CNS 678 – Foundations of School Counseling
3 Semester Credit Hours
Fall, 2008: Online

Instructor Information
Instructor: Dilani Perera-Diltz, Ph.D., PCC-s, LICDC, LPSC
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Office Number: RT 1412
Phone: 216-523-7117
Office Hours: To be announced

Program knowledge base for school counselors:
This course follows the NCATE model of the counselor as a facilitator of human development and as a professional program manager. As such, human development will provide the context in which the school counseling skills are discussed.

CSU Graduate Catalogue Course Description
This course is designed to familiarize students with the history, philosophy, and current trends in school counseling as it relates to the role, function, and identity of the school counselor. This course will also provide developmental approaches to assist students at points of educational and personal transition. Prerequisite: Admission to the school counseling program or instructor’s permission.

Course Goals/Objectives: (These course objectives meet the CACREP Standards found in the 2009 CACREP Accreditation Standards and Procedures Manual that can be found @ www.cacrep.org.)
At the end of this course, students will be able to:

- Discuss the history, philosophy, and current trends in school counseling as it relates to the role, function, and identity of the school counselor (Sec.II.G.1.a; Sch.Coun.A.1; Sch.Coun.A.3)
- Identify and discuss the components of the American School Counselor Association endorsed model of School Counseling (Sch.Coun.A.5; Sch.Coun.C.2, 4, & 5; Sch.Coun.D.2; Sch.Coun.E.1-3; Sch.Coun.K.1-3) and discuss the role of the school counselor as a leader and change agent in managing the program (Sch.Coun.O.1-4)
- Identify developmental needs including needs of the exceptional students during educational and personal transition (Sec.II.G.3.e; Sch.Coun.A.6; Sch.Coun.O.5)
- Discuss the spectrum of human behavior including developmental crisis, disability, psychopathology, normal and abnormal behavior (Sec.II.G.3.f; Sch.Coun.A.6)
- Identify strategies for facilitating optimum development and wellness over the lifespan (Sec.II.G.3.h; Sch.Coun.A.6; Sch.Coun.C.1, 3, & 4; Sch.Coun.D.3)
• Discuss career and educational planning including the utilization of assessment instruments and career counseling processes (Sec. II G.4.e-g)
• Discuss the influence of multiple factors on personal, social, academic functioning of students (Sch.Coun.G.1)
• Identify appropriate assessment strategies that assess and interpret student strengths and limitations, barriers that obstruct normal development, and issues beyond the school counselors training that require referrals (Sch.Coun.H.1-5)
• Discuss the characteristics and behaviors that influence the helping process (Section II G.5.b) and utilize essential interviewing and counseling skills (Sec.II G.5.e) including those from systems perspective (Sec.II G.5.e)
• Discuss methods/models and significance of consultation and collaboration among school personnel, with other school personnel (Sec. II G.5.f), & parents and guardians to promote development of all students (Sch.Coun.M.1-5, & 7)
• Discuss the effects of diversity on education (Sec.II.G.2.d-f; Sch.Coun.A.6; Sch.Coun.D.1; Sch.Coun.E.1-4)
• Discuss principles of group dynamics and group counseling methods (Sec.II.G.6.a & d)
• Describe appropriate response to crisis and the need to be on a crisis response team for the school (Sec.II.G.1.c; Sec.II.G.5.g; Sch.Coun.A.7; Sch.Coun.C.6; Sch.Coun.M.7)
• Discuss the importance of research (Sec.II.G.7.a) including engaging in evidence based practice (Sec.II.G.7.d; Sch.Coun.I.1-5)
• Identify the professional organizations and credentialing (e.g., licensing) requirements related to school counseling (Sec.II.G.1.f & g; Sch.Coun.A.4)
• Identify and discuss accountability and advocacy needs of the profession and the advocacy needs of the students (Sec.II.G.1.h & i; Sec.II.G.2.d; Sch.Coun.B.2; Sch.Coun.M.5)
• Discuss ethical behavior prescribed by the school counseling and counseling profession and the importance of working within such guidelines (Sec.II.G.1.j; Sch.Coun.A.2; Sch.Coun.B.1)
• Identify a self-care plan to enhance personal and professional growth (Sec.II.G.1.d)

Required Text


Recommended Texts

Methods of Instruction

Instruction will include threaded discussion, blogging, journaling, and other assignments.

Grade Scale
A = 100-95;   A- = 94-90;   B+ = 89-87;   B = 86-83;   B- = 82-80;   C = 79-70;   F = Below 70

Course Assignments

Format & Guidelines for Assignments
Assignments will be evaluated on your ability to demonstrate a grasp of the subject matter and an ability to synthesize and apply the information presented in readings, lectures, class discussions, and activities. Your projects will be evaluated and graded according to the following criteria:

- **Due date:** In fairness to students who meet the deadlines, papers turned in late will receive a reduced grade. A late assignment will not receive an A.
- **Form:** All assignments should follow *APA style* (5th ed.). They should be typed, doubled-spaced, 1-inch margins, 12 pt., and Times Roman font. It is recommended that you keep copies of all assignments. One point will be deducted for each non-compliant format (No Exceptions).
- **Grammar:** Proofread your paper for spelling, syntax, sentence construction, and typing errors. Points will be deducted for papers that are not grammatically correct and have excessive mistakes. If writing problems continue, you maybe asked to submit your assignments through the writing center located at [http://mycsu.csuohio.edu](http://mycsu.csuohio.edu).
- **Quality:** Papers must reflect quality writing skills, creativity, clarity, and depth of thinking.
- **Plagiarism:** If you copy something or rephrase someone’s ideas, *you must cite* your source to give the original author credit. If you are using someone’s words as your own, you are committing plagiarism and may receive a failing grade (see CSU graduate handbook at [http://mycsu.csuohio.edu](http://mycsu.csuohio.edu)).

Details of Course Assignments

NOTE: All written assignments are due to the instructor on the date specified in the Tentative Class Schedule via the Assignment tool. *Assignments will not be accepted via email.* There is no extra-credit available for this course.

**Assignment #1: Online assignments (3 points total)** - These assignments provide the opportunity to acquaint yourself with the online medium of instruction.
1. Post an introduction of yourself. You may scan an appropriate picture of yourself.
2. Getting acquainted with the online format exercises.

**Assignment #2: Class participation (32 points)** *Attendance will be determined based on your participation in threaded discussion. Participation includes:* a. demonstrating knowledge and mastery of assigned readings and Web explorations; b. posting and blogging that contribute to the learning of the class members; and c. being open to personal reflection and learning. Students will receive points for actively and appropriately participating in the threaded discussions. *Remember that a face-to-face class would require a minimum of 3*
hours per week in class. So please put time and effort into reading, blogging, journaling, and posting. One response per module for threaded discussion and one Web blogging is required. Further responses in threaded discussions are recommended to enhance learning of the reading material.

Assignment #3: Introduction to a student (5 points) – Create a one page maximum statement that you will use with each student explaining your role, your function, confidentiality, and breach of confidentiality. This introduction should not take more than 5 minutes in a session.

Assignment #4: Guidance Lesson Plan (10 points) - Generate a guidance lesson plan to last 30-40 minutes. Specify the grade level, regular or special education, ASCA standard, competency, and objectives this lesson plan will meet. This lesson plan should also provide evaluative criteria for effectiveness. A grid is provided under the assignment tab. There are examples in the text.

Assignment #5: Individual Action Plan (10 points) – A student is referred to you by the classroom teacher for disruptive behavior in the class. Generate a goal (the broader aim), 2-3 objectives for the goal (observable and measurable steps the student will take to achieve the goal), and interventions (what you would do to facilitate the student taking the steps), if appropriate. An example is provided on the lecture note. In addition, an example is presented in Loesch & Ritchie (2007) page 67-68.

Assignment #6: School Newsletter (10 points) – Create a news letter to be distributed in school. Identify the letter as weekly, biweekly, monthly, quarterly, or semi-annually. This newsletter should have sections with content appropriate for teachers, students, parents, and the community and for the time frame it is published. The assignment should have a professional appearance.

Assignment #7: Interview with a School Counselor (10 points) – Post a summary of the 6 interview questions and any other pertinent information you gathered at the Interview.

Assignment #8: School Calendar (10 points) - Develop a school calendar which provides the students, school personnel, and family members an overview of what the school counseling program offers for each month for the academic year. Base your programming to be relevant to the month you choose. For instance, transitioning related programming is appropriate for the beginning of the school year.

Assignment #9: Write a letter to advocate for the profession (5 points). There are requests for such letters in the Counseling Today Newspaper. There are some advocacy needs scanned under this assignment tab. Please remember that letters should be addressed to someone and signed by someone. (Sec.II.F.1.h; SecII.F.1.i)

Assignment #10: Personal Reflection Paper (5 points) – Write a 5 page max.(references included) on what kind of school counselor you plan to be and how you plan to get there. This should include your thoughts on the role and function of the school counselor, the type of school counseling program you plan to have within the recommended ASCA National
Model, how you plan to provide advocacy and accountability for your profession, and a self-care strategy. APA 5th edition style is required when using sources.

These 10 assignments add up to a total of 100 points.

Classroom Policies
Communication
Students will receive a response within 24 hours with the exception of weekends. Emails will have quicker responses than phone. Students must have a working “CSU” email address. It is assumed that you check your CSU assigned email. If you use a different email, please direct your CSU email to that account. You can forward your CSU email to your personal email through CampusNet which is located on the http://mycsu.csuohio.edu Web page.

Disability Statement
Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Misconduct
The University Policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered student, theft, mutilation of library materials, etc. The policy details procedures for resolution of matters of conflict, channels of appeal, and penalties imposed, and can be found in the Cleveland State University Student Handbook. Copies are available @ www.csuohio.edu/studentlife or from the Department of Student Life at MC 106. All students are expected to engage in class in a professional manner that is within the code of ethics for school and community agency counseling and within university policy (see student code of conduct @ www.csuohio.edu/studentlife).

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Ending Date**</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Sept. 6</td>
<td>History (Sec.II.G.1.a; Sch.Coun.A.1; Sch.Coun.A.3)</td>
<td>Chapter 1 &amp; 2 (C &amp; H) Appendix A (C &amp; H) Brown, D. M.</td>
<td>Assig. 2</td>
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<td>Week 3</td>
<td>Sept. 13</td>
<td>ASCA Model (Sec.II.G.1.c; Sec.II G.4.e-g; Sec.II.G.5.g; Sec.II.G.7.a &amp; d)</td>
<td>Chapter 4 up to p. 68 (C &amp; H) Appendix B (C &amp; H) Chapter 1, 2, &amp; 3 (ASCA)</td>
<td>Assig. 2</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapters/Assignments</td>
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<td>4</td>
<td>Sept. 20</td>
<td>Individual Student Planning</td>
<td>Chapter 6 &amp; 8 (C &amp; H) Chapter 4 p. 41 (ASCA)</td>
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<td></td>
<td></td>
<td>(Sec.II G.4.e-g; Sec.II G.6.a &amp; d)</td>
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<td>5</td>
<td>Sept. 27</td>
<td>Guidance Curriculum (Collaboration)</td>
<td>Chapter 7 (C &amp; H) Appendix D (C &amp; H) Chapter 4 p. 40 (ASCA)</td>
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<td>(Sec. II G.4.e-g; Sec. II G.5.f; Sch.Coun.G.1; Sch.Coun.H.1-5; Sch.Coun.M.1-5, &amp; 7; Sch.Coun.O.1-4)</td>
<td>Assig. 2 &amp; 4</td>
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<td>6</td>
<td>Oct. 4</td>
<td>Responsive Services</td>
<td>Chapters 9 &amp; 10 (C &amp; H) Chapter 4 p. 42 (ASCA)</td>
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<td>(Sec.II.G.1.c; Sec. II G.4.e-g; Sec.II G.5.c, e, &amp; g; Sec.II.G.6.a &amp; d; Sch.Coun.A.7; Sch.Coun.C.6; Sch.Coun.G.1; Sch.Coun.H.1-5; Sch.Coun.M.1-5, &amp; 7; Sch.Coun.O.1-4)</td>
<td>Assig. 2 &amp; 5</td>
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<tr>
<td>7</td>
<td>Oct. 11</td>
<td>System Support (Consultation &amp; Collaboration)</td>
<td>Chapter 11 (C &amp; H) Chapter 4 p. 43 (ASCA)</td>
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<td></td>
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<td>(Sec. II G.4.e-g; Sec.II G.5.c, e, &amp; f; Sch.Coun.G.1; Sch.Coun.H.1-5; Sch.Coun.M.1-5, &amp; 7; Sch.Coun.O.1-4)</td>
<td>Assig. 2 &amp; 6</td>
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<td>8</td>
<td>Oct. 18</td>
<td>Developmental Approach</td>
<td>Chapter 11 (C &amp; H) Chapter 4 p. 43 (ASCA)</td>
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| Week 9 | Oct. 25 | Diverse Student Issues - Special Education (Sec.II.G.2.d-f; Sec.II.G.3.e & f; Sch.Coun.A.6; Sch.Coun.D.1; Sch.Coun.E.1-4; Sch.Coun.G.1; Sch.Coun.M.1-5, & 7; Sch.Coun.O.5) | Chapter 5 (p. 79 - 81)  
| --- | --- | --- | --- | --- |
| Week 10 | Nov. 1 | Diverse Student Issues (ethnicity/SES) (Sec.II.G.2.d-f; Sec.II.G.3.e & f; Sch.Coun.A.6; Sch.Coun.D.1; Sch.Coun.E.1-4; Sch.Coun.G.1; Sch.Coun.M.1-5, & 7; Sch.Coun.O.5) | Chapter 5  
Robinson, K. E. (1994). | Assig. 2 |
<p>| Week 12 | Nov. 15 | Diverse Student Issues (Religion &amp; Spirituality) (Sec.II.G.2.d-f; Sec.II.G.3.e &amp; f; Sch.Coun.A.6; Sch.Coun.D.1; Sch.Coun.E.1-4; Sch.Coun.G.1; Sch.Coun.M.1-5, &amp; 7 Sch.Coun.O.5) | | |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Sections</th>
<th>Required Reading</th>
<th>Assignments</th>
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<tr>
<td>Week 13</td>
<td>Nov. 22</td>
<td>Accountability (Sec.II.G.1.h &amp; i; Sec.II.G.2.d; Sec.II.G.7.a, &amp; d; Sch.Coun.B.2; Sch.Coun.I.1-5; Sch.Coun.M.5)</td>
<td>Chapter 4 pages 69-71 (C &amp; H)  Chapter 6 (ASCA)  Hughes, D., &amp; James, S. (2001).</td>
<td>Assig. 2 &amp; 8</td>
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NOTE: C & H = Cobia and Henderson Text; ASCA = ASCA National Model. All other authors listed relate to articles placed on electronic course reserve.

***PLEASE NOTE: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Last day to drop 09/05/08  Last day to withdraw 10/31/08