

### **COUN 6160 Foundations of School Counseling**

**Course Description:** This course presents the principles of developmental school counseling based on the American School Counseling National Model and the Tennessee Model for Comprehensive School Counseling. Competencies and skills to organize, implement, manage, and evaluate a comprehensive school counseling program will be discussed. Topics include the history of school counseling, components of a comprehensive school counseling program, appropriate roles of the professional school counselor, and current trends and issues in school counseling.

**Course Objectives:**

- Develop knowledge of history and philosophy of the school counseling profession, including significant factors and events (K.1.a);
- Understand the relationship of the school counseling program to the academic and student services program in the school (K.1.b);
- Develop and demonstrate knowledge of methods of planning, developing, implementing, monitoring, and evaluation of comprehensive developmental counseling programs (K.3.d; 5.b; 6.e);
- Understand the relationship of school counselors in elementary, middle, and high schools and the appropriate use of individual counseling, small group counseling, and large guidance as interventions to assist all students with academic, career, and personal/social development (K.3.d; 5.b; 6.e);
- Develop knowledge of the role of the school counselor as coordinator of services, consultant, and evaluator of program;
- Demonstrate technological competence and computer literacy (K.1.c);
- Establish professional identity through involvement in professional national and state organizations (ASCA, ACA & TCA), its divisions, branches, affiliates, including membership benefits, activities and current emphases (K.1.d);
- Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, physical and mental status, and equity issues in school counseling (K.1.g; 2.b);
- Recognize counselor's roles in social justice, advocacy, conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of human spirit, mind, or body (K.2.b).

**Course Requirements & Activities**

- I. Participation
  - A. Attendance and active classroom participation: Students are expected to attend all face-to-face class sessions and actively participate in class discussions and activities. Please consult with me if you have an extenuating circumstance that requires you to

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miss a class. Students are expected to have completed readings and assignments prior to class. (50 points)

- B. Online participation: In between each class meeting there will be an online discussion thread/topic. For each discussion topic, you are expected to contribute to the online discussion by (1) posting at least one response to the initial thread; (2) posting at least two responses to two different peer posts. Posts/comments need to be evidenced based---not just your personal opinion. Posts should include references either from texts used in course readings or from peer reviewed journals. (100 points)(Online discussion rubric will be given out at the first class meeting)

### II. Assignments

- A. Students are expected to complete all reading assignments. Refer to weekly reading chart included in syllabus. Additional journal articles may be assigned throughout the semester. (50 points) Students must be prepared to answer questions and cite readings in online discussions as well as in class discussions.
- B. Administrator and Teacher Interviews: You will conduct two in-depth interviews (one with a teacher and one with a school level administrator). Specific questions and guidelines will be provided in the first class meeting. You will turn in a written paper for each interview (approximately 5-6 pages per interview, APA format). You will present an oral report of approximately 10 minutes to the class on your findings including the main perspectives and themes you found from your interviews. ( 100 points)
- C. Journal Article Review: Select a research article from a peer-reviewed, school counseling related journal. You will use the evaluation checklist provided during the first class meeting to complete this assignment. (50 points)
- D. Counseling Center Brochure: Design a brochure either for students/parents or for teachers in which you describe your comprehensive school counseling program. Examples of items to include in the brochure may include program philosophy and vision, informed consent, calendar of guidance services, how to make an appointment with the counselor, professional development offered, community resources, etc. (50 points)
- E. Workshop on a Segment of a School Guidance and Counseling Program of Services: Students will work in teams of 2-3 persons to develop a school climate changing approach to delivering a specific guidance service. You are to develop a written resource for your classmates as well as deliver a 30 minute presentation giving a thorough overview of the service. Your presentation will need to include the topic area, needs assessment, connection to school improvement plan/goals, specific details on how to set up the service, the school counselor's role in delivering the service, and relevant written and internet resources related to the service. Additionally, your team should design an organizational "product" which demonstrates what you are presenting. Examples would include a handout or brochure for an in-service training workshop for teachers, students or parents; a counseling newsletter for parents or students; an online webpage/website for teachers, students and/or parents; a guidance and counseling calendar for students; a list of key local community resources for counselors and/or teachers. Ideas for workshop topics will be discussed during the first class meeting. (200 points)

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### Grading

Students have the opportunity to earn 600 total points in the course. The numerical averages that will determine the final grade will use the following percentage scale:

A = 93-100 (558-600 points)
A- = 90-92 (530-557 points)
B = 83-86 (509-529 points)
B- = 80-82 (460-508 points)
C = 73-79 (439-459 points)
C- = 70-72 (390-438 points)
D = 60-69 (350-389 points)
F = Below 60 (below 350 points)

**Equal Access to Education:** Any student needing accommodations under ADA should contact Disabled Student Services (KUC 120) and inform me as soon as possible.

### Professional Counselor Candidate Dispositions

Students in the Professional Counseling Program are expected to demonstrate positive dispositions (collaborative, ethical, professional, reflective, self-directed, and critical thinking—see Professional Counseling Program Handbook for details), as adapted from the MTSU College of Education and Behavioral Science Dispositions. Information regarding demonstrated dispositions will be reviewed and communicated to the program faculty for the purpose of continuous evaluation of student progress.

### Academic Integrity:

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. Any student suspected of committing academic misconduct will be required to meet with me to discuss the situation. Your name will also be forwarded to the Assist and Dean for Judicial Affairs and Mediation for possible disciplinary action. If you are found responsible for committing an act of academic misconduct, you will receive an “F” for the assignment. For more information concerning academic integrity and misconduct, please go to [www.mtsu.edu/judaff](http://www.mtsu.edu/judaff).

**NOTE:** *The content of this syllabus is subject to change at the discretion of the instructor.*

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**Course Calendar**

Online Class	Reading Assignments: The Transformed School Counselor (Dahir & Stone)	Journal Articles/Supplemental Reading (all journal articles are available through MTSU's online journal database)
1	Chapter 1 & 7	Read, print, bring to class the TN Model for Comprehensive School Counseling
2	Chapters 2	Gysbers, N. (2004) Comprehensive guidance and counseling programs: the evolution of accountability. Professional School Counseling Journal
3	Chapter 3	Gysbers, N. (2005) Closing the Implementation Gap ( <a href="http://www.schoolcounselor.org">www.schoolcounselor.org</a> )
4	Chapter 4	Stevens, H., Wilkerson, K. (2010) The developmental assets and ASCA's National Standards. Professional School Counseling Journal
5	Chapter 6	Lazovsky, R. (2008) Maintaining confidentiality with minors. Professional School Counseling Journal
6	Chapter 8	Dahir, C., Stone, C. (2009) School counselor accountability: The path to social justice and systemic change. Journal of Counseling and Development
7	Chapter 14	Cline, Z., Bissell, J. Hafner, A., Katz, M. (2007). Closing the college readiness gap. Leadership Journal
8	Chapter 5	Stone, C., Zirkel, P. (2010). School Counselor Advocacy: When law and ethics may collide. Professional School Counseling Journal

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9	Chapter 9	Fein, A., Carlisle, C., Isacson, N. (2008) School shootings and counselor leadership....Professional School Counseling Journal
10	Chapter 10	Limberg, D., Lambie, G. (2011). Third culture kids: Implications for Professional School Counseling. Professional School Counseling Journal
11	Chapter 11	Preble, B., Taylor, L. (2008/2009) School climate through students' eyes. Journal of Association for Supervision and Curriculum Development.
12	Chapter 12	Baker, S., Dietrich, V., Robichaud, T., Schreck, R., Wells, S. (2009) School counselor consultation: a pathway to advocacy, collaboration, and leadership. Professional School Counseling Journal
13	Chapter 13	Dahir, C., Burnham, J., Stone, C., Cobb, N. (2010) Principals as partners: Counselors as collaborators. NASSP Bulletin
14	Chapter 15	

Class Meetings	Topics	Assignments Due
1	Overview of Syllabus Historical Perspectives on School Counseling Philosophy of School Counseling ASCA/TN Model/CACREP Planning & Designing a Comprehensive Program	Make sure all course readings up to this date have been completed.
2	Guest speaker (TBA) Preparing students to be college and career ready Program Implementation,	Administrator and Teacher Interviews (write-up and presentation)

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	counseling practice, Individual, small group, and large group counseling Evaluation of journal/research articles Evaluation of CSCP's	
3	Guest Speaker (TBA) Special Populations (SPED, GLSEN) School Safety Legal and Ethical Issues Suicide Prevention	Journal Article Review Counseling Center Brochure
4	Working with At-Risk Students Collaboration/Consultation Advocacy	Workshop paper and presentation