

**George Mason University
College of Education and Human Development
Counseling & Development**

EDCD 626: Principles and Practices of School Counseling

Fall 2011

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Class: Thursdays 7:20 – 10:00 p.m.
Location: Robinson Hall A412
Office Hours: W 1:30 – 3:00; Th 6:00 – 7:00 *or by appointment (preferred)*

Course Prerequisite: EDCD 602: Foundations of Counseling

Course Description

Introduces school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age are represented.

Course Delivery

Lecture, Class discussion, cooperative learning groups, experiential exercises, panel discussions, field study

Required Reading:

American School Counselor Association (2005). *The ASCA National Model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Dollarhide, C. T. & Saginak, K. A. (2011). *Comprehensive School Counseling Programs: K-12 Delivery Systems in Action* (2nd ed.). Boston: Pearson.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

Student Outcomes:

The following 5 goals and corresponding objectives will guide the course. At the end of this course, students will:

- 1. Understand the history of Professional School Counseling, including recent trends and transformations in school counseling practice, and how this history has informed the current practice of school counselors.**
 - 1.1. Know history, philosophy, and trends in school counseling and educational systems. (CACREP A.1)
 - 1.2. Be aware of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (CACREP A.4)
 - 1.3. Understand how the history of school counseling has shaped the present and is informing the future of the professional specialty of school counseling.

- 2. Understand the ASCA National Model and models of Comprehensive School Counseling Programs (CSCP), and be able to apply the models to develop and manage a CSCP.**
 - 2.1. Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CACREP A.5)
 - 2.2. Know models to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (CACREP C.2; I.2; O.3)
 - 2.3. Know current methods of conducting needs assessments, including using survey and outcome data to inform decision making, program planning and implementation, and accountability related to academic, career, and personal social development. (CACREP I.4; G.3))
 - 2.4. Understand the basics of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. (CACREP K.3)
 - 2.5. Understand the role that individual and group counseling play in the overall CSCP.
 - 2.6. Be aware of transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (CACREP C.4)
 - 2.7. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (CACREP C.6)
 - 2.8. Be aware of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. (CACREP A.7)
 - 2.9. Be aware of outcome research data related to best practices identified in the school counseling research literature. (CACREP I.5)

3. Understand and articulate the role of Professional School Counselors in creating educationally just school and managing healthy learning communities that promote success for every student.

- 3.1. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (CACREP E.1)
- 3.2. Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (CACREP E.2)
- 3.3. Understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP E.3)
- 3.4. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (CACREP E.4)
- 3.5. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (CACREP G.1)
- 3.6. Understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. (CACREP K.2)
- 3.7. Understands the important role of the school counselor as a system change agent. (CACREP O.4)
- 3.8. Understand how student development, well-being, and learning are enhanced by family-school-community collaboration. (CACREP M.1)
- 3.9. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (CACREP M.5)

4. Understand the role and functions of a Professional School Counselor, and begin the process of develop and evolving Professional Identity, Professional Philosophy, and Mission to inform future practice.

- 4.1. Understands the relationship of the school counseling program to the academic mission of the school. (CACREP K.1)
- 4.2. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CACREP A.3)
- 4.3. Is aware of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (CACREP O.5)
- 4.4. Understands the importance of effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (CACREP M.3)
- 4.5. Knows the qualities, principles, skills, and styles of effective leadership. (CACREP O.1)
- 4.6. Articulate a clear and concise Mission Statement and corresponding Statement of Professional Philosophy.
- 4.7. Articulate a statement of Professional Identity

5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Fairfax County and surrounding areas, the State of Virginia, and the USA.

- 5.1.** Understand the student population in Fairfax County and surrounding areas
- 5.2.** Know current policies, expectations, and climate regarding Professional School Counseling in Fairfax County and surrounding areas, and nationally.
- 5.3.** Identify emerging issues regarding Professional School Counseling practice in Fairfax county and surrounding areas, in the State of Virginia, and nationally.
- 5.4.** Identify underlying factors contributing to the climate of professional school counseling locally, regionally, and nationally.
- 5.5.** Understand the importance of advocating for the profession and identity specific strategies for professional advocacy locally, regionally, and nationally.

Counseling & Development Program Professional Dispositions:

Professional Performance Criteria (Effective February 25, 2003).

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

The Graduate School of Education (GSE) expects that all students abide by the following:

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices

shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Relationship to Program Goals and Professional Organization:

EDCD 626 provides for the development of a framework that governs the practices of school counselors. It addresses the development of a school counseling program according to the ASCA National Model. This course focuses heavily on development of the structure of comprehensive school counseling programs. Assignments are designed to help students formulate ideas and plan to create a comprehensive school counseling programs. Additionally ED CD 626 provides for counselors to formulate their own ideology as practicing school counselors. Emphasis will be placed on demonstration of the understanding of the counselor's role in advocacy, leadership, collaboration, multicultural competencies and systemic change. Additionally, students will demonstrate the integrated and ethical use of technology.

EDCD 626 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure is that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society; and
 - CACREP-Section II. Professional Identity
 - CACREP-Section School Counseling.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Course Requirements:

- 1. Students must have taken or be concurrently enrolled in ECDC 602**
- 2. Students must have an active GMU email account. *This is the official email address used by the Registrar, the Dean's office, and will be used for this class via Blackboard.* Students are responsible for all university of class email communications via their GMU email address. Thus, GMU email should be checked regularly.**
- 3. Students will use Blackboard as the primary web link to obtain course information and documents, turn in assignments, as well as to communicate with each other and with the instructor.**
- 4. It is the expectation of all C&D faculty that students will be on time and stay for the entire class periods, and be active participants in all class meetings. *Any student who misses more than one class will not pass the class.* If you know that you will miss one class, you may want to think about taking the course another semester. If you have any questions about this or what may constitute an unexcused absence, please talk with your instructor as soon as possible.**

Course Assignments:

1. Participation (15 pts)

As an introductory class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. For this reason, class attendance and active participation is vital. Several factors will go into your participation grade, including: a) attendance, b) punctuality, c) active participation in class exercises, d) substantive contributions to class discussions that demonstrate analysis of information (not just how much you say), and e) demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way.

2. Portfolio I – Prof Id, Mission Statement, and Philosophy of Education (10 pts)

Students will start an online, professional portfolio that they can continue to build throughout their program at Mason. During this semester, Students will launch the website and construct a brief statement describing their professional identity, their Professional Mission Statement, and their Philosophy of Education. In addition, items including a Resume or C.V., courses taken with syllabi, and selected samples of assignments should be uploaded. Students are expected to use web space through the GMU server. Directions for setting up the space can be found at:

<http://webdev.gmu.edu/Server:mason.gmu.edu>

3. Social Justice Interest Paper (15 pts)

Students will examine local, regional, or national school data to identify achievement gaps, and then conduct a literature review to better understand contextual factors that may be contributing to opportunity gaps underlying the achievement gaps. Students will then write a brief paper in APA style that includes the following sections a) problem statement and rationale, b) literature review identifying factors contributing

to opportunity gaps, and c) implications for action, based on literature and research, which PSC could take in order to address the underlying issues and close the achievement gap.

4. School Counseling Curriculum Lesson Plan (10 pts)

Working in pairs, students will develop a lesson plans for a classroom guidance unit (3 class sessions) designed for a specific grade level, and should be 30 minutes for ES or MS schools, and 45 minutes for HS. Unit goals and session objectives should be clearly identified and aligned with the ASCA National Standards.

5. Exam (25 pts)

There will be one written exam, which will include both objective questions (multiple choice, short answer) which will assess basic knowledge of the history of school counseling and the ASCA Model, and essay questions designed to assess students' ability to understand, analyze, deconstruct, and apply information learned throughout the course. The exam will be completed outside of class and is time limited.

6. Mixed Media Group Project – Professional School Counseling in NOVA: Challenges and Opportunities (25 pts)

Students will work in small groups (3-5) to create a mixed media presentation that looks at the current state of Professional School Counseling nationally as well as in the Northern Virginia region (other surrounding areas are acceptable as well, depending on the interests of the students). The project seeks to identify challenges and opportunities facing professional school counselors, and students are expected to use multiple sources to help answer their questions, including literature, experts in the field, other educators, and particularly local school counselors and district leaders. Presentations will be presented in class on December 15. Presentations may take on a specific focus (grade level, particular topic, etc) but should demonstrate an understanding of a) current status of PSC in the region (i.e., what are school counselors actually doing? And b) what challenges are PSC facing to doing their work at an optimal level, and c) what opportunities are there for PSC to further establish themselves as essential educational leaders and contribute to the mission of the school.

Tentative Schedule for EDCD 626 Fall 2011**

Date	Topics	Reading/Assignments Due
Sept 8 Class 1	Course Goals and Expectations Building an ILC Orientation to Professional School Counseling and Professional Identity	Syllabus D&S 1 – 3, Appendix B
Sept 15 Class 2	History of School Counseling Introduction to GSCP Recent trends in School Counseling	D&S 4 <i>Gysbers, 2001</i>
Sept 22 Class 3	ASCA National Standards, TSCI, & the ASCA National Model	D&S 5; H-Mc 1 ASCA I-II, Appx (p. 81-86) <i>House & Hayes, 2002</i>
Sept 29 Class 4	The ASCA Model and Social Justice School Counselors and Educational Leaders and Agents of Systemic Change Current Issues in PSC	D&S 11, 13; H-Mc 2 <i>Singh et al, 2010</i> <i>Mason & McMahon, 2009</i>
Oct 6 Class 5	Foundations: Philosophy & Mission Organizing School Counseling Programs The Management System	ASCA III, V <i>Brown & Trusty, 119-142</i>
Oct 13 Class 6	Delivery System: Models of Delivery PSC as Educational Advisor	D&S 6, 9 ASCA IV (41) <i>Bryan et al, 2009</i> <i>Gibbons & Borders, 2010</i> Draft of Portfolio Info
Oct 20 Class 7	Delivery System in Action Classroom Curriculum, Program Coordination	ASCA IV (40) <i>McGannon, Carey, & Dimmitt (2005)</i> Social Justice Paper Due
Oct 27 Class 8	Research Day- Meet with school counselors, work on Multimedia projects	D&S 12
Nov 3 Class 9	Delivery System in Action: PSC as Counselor (Individual, Group, Crisis Intervention, Referrals)	D&S 8; H-Mc 3 ASCA IV 42 <i>Williams & McMahon</i> Classroom Guidance Unit
Nov 10 Class 10	Delivery System in Action: PSC as Consultant and Community Collaborator	D&S 10; H-Mc 4-5 ASCA VII <i>Steen & Noguera, 2010</i> Portfolio Active
Nov 17 Class 11	Accountability System: Evidence Based Practice & Data Driven School Counseling	D&S 7; H-Mc 6 <i>Carey & Dimmitt, 2006</i> ASCA VI
Dec 1 Class 12	Putting it all Together: Towards an Ecological Model of PSC	H-Mc 8 Exam

Dec 8 Class 13	Emerging issues: Challenges and Opportunities	D&S 14; H-Mc 7, 9
Dec 15 Class 14	Emerging Issues: Mixed Media presentations on State of PSC in NOVA	Mixed Media Presentations

** Deviations may occur to support student learning and unique circumstances.