

NORTH DAKOTA STATE UNIVERSITY
College of Human Development and Education
School of Education
Counselor Education
FALL 2007 SYLLABUS

Course Number and Title: CNED 728: Guidance Administration and Consulting (2 semester credits)

Class Time: 4:00-6:50 p.m. (CST) on Mondays (August 20-October 8, 2007)

Class Location: EML 170

Instructor: Carol B. Hoheisel, Ph.D., NCC

Campus Address: School of Education
210 FLC, PO Box 5057
Fargo, ND 58105-5057

Phone: (701) 231-7103 (office)

E-mail: buchholzce@yahoo.com

Office Hours: Mondays 1:00-3:45 p.m. and by appointment

Sending Site: EML 170 (IVN) at NDSU
Site Phone #: (701) 231-1997

Receiving Sites: Bismarck, Devils Lake, Hazelton, Jamestown, Minot, Valley City,
Williston, Wyndmere

NOTE:

This is a videoconference course. Videoconferencing classes can be videotaped, or recorded by CD, DVD, or streamed at the instructor's discretion.

For the latest information on class cancellations due to weather or other conditions, please call toll-free 1-866-243-8486.

IVN ETIQUETTE

Class will begin promptly at 4:00 p.m. (CST) each week. Students at IVN sites should arrive approximately 10 minutes before class begins to help their IVN technicians with sound checks, etc. It is also expected that all students actively participate in this course and stay on task regardless of their IVN location.

CATALOG DESCRIPTION (content area)

Role of administrators, counseling personnel, and teachers in the management of and consulting in K-12 counseling programs.

PURPOSE

The purpose of this course is to assist graduate students to develop the knowledge and skills necessary for counseling program development and evaluation. The course will focus on, but not be limited to: history, philosophy, and current trends in school counseling; school counseling comprehensive program content; school counseling program's relationship to academic and student services; legal and ethical issues, accountability; consultation; public relations; technology assistance; and school counselor's role in coordinating programs that are designed to enhance students' academic, social, emotional, career and other developmental needs. The learning process will be flexible, offering students the opportunity to learn from various delivery methods.

METHODS OF INSTRUCTION

This class will make use of a variety of learning methods, with an emphasis on the **seminar discussion style** of learning. Students will work with partners, in small groups, and in class discussions in order to share with the class, information and issues of concern in counseling service delivery.

GOALS (knowledge, skills, disposition, diversity & technology)

The goals of this class are to learn about the history, philosophy and trends in school counseling, along with the role and function of the school counselor in conjunction with the roles of other professional and support personnel in the school. Knowledge of the school setting and curriculum will also be stressed. Students will study the ethical standards and guidelines of the American School Counselor Association and the policies, laws and legislation relevant to school counseling. Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling will also be a strong focus.

Additional class goals are to give the students an understanding of how to refer clients for specialized help; coordinate efforts with resource personnel, specialists, businesses, and agencies outside the school to promote program objectives; methods of integration of the guidance and counseling program in the total K-12 school curriculum; promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; and methods of planning and presenting guidance related to educational programs for school personnel and parents.

Students will learn to the use of surveys, interviews, and needs assessments; design, implementation, and evaluation of specific strategies designed to meet program goals and objectives; and preparation of a school counseling schedule reflective of appropriate time commitments and priorities in a developmental school counseling program.

Individual and group counseling and guidance approaches appropriate for K-12 students will be presented along with group guidance approaches that are systematically designed to assist students with developmental tasks. Peer helper programs will also be presented.

Issues that may affect the development and functioning of students (abuse, eating disorders, AIDS, attention deficit disorder, self concept, anger control), and developmental approaches to assist students and parents at points of educational transition (vocational/career, post-secondary education) will be demonstrated.

Also presented will be methods of enhancing teamwork within the school and community and methods of consulting with parents, teachers, administrators, support staff and community agency personnel.

Comprehension- This course will build on the learning that has taken place in many of the other courses already completed by students in the counseling program.

Transformation- Students will apply the concepts covered in other courses in developing effective counseling programs for various settings. Researching and implementing consulting procedures will also take place in this class.

Practice- Students in this class may be initially exploring school counseling as a career, some may be teachers, some may be students soon to be enrolled in practicum and internship, others may be working as a school counselor designate at this time. The opportunity to practice is provided from the experiences required in this class. (See Course Requirements)

Evaluation- Students will have the opportunity to get opinions from other students and the instructor in regards to the work they present in class. There will also be formal instructor evaluation involved with projects and examinations.

Reflection- As students develop counseling models, there is encouragement to consider the appropriateness of the units included, the skills involved, and the materials used in the organization and administration of the model. The opportunity to challenge themselves in developing specialized area of expertise will be given in the consultation focus of this course.

New Comprehension- The major opportunities to gain new comprehensions will come through observation of others, preparation of the student's own plan, and implementation of these policies and plans. The actual implementation will take place in internships or other professional work settings.

COURSE OBJECTIVES

Students will demonstrate knowledge of and the ability to develop a comprehensive developmental school counseling program (curriculum) for any school district. This will include but not be limited to the purpose and goals of the course as listed above.

REQUIRED TEXTS

- American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
- American School Counselor Association. (2004). *The ASCA national model workbook*. Alexandria, VA: Author.
- Brigman, G., Mullis, F., Webb, L., & White, J. (2005). *School counselor consultation*. Hoboken, NJ: John Wiley & Sons.
- Stone, C. B., & Dahir, C. A. (2006). *The transformed school counselor*. Boston: Houghton Mifflin.

OPTIONAL TEXT

- Greenberg, K. R. (2003). *Group counseling in K-12 schools: A handbook for school counselors*. Boston, MA: Allyn and Bacon.

Ethics and Academic Honesty/Responsibility:

Students in the courses offered by NDSU are required to abide by the code of ethics of the American Counseling Association and the American School Counselor Association. Failure to abide by this code can result in a grade of “F” and possible expulsion from the program. Students who are involved in situations that might compromise their ethics are expected to consult with your professor prior to taking action, or if that is not possible, then immediately thereafter. Copies of the code of ethics are available in the office.

Work in this course must adhere to the *Code of Academic Responsibility and Conduct* as cited in “Rights and Responsibilities of Community: A Code of Student Conduct” (1998).

Please review the principles of Academic Honesty and Responsibility at this website:
www.ndsu.nodak.edu/policy/335.htm

Students with Disabilities:

Any student with disabilities or other special needs who requires special accommodations in this course is invited to share these concerns or requests with the instructor as soon as possible.

REQUIREMENTS

1. Consultation PowerPoint:

Each student will select a topic pertaining to school counseling issues. Each student will become a “consultant” and will develop his/her own PowerPoint presentation. The audience for each presentation must be selected from the following list: teachers, school staff, school administrators, parents/guardians, community members, or other school counselors.

Examples of Consultation PowerPoint presentations include: Working with students with ADHD, Self-injury, Suicide awareness and prevention, Childhood and adolescent depression, Substance abuse, and Eating disorders. Each student must get ADVANCED instructor approval for his/her topic.

Each student must cite a MINIMUM of 4 sources from either professional journals and/or books within his/her PowerPoint. You may not use your textbooks as references. At the end of each PowerPoint, include a reference list and use APA (5th edition) format for the list.

PowerPoints must be e-mailed to the instructor by **September 24, 2007**.

2. Comprehensive Developmental School Counseling Program (CDSCP): (you will need to arrange additional time outside of class to discuss this project with your partner)

With a partner (assigned by the instructor), identify a specific school system (school or schools) and design an outline for a comprehensive, developmental school counseling program that meets the needs of the students within that system. One project per pair will be turned into the instructor on **October 1, 2007**. Detailed instructions and project format will be provided by the instructor.

3. Crisis Management Plan Evaluation:

Each student will select a school that has a crisis management plan in place. There are 2 parts to this assignment.

Part 1 involves interviewing the school’s counselor (and administrator if possible). The instructor will provided detailed questions to ask during the interview process. Each student will write a report discussing the results of his/her interview.

Part 2 involves reviewing the school’s current crisis management plan. The instructor will provide detailed questions to answer while reviewing the school’s crisis management plan.

Both parts of this assignment are due **October 8, 2007**.

4. Class Participation

All students are expected to actively participate in class and read assigned readings BEFORE each class.

COURSE ASSESSMENT

Requirements	Total Points	Grading System
Consultation PowerPoint	30	A = 90 and above
CDSCP Assignment	30	B = 80 to 89
Crisis Management Eval.	35	C = 70 to 79
Class Participation	5	D = 60 to 69
		F = Below 60

COURSE SCHEDULE (Content subject to moderate change)

DATE	TOPICS	READINGS
Aug. 20	<ul style="list-style-type: none"> • Introductions (Participants) • Overview of the course (syllabus) • History & Philosophy of school counseling 	<ul style="list-style-type: none"> • Syllabus • Stone & Dahir- Chapters 1 & 14
Aug. 27	<ul style="list-style-type: none"> • ASCA model • Data-driven programs • Accountability • Program coordination 	<ul style="list-style-type: none"> • ASCA model & workbook • Stone & Dahir- Chapters 3, 7, 8, & 9
Sept. 3	NO CLASS- LABOR DAY	
Sept. 10	<ul style="list-style-type: none"> • Consultation • Leadership • Advocacy 	<ul style="list-style-type: none"> • Brigman's book • Stone & Dahir- Chapters 4, 5, & 6
Sept. 17	<ul style="list-style-type: none"> • Crisis management • Suicide prevention/intervention 	<ul style="list-style-type: none"> • Stone & Dahir- Chapter 13 • Assigned articles
Sept. 24	<p style="text-align: center;"><u>CONSULTATION POWERPOINT DUE</u></p> <ul style="list-style-type: none"> • Professional school ethics • Ethical decision-making 	<ul style="list-style-type: none"> • Stone & Dahir- Chapter 11 • Assigned articles
Oct. 1	<p style="text-align: center;"><u>CDSCP ASSIGNMENT DUE</u></p> <ul style="list-style-type: none"> • Career development • Academic development • Personal/social development 	<ul style="list-style-type: none"> • Stone & Dahir- Chapter 12 • ASCA model & workbook

	<ul style="list-style-type: none"> • Group counseling 	
Oct. 8	<p><u>CRISIS MANAGEMENT PLAN EVALUATION DUE</u></p> <ul style="list-style-type: none"> • Diversity issues in counseling • Statewide assessments 	<ul style="list-style-type: none"> • Stone & Dahir- Chapter 10 • Assigned articles