the course if they do not participate in the first two weeks of class following University policy. Please note, if you are unable to meet the requirements of this course it is your responsibility to drop this course.

ADA Policy: Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190 (773) 995-4401. Accommodations may be requested at any time, but they are not retroactive.

Emergency Procedure Request: In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

Conceptual Framework: The College of Education and the Department of Psychology's conceptual framework serves as the model for preparing all candidates to succeed in serving urban populations. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning.

Department Mission: The mission of the School 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 in school settings. This mission is generated from the belief that school counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

This course draws upon the conceptual framework in that students are assessed throughout the semester with both formal and informal measures. This is implemented to engage the students in understanding the material and the application of the lessons. Technology is integrated into the curriculum to draw from external sources and become familiar with on-line technology. Cognitively challenging standards are set to motivate the students to develop an understanding of the professional responsibilities of a school counselor.

Course Description: Introduction to the role and function of a school counselor within a school setting drawing from a theoretical and developmental perspective; Examines all aspects of professional functioning including, history, organizational structure and credentialing, ethics, standards, and the definition of a school counseling comprehensive program.

Method of Instruction: The method of instruction includes “socratic” teaching, which involves teaching by questioning more so than by telling as well as group discussion, guest lectures, review of documents and films, group activities and presentations, and individual presentations. Throughout course discussion, an emphasis on the use of a culturally sensitive pedagogy relative to all subject matter will be implemented.

Use of Technology: Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU Moodle will be used to make announcements, post lecture notes, course documents, videos, 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 Moodle 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 Moodle or your email account, contact the Center for Teaching and Research Excellence (CTRE) as soon as possible at (773) 995-2960 or ctre@csu.edu or stop by Library 318. If you do not utilize your university email account, CTRE can assist you in having your messages forwarded to the address of your preference. *When using your computer during class inappropriately for anything outside of class notes and any other device that causes distraction for the instructor or colleagues during lecture, the instructor will request the student not to bring computer and/or other devices to future classes.*

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off all electronic devices that make noise such as cell phones, alarms, etc.

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

1. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. *Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.*
5. *Effectively respond to professional and ethical issues.*
6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*

8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

Students will meet the following Course Objectives and Student Outcomes:

X. Assessments/Student Outcome Measures

Course Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School
a. To know the history and development, philosophy, and trends of the school counseling and educational systems	Reading, exam	CACREP = 1a SC = 1a
b. To understand the multiple professional roles, functions of school counselor, and relationships with human service and integrated behavioral health care systems, including strategies for consultation, interagency/inter-organization collaboration and communications and relationship to roles of other school professionals and support personnel as well as strategies to enhance teamwork within school and larger community.	Reading, discussions, assignments, exam	CACREP = 1b
c. To identify school counselors' roles and responsibilities as collaborative members of an interdisciplinary community outreach and in response to school emergency management response teams/plans	Reading, discussions, exam	CACREP = 1c SC = 2e
d. To demonstrate self-care strategies appropriate to the school counselor role	Reading, discussions, assignments	CACREP = 1l
e. To know the role of counseling supervision in the profession	Reading, discussions,	CACREP = 1m
f. To understand school counseling professional organizations, including membership benefits, activities, services to members, and current professional issues	Reading, discussions, assignments	CACREP = 1f SC = 2l
g. To explain the professional preparation standards and credentialing of school counselors, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Reading, discussions, assignments	CACREP= 1g SC = 2l
h. To know the role and process of the professional school counselor advocating	Reading, discussions,	CACREP = 1h SC = 2f

on behalf of the profession and school counseling roles and to demonstrate the competencies to advocate for those roles	assignments, exam	
i. To know advocacy processes needed to address public mental health policy, financing, regulatory processes, as well as institutional and social barriers that impede access, equity, and success for clients	Reading, discussions, exam	CACREP = 1e
j. To understand current labor market information relevant to opportunities for practice within the counseling profession	Reading, discussions, exam	CACREP = 1h
k. 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, assignments, exam	CACREP = 1i SC = 2n
l. To understand school counselor as leaders, advocates, and systems change agents in P-12 schools	Reading, discussions, assignments, exam	SC = 2a
m. To understand strategies to promote client understanding of and access to a variety of community-based resources	Reading, discussions, assignments, exam	CACREP = 5k
n. To understand systems theories, models, and strategies for understanding and practicing of collaboration and consultation in school system settings.	Reading, discussions, assignments, exam	CACREP = 5c SC = 1d
o. To recognize the importance and application of research (including needs assessment and program evaluation, including how to critique research to inform the counseling profession	Reading, discussions, assignments, exam	CACREP = 8a
p. To apply current models of school counseling programs such as the ASCA model and their integral relationship to the total educational program	Reading, discussions, assignments, exam	SC = 1b
q. To understand the Models of P-12 comprehensive career development and career readiness and the use of developmentally appropriate career counseling interventions and assessments	Reading, discussions, assignments, exam	SC = 1c, 2c, 3e
r. To understand school counselor roles in relation to college and career readiness and to demonstrate strategies to facilitate school and postsecondary transitions and promote college and career readiness.	Reading, discussions, assignments, exam	SC = 2c, 3g, 3j
s. To know school counselor role and responsibilities in school leadership and multidisciplinary teams and the qualities and styles of effective leadership in schools	Reading, discussions, assignments, exam	SC = 2d, 2j

t. To be able to identify community resources and referral sources	Reading, discussions, assignments, exam	SC = 2k
u. To understand the development of school counseling program mission statements and objectives	Reading, discussions, assignments, exam	SC = 3a
v. To understand the design and evaluation of school counseling programs	Reading, discussions, assignments, exam	SC = 3b
w. To understand core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies as well as interventions to promote academic development	Reading, discussions, assignments, exam	SC = 3c, 3d
x. To understand the techniques of personal/social counseling in school settings.	Reading, discussions, exam	SC = 3f
y. To know strategies to promote equity in student achievement and college access.	Reading, discussions, exam	SC = 3k
z. To understand techniques to foster collaboration and teamwork within schools	Reading, discussions, exam	SC = 3l
aa. To understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Reading, discussions, exam	SC = 2b

Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs (CACREP)

<http://www.cacrep.org>

Grading Policy:

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

Assignments:

- Classroom Guidance Activity 20 points
- Theory Group Presentation 25 points
- Journal Reaction Papers 35 points
- Final Exam 20 points
- Total 100 points**

Evaluation Criteria: Students are expected to read the weekly assigned readings and the lectures. *Class discussions are based on the assigned readings and assignments listed in the syllabus. All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to class and any online discussions scheduled for class.* Your overall grade for the course is determined by the following criteria.

1. **Two Classroom Guidance Activity (20)** that details and represents an Elementary, Middle, or High School classroom guidance lesson plan. Each guidance activity will indicate the lesson's objectives, targeted counseling domain(s), materials needed for the activity, procedures of the activity, and questions for students to process. Each week a classroom guidance activity will be presented and demonstrated at the beginning of class and graded based on accurate detail of lesson plan, creativity of activity, and classroom management allowing for total class participation.
2. **Theory Research Presentation: 5-10 additional references including original authors of theory**
 - a. Historical background of theory
 - b. Theoretical constructs of theory
 - i. Structural constructs (what are the basic principles of the theory that defines the theory's use with K-12)
 - ii. Motivational constructs (what does the theory target to fulfill with K-12)
 - iii. Time perspective constructs (during what phase/stage of life is the theory relative to K-12 that counselors need to be mindful of when applying)
 - iv. Individual difference constructs (character traits impacted in K-12)
 - c. Assumptions (What does the theory assume about K-12)
 - d. Multicultural Implications (how would the theory be used with different ethnic/racial groups in K-12 urban and rural areas)

Style: The theory presentation 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. 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>

3. **Seven Journal Entries** – A one page explanation of the article's content (main points and author's position) and your reaction to the article. Each article reaction should correspond with the chapter reading for the week for an enhanced understanding. Please follow the format provided. See example of the "Article Reaction Paper" on page 9.
4. **Final Exam** – Comprehensive exam on school counseling concepts, roles, and counseling theories.

CSU Credit Hour Definition: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class assignments (homework, reports, essays, critical analysis of readings, etc.), which is in addition to studying.

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:* 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 grades downward, award a failing grade for the semester, or seek further sanctions against the student.

C. *Policy on Unattended Children:* Unattended children are not allowed in 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. *Classroom Civility*: Each CSU student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, interrupt class by coming in late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others will be asked to leave the class and may be subjected to disciplinary action under the *Code of Student Rights, Responsibilities and Disciplinary Procedures*.

E. *Diversity Statement*: Multiculturalism is a prominent component of life; therefore, it is inevitable that cultural differences among the instructor and students are acknowledged and cultural sensitivity is embraced in order to support the learning process we will experience together while applying learned concepts to current and futuristic situations and circumstances.

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 and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’ 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 text 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.

Anytime 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.

Please refer to this website for more information on plagiarism.

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

Academic Warnings: If students experience issues related but not limited to attendance, missing assignments and exams, and/or limited progress, which may hinder satisfactory progress for course, students should make contact with the instructor and his/her academic advisor as soon as possible.

Evidence of critical thinking is also a criterion, which must be demonstrated in each assignment. Critical thinking is a unique type of purpose thinking in which standards involve the careful examination and evaluation of beliefs and actions in order to arrive at well reasoned ones. This purposeful and responsive thinking is guided by intellectual standards of relevance, clarity, depth, and breadth. Critical thinkers routinely ask the following questions:

- ✓ What is the purpose of my thinking here (goal/objective)?
- ✓ What precise question (problem) am I trying to answer?
- ✓ What point of view (perspective) am I thinking?
- ✓ What concepts or ideas are central to my thinking?
- ✓ What am I taking for granted, what assumptions am I making?
- ✓ What information am I using (data, facts, observations)?
- ✓ What conclusions am I coming to?
- ✓ If I accept the conclusions, what are the implications?
- ✓ What would the consequences be if I put my thoughts into action?

For each element, the thinker considers the standards that shed light on the **effectiveness** of their thinking. It is self-assessing (self-critical), and self-improving (self-corrective). The thinker assesses his or her thinking, using appropriate standards. If you are not assessing your thinking, you are not thinking critically.

Many students find it difficult to prepare graduate level papers. Part of the problem is simply a paucity of practice. I strongly urge you to proofread your work and then have it reviewed by an objective individual that has a good command of writing mechanics. Below are a list of some of the most common errors related to grammar, punctuation, and other sentence-level matters. It may be wise to use the items below as a checklist during the preparation of your paper.

1. Missing coma after an introductory element pronoun reference	10. Unnecessary shift in pronoun
2. Missing comma in a compound sentence	11. Sentence fragment
3. Wrong word	12. Wrong tense or verb form
4. Missing comma(s) with a nonrestrictive element	13. Lack of subject-verb agreement
5. Wrong or missing verb ending	14. Missing comma in a series
6. Wrong or missing proposition	15. Lack of agreement between pronoun and antecedent
7. Comma Splice	16. Unnecessary comma(s) with a restrictive element
8. Missing or misplaced possessive apostrophe	17. Fused sentence
9. Unnecessary shift in tense	18. Misplaced or dangling modifier
	19. Its/It's confusion

ARTICLE REACTION PAPER

Name
Date
Journal 1

Zigmond, N. (2006). Twenty-four months after high school: Paths taken by youth diagnosed with severe emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 14*(2), 99-107.

CONTENT: The author initially interviewed 97 students in grades 9 through 12 with severe emotional and behavioral disorders (EBD), who were assigned to separate day schools because public school programs were not sufficiently meeting these student’s needs in a mid-sized Midwestern metropolitan area. The literature shows lower employment rates and lower postsecondary school participation and completion rates for youth with severe emotional disorders (SED) and EBD than for youth who are not disabled. According to the article, most follow-up studies are based on a general consensus that employment and postsecondary schooling outcomes for youth with SED/EBD indicate the quality of high school programs and services, particularly transition services mandated by IDEA. The author collected data and examined outcomes for youth with EBD/SED for three years and experienced 57 students graduating and 40 dropping out. 83% of the graduates and 65% of the dropouts were White; 17% of the graduates and 25% of the dropouts were African American; 69% of the graduates and 74% of the dropouts were males; and 46% of the graduates and 30% of the dropouts were from families of middle to upper-level SES. The final sample consisted of 33 youth, 27 graduates and 6 dropouts; 63% male and 21% African American.

REACTION: I agree with the author stating, “for students with disabilities to grow into adults who

can function successfully in society, secondary school educators must provide school services that prepare students for the transition to adulthood”(pg. 100), which should be the focus of transition planning and transition services. However, I also believe that students cannot receive every possible service needed from public schools and therefore, need to receive specialty services in restrictive environments. According to the results of this study, the more restrictive environments provided in the day-treatment schools for the sample, appeared to have served the group of students as well as public high school programs. 15 out of the 33 youth held full or part-time jobs, although unstable, but they earned a little more than minimum wage, although seldom receiving health and vacation time. I do not believe, however, that special educators in public schools are trained to serve and attend to every child’s need and disability. Most teachers in public schools cannot even attend to a classroom full of different personalities and learning styles so I know the idea of serving every need for special educators is even more elusive. The major understanding is: services to students with SED/EBD should and need to start with better transition programs in public schools but should also consist of additional services outside the public school in a more restrictive environment, which seems to create a higher probability of students with SED/EBD employment and postsecondary opportunities.

Bibliography

Leadership in School Counselors:

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- Bodenhorn, N. (2006). Exploratory school of common and challenging ethical dilemmas experienced by professional school counselors. *Professional School Counseling, 10*, 195-202.
- Lawrence, G., & Kurpius, S. E. R. (2000). Legal and ethical issues involved when counseling minors in nonschool settings. *Journal of Counseling and Development, 78*(2), 130-136.
- Taug, D. J. (2006). Understanding the concerns of parents of students with disabilities: Challenges and roles for school counselors. *Professional School Counseling, 10*, 52-57.
- Butler, S. K., & Constantine, M. G. (2005). Collective self-esteem and burnout in professional school counselors. *Professional School Counseling, 9*, 55-62.

Multicultural Counseling:

- Baruth, L. G., & Manning, M. L. (2000). A call for multicultural counseling in middle schools. *Clearinghouse, 73*, 243-247.
- Day-Vines, N. L., & Terriquez, V. (2008). A strengths-based approach to promoting prosocial behavior among African American and Latino students. *Professional School Counseling, 12*, 170-175.
- Lee, C. C. (2005). Urban school counseling: Context, characteristics, and competencies. *Professional School Counseling, 8*, 184-188.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken, NJ: Wiley.
- Williams, C. B. (1999). The color of fear and blue-eyes: Tools for multicultural counselor training. *Counselor Education and Supervision, 39*(1), 76-79.

Student w/Disabilities:

- Brown, M. B. (2000). Diagnosis and treatment of children and adolescents with attention deficit/hyperactivity disorder. *Journal of Counseling and Development, 78*(2), 195-203.
- Erl, R. R. (2000). Five frameworks for increasing understanding and effective treatment of attention deficit/hyperactivity disorder: Predominantly inattentive type. *Journal of Counseling and Development, 78*(4), 389-399.
- Kann, R. T., & Hanna, F. J. (2000). Disruptive behavior disorders in children and adolescents: How do girls differ from boys? *Journal of Counseling and Development, 78*(3), 267-274.
- Keys, S. G., Bemak, F., & Lockhart, E. J. (1998). Transforming school counseling to serve the mental health needs of at risk youth. *Journal of Counseling and Development, 76*(4), 381-388.

Research Based:

- Gerrity, D. A., & DeLucia-Waack, J. L. (2007). Effectiveness of groups in the schools. *Journal for Specialist in Group Work, 32*, 97-106.
- Holcomb-McCoy, C., & Mitchell, N. (2005). A descriptive study of urban school counseling programs. *Professional School Counseling, 8*, 203-208.
- Wheeler, S. B. (2010). Effects of self-esteem and academic performance on adolescent decision making: An examination of early sexual intercourse and illegal substance use. *Journal of Adolescent Health, 47*, 582-590.
- Espelage, D. L., Bosworth, K., & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling and Development, 78*(3), 326- 333.

Child Maltreatment:

- Fisher, T. A., Matthews, L., Stafford, M. E., Nakagawa, K., & Durante, K. (2002). School personnel's perceptions of effective programs for working with mobile students and families. *The Elementary School Journal, 102*, 317-333.
- Lawson, D. M. (2009). Understanding and treating children who experience interpersonal maltreatment: Empirical findings. *Journal of Counseling and Development, 87*, (2), 204 – 215.

McEachern, A. G., Aluede, O., & Kenny, M. C. (2008). Emotional abuse in the classroom: Implications and interventions for counselors. *Journal and Counseling and Development*, 86, 3-10.

Roles & Supervisory Needs:

- Bemak, F., & Chung, R. C. (2005). Advocacy as a critical role for urban school counselors: Working toward equity and social justice. *Professional School Counseling*, 8, 196-202.
- Brott, P. E. (2006). Counselor education accountability: Training the effective professional school counselor. *Professional School Counseling*, 10, 179-188.
- Davis, T. E. (2006). Looking forward by going back: A school counselor educator's return to school counseling. *Professional School Counseling*, 10, 217-223.
- Holowiak-Urquhart, C., & Taylor, E. R. (2005). When theory collides with practice: One day in the life of a middle school counselor. *Professional School Counseling*, 9, 88-93.
- Page, B. J., Dale, Sutton, J. M. (2001). National survey of school counseling supervision. *Counselor of Education and Supervision*, 41, 142-150.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders (5th ed.)*. Hoboken, NJ: Wiley.
- Shoffner, M. F., & Williamson, R. D. (2000). Engaging preservice school counselors and principles in dialogue and collaboration. *Counselor Education and Supervision*, 40 (2), 128-140.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.
- Sutton, J. M., & Page, B. J. (1994). Post degree clinical supervision of school counselors. *The School Counselor*, 42, 33-43.
- Walsh, M. E., Barrett, J. G., & DePaul, J. (2007). Day-to-day activities of school counselors: Alignment with new directions in the field and the ASCA National Mode [R]. *Professional School Counseling*, 10, 370-378.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice (7th ed.)*. Alexandria, VA: American Counseling Association.

Interventions/Techniques:

- 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.
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- Hanna, F. J., Hanna, C. A., & Keys, S. G. (1999). Fifty strategies for counseling defiant, aggressive adolescents: Reaching, accepting, and relating. *Journal of Counseling and Development*, 77(4), 395-404.

Recommended Article Readings

- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Butler, S. K. (2003). Helping urban African American high school students excel academically: The roles of school counselors. *High School Journal*, 87, 51-57.
- Day-Vines, N. L., Patton, J. M., & Baytops, J. L. (2003). Counseling African American adolescents: The impact of race, culture, and middle class status. *Professional School Counseling*, 7, 40-51.

- Merrill- Washington, V. (2007). Counselor's role in a changing, diverse society. *ERIC Document Reproduction Service No.* ED498819
- Shorter-Gooden, K., & Washington, C. (1996). Young, black, and female: The challenge of weaving an identity. *Journal of Adolescence, 19*, 465-475.
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- Whiston, S. C., & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development, 76* (4), 412-426.

<i>Tentative COURSE OUTLINE:</i>		Readings Due
Week 1	Introduction/ Overview/Group Assignments History of School Counseling	Handout
Week 2	21 st Century School Counseling Classroom Guidance (Instructor)	TSC 1
Week 3 →	NO CLASS – Labor Day	
Week 4	Counseling Theory in Schools Assignment: Journal 1: <i>Techniques</i>	TSC 2
Week 5	Implementing ASCA National Model Assignment: Classroom Guidance (Instructor); Journal Entry 2: <i>Freebie</i>	TSC 7
Week 6	Counseling Practice in Schools Assignments: Classroom Guidance 1; Journal Entry 3: <i>Supervisory Needs</i>	TSC 3
Week 7	School Counselors (SC) as Leaders/Consultants Assignments: Classroom Guidance 2; Journal Entry 4: <i>Leadership</i>	TSC 4 & 12
Week 8	School Counselors as Advocates Assignments: Classroom Guidance 3; Journal Entry 5: <i>Social Justice</i>	TSC 5
Week 9	Legal & Ethical Issues for SC Assignments: Classroom Guidance 4	TSC 6
Week 10	Accountability and Data-Driven Decision Making Assignments: Classroom Guidance 5	TSC 8
Week 11	<i>Diversity Matters</i> Assignments: Classroom Guidance 6; Journal Entry 6: <i>Multiculturalism</i>	TSC 9
Week 12	<i>Working with Special Needs Students</i> Assignments: Classroom Guidance 7; Journal Entry 7: <i>Students w/Disabilities</i>	TSC 10
Week 13	Violence in Schools Assignments: Classroom Guidance 8	TSC 11
Week 14	Preparing ALL Students for Career & College Readiness Assignments: Theory Presentation	TSC 14
Week 15	Transitioning into the Field of School Counseling Assignments: Theory Presentation	TSC 15
Week 16	Final Exam	