THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
COURSE SYLLABUS

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Office Hours: Thursday, 9:00 a.m.-12:00; Friday, 9:00 a.m. to 5:00 p.m.

I. COURSE TITLE & NUMBER
   Educational Psychology 786
   Organization and Administration of School Counseling Services/Programs

II. Semester Credit Hours
   3 Semester credit hours

III. Catalog Description/Purpose

   Counselors need to have a knowledge base of the functions, organization, administrative principles, and evaluation of counseling services in K-12 schools. Students, as a class project, will design a school counseling program for a specific school setting that is congruent with their career objectives. Also, prepare sample lessons plans that could be incorporated into classroom counseling/guidance units.

IV. RATIONALE

   “The primary goal of the school counseling program is to promote and enhance student learning” (Campbell and Dahir, 1997, p. 11).

   The comprehensive school counseling program integrates academic, career, and personal/social development, counseling, consultation, collaboration, coordination, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program (Campbell and Dahir, 1997, p. 11).

   Counselors need to have a knowledge base of the basic counseling services that are provided in each school setting for the 21st century. “The world in which we live and work is changing and the changes continue to accelerate creating many new challenges… Violence in the schools, single-parent families, blended families, cultural and social diversity, substance abuse, and peer and family pressure are some examples of these changes” (Allen, 1998, p. 1). Therefore, it is imperative that school counselors are able to plan, develop, implement, and evaluate comprehensive school counseling/guidance programs to foster the development of students enrolled in their respective schools using the national standards for school counseling programs.
V. COUNSELOR EDUCATION MODEL

The UTM Counselor Education program has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development.” This program has four components:

1) **Knowledge, Skills, and Application.** Counselors should be knowledgeable of the many disciplines that have influenced the development of the many disciplines that have influenced the development of counseling. They should possess knowledge of counseling theory, the counseling process for individuals and groups, and be able to effectively conduct counseling sessions. They should be aware of technological issues in counseling. They should understand the need for assessment and appraisal of human needs, and how this assessment can best be achieved. Counselors should be aware that many clients possess learning, behavioral or emotional problems, and that knowledge of these problems and their diagnosis is needs.

Counselors should understand career development theories and recognize the complexities of career development and its impact on mental health. Counselors also need to realize that the diversity of our society indicates a continuing and increasing need for counselors to become cross-culturally sensitive and competent. Counselors need to recognize and understand the cultural backgrounds and not allow their personal biases and values to influence their ability to assist clients who are culturally different.

2) Human Relations. Counselor should be skilled in relating to their clientele. They should have the ability to enlist the assistance of their colleagues’ knowledge and expertise to compliment their own. They should be effective in coordinating their counseling program with parents, community resource personnel or other significant others.

3) Inquiry. Counselors should be informed of current research issues in counseling. Counseling decisions should be grounded in research and best practice. Counselors need to understand that research and developments in the field are crucial to effecting significant improvement in counseling.

4) Professional and Ethical Behavior. For persons preparing to become counselors, a through knowledge of ethical issues and practice is essential. Practicing professionals and counselor trainees must be knowledgeable of the ethical standards of their professional specialization. Counselors must learn to make ethical decisions and apply ethical codes to the counseling situations they encounter.
VI. COURSE OBJECTIVES

A. Knowledge

The students will identify
1. strategies for acquiring knowledge of school counseling programs and examining school counseling programs for the 21st century;
2. strategies for learning and applying the nine national standards for school counseling programs;
3. strategies for learning and understanding the ASCA National Model and will be able to design a school counseling program using ASCA’s model as a template (State Matrix 8);
4. factual knowledge (terminology, classification, methods, and trends) of Counseling and guidance programs for the 21st century;
5. strategies to work with stakeholders in the building about programs and Activities of the comprehensive school counseling programs (State Matrix 11);
6. strategies for developing cross-cultural competence in school counseling State Matrix 9); and
7. counseling techniques to use in the counseling process with all students.

B. Skills:

The students will develop:
1. ability to use the course materials to plan, develop, implement, and evaluate comprehensive K-12 counseling programs (State Matrix 8);
2. specific skills, competencies, and points of view needed by Professionals in the field most related to this course;
3. a model school counseling program using the National Model as a template State Matrix 8);
4. lesson plans for school success, effective problem solving, respect for self and others, anger management, classroom behavior management, and parental involvement to promote student achievement and reduce classroom management problems (State Matrix 12);
5. ability to apply course materials to facilitate success in school internship and school counseling setting.

C. Dispositions

The students will display:
1. professional behavior by attending class on time and turning in assignments on time;
2. empathy for accepting and affirming human differences and similarities related to race, ethnicity, gender, socioeconomic status, exceptionalities, language, religion, geographical location, and sexual orientation in the counseling process;
3. confidence and competence in designing a comprehensive school counseling program.
VII. COURSE CONTENT
A. Historical Overview of School Counseling
   1. Pioneers
   2. Vocational Guidance Movement
   3. Psychometric Movement
   4. Mental Health Movement
   5. Emergence of a School Guidance Profession
   6. After the Boom
   7. Challenges
   8. Responding to the Challenges
   9. How School Counselors Utilize Technology
B. A Balanced Approach to School Counseling
   1. Definition of a Balanced School Counseling Program
   2. Proposal for Achieving Balance
   3. Ingredients of a Balanced School Counseling Program
   4. Examples of Balanced School Counseling Programs
   5. Direct and Indirect Programming
   6. Beneficiaries of a Balanced School Counseling Program
C. Legal and Ethical Responsibilities in School Counseling
   1. The Importance of Legal and Ethical Responsibilities in School Counseling
   2. The Importance of Legal and Ethical Responsibilities in a Balanced School Counseling Program
   3. Pertinent Legal Codes and Concepts
   4. Ethical Responsibilities
   5. Keeping Good Student Records
D. Prevention Programming
   1. Demand for Prevention Programming in Schools
   2. Basic Ingredients of Prevention Programming
   3. Basic Competences in Prevention Programming
   4. Examples of Prevention Programming
   5. Prevention Programming in the Wake County Essential Guidance Program
   6. Prevention Programming in the Waynesboro Comprehensive Guidance Plan
   7. Prevention Programming to Achieve Prevention and Developmental Goals
E. Counseling in Schools
   1. Demand for School Counseling Interventions
   2. Basic Ingredients of Counseling Interventions
   3. The Nature of School Counseling Interventions
   4. Basic Competences for Counseling Interventions
   5. Organizing the Counseling Process
   6. Basics of Responding to Client Aversion to Counseling
   7. Basic Termination Skills
F. Consulting in School Counseling
   1. Demand for Consulting in School Counseling
   2. Basic Ingredients of Consulting in School Counseling
3. Basic Competences for Consulting in School Counseling

G. Referring and Coordinating in School Counseling
   1. Demand for Referral and Coordination in School Counseling
   2. School Counselor-Initiator Referrals
   3. Basic Competencies for School Counselor-Initiator Referrals
   4. Manifestations of School Counselor-Initiator Referrals and Coordinating
   5. Referrals to School Counselors

H. Helping Students Acquire and Process Information
   1. Demand for Information
   2. Basic Ingredients of Information, Disseminating, and Processing
   3. Basic Competencies in Information, Disseminating, and Processing
   4. Helping Children and Adolescents Process Information

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J. Providing Transition Assistance in School Counseling
   1. Demand of Helping Student Make Transitions
   2. Basic Ingredients of Helping Student Make Transitions
   3. Basic Competencies for the Home-to-School and School-to-School Transitions
   4. Basic Competencies for the School-to-Work Transition

K. Assessment in School Counseling
   1. Demand for Assessment in School Counseling
   2. Basic Ingredients of Assessment in School Counseling
   3. Competencies for Basic School Counseling Assessment

L. Advocacy in School Counseling
   1. Challenges of the New Millennium
   2. Competencies for Advocacy in School Counseling
   3. Examples of Advocacy in School Counseling

M. Leadership and Collaboration in School Counseling
   1. Basic Ingredients of Leadership and Collaboration in School Counseling
   2. Competencies in Basic Leadership and Collaboration in School Counseling
   3. Examples of Leadership and Collaboration by School Counselors

N. Accountability in School Counseling
   1. Demand for Accountability
   2. Ingredients of the Accountability Function
   3. Competencies for Basic Accountability in School Counseling

O. The ASCA National Model
   1. A School Counseling Program
      a. What is a School Counseling Program?
      b. Benefits of a School Counseling Program Based on the ASCA National Model:
         A Framework for School Counseling Programs
   2. The ASCA National Model: A Framework for School Counseling Programs
      a. The ASCA National Model
      b. Elements of the National Model
c. Themes

3. Foundation
   a. Beliefs and Philosophy
   b. Mission Statement
   c. ASCA National Standards
   d. Domains, Standards, Competencies, and Indicators
   e. ASCA National Standards Crosswalks

4. Delivery System
   a. School Guidance Curriculum
   b. Individual Student Planning
   c. Responsive Services
   d. System Support

5. Management System
   a. Management Agreements
   b. Advisor Council
   c. Use of Data
   d. Action Plans
   e. Use of Time
   f. Calendars

6. Accountability System
   a. Results Reports
   b. School Counselor Performance Standards
   c. The Program Audit

7. Implementation
   a. Administrator Support and Pre-Conditions
   b. Steps to Implementation

VIII. ASSESSMENT

A. Measurements Points (100)

   Final & Midterm Examinations 60

   Development of a school counseling program 20

   Critiques/reactivation papers of journal articles 15

   Thoughtful participation 5

B. Grading Scale: A=90-100; B=80-89; C=70-79; D=60-69

C. Honesty and Cheating: Any student found engaging in cheating or plagiarizing will have earned and received a failing grade.
D. Students are expected to attend all classes and satisfactorily complete all tasks and assignments as scheduled. Absences must be cleared with Instructor.

IX. TEXTBOOKS


The ASCA National Schooling Model, published by the American School Counseling Association www.schoolcounselor.org

Other Resources


Campbell, Chari A. and Dahir, Carol A., (1997). Sharing the vision: The National Standards for school counseling programs, ASCA


Canter, Lee, (1994). Scared or prepared, Gr. 6-12, Canter & Associates, Los Angeles, CA


News Digest, (2000). Questions and answers about IDEA, National Information Center for Children and Youth with Disabilities (NICHCY)

Paisley, Pamela O. and Hubbard, Glenda T., (1994). Developmental school counseling Programs: From theory to practice, American Counseling Association


X. PREREQUISITIES
   Students must have completed all other required counseling courses, with the exception of the counseling internship, before taking the course.

XI. FACULTY FREQUENTLY TEACHING COURSE
   Dr. Ann Duncan

XII. PROGRAM (S) IN WHICH COURSE IS REQUIRED
   The course is required in the school counseling program.

Journals
   Journal of Counseling & Development
   School Counselor (American School Counseling Association)
   Professional School Counseling (American School Counseling Association)

Any Student eligible for and requesting reasonable accommodations for a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center the first two weeks of the semester.