

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

EDCD 626 (001) - Principles and Practices of School Counseling  
3 Credits, Fall 2016  
Wednesdays, 7:20 – 10:00 pm  
Robinson Hall Room A352

**Faculty**

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**Prerequisites/Corequisites**

Admission to CNDV program, EDCD 602 (course may be taken concurrently)

**University Catalog Course Description**

Introduces school counseling program development at K-12 levels. Presents philosophy, principles, and practices of effective school counseling.

**Course Overview**

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 Method**

Class time will include seminar style class discussions, experiential learning exercises, collaborative group work, some didactic learning/lecture, and time for students to work on class assignments with immediate feedback from peers and professor. Outside of class, students will access lectures, PowerPoints, and other learning materials from Blackboard as well as read all assigned readings.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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.
2. 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.
3. 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.
4. 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.

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

### **Professional Standards (CACREP)**

At the end of this course, students will fulfill the following requirements: Virginia Department of Education - school counseling licensure candidates understand the knowledge, skills, and processes of individual counseling. Virginia Department of Education – Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

### **Required Texts**

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3<sup>rd</sup> ed.). Alexandria, VA: Author.

[https://asca.impakadvice.com/members\\_online/members/createorder.asp?action=catalog&catalog=DEVE&af=ASCA](https://asca.impakadvice.com/members_online/members/createorder.asp?action=catalog&catalog=DEVE&af=ASCA)

Kolbert, J. B. et al. (2017). *Introduction to Professional School Counseling*. New York: Routledge. Print ISBN: 9780415746755, 0415746752 eText ISBN: 9781317753551, 1317753550.

<https://www.amazon.com/Introduction-Professional-School-Counseling-Intervention/dp/0415746744>

Kaffenberger, C. & Young, A. (2013). *Making data work* (3<sup>rd</sup> ed.). Alexandria, VA: American School Counselor Association. [The authors receive no compensation for the sale of this book and therefore are not in violation of ethical codes]

[https://asca.impakadvice.com/members\\_online/members/createorder.asp?action=catalog&catalog=DEVE&af=ASCA](https://asca.impakadvice.com/members_online/members/createorder.asp?action=catalog&catalog=DEVE&af=ASCA)

*Professional readings/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.*

### **Recommended Texts**

Auger, R. (Ed.). (2010). *The school counselor's mental health sourcebook: Strategies to help students succeed*. Corwin Press. [Skyhorse Publishing; Reissue edition (January 27, 2015)]

Metcalf, L. (2008). *Counseling toward solutions: A practical solution-focused program for working with students, teachers, and parents*. John Wiley & Sons. ISBN: 978-0-7879-9806-6

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

### **ASSIGNMENT 1: ATTENDANCE & PARTICIPATION [10 POINTS]**

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. Moreover, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class - the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Students who miss two or more classes may be unable to complete the requirements of this course. Several factors will go into your participation grade, including:

- a. **Attendance**
- b. **Punctuality**
- c. **Active participation-** Participation includes reading chapters weekly related to the role and responsibilities of the school counselor; facilitating discussion on PSC chapters; presenting 2 min description of the role of the school counselor on various positions.
- d. **Substantive contributions**

### **ASSIGNMENT 2: PROFESSIONAL BELIEFS, VISION, & MISSION STATEMENT [10 POINTS]**

Students will create three written pieces, following the models presented in ASCA National Model 3rd edition Ch 2, which will provide an overview of their developing professional identities.

### **ASSIGNMENT 3: C TK20 EVIDENCE-BASED SCHOOL COUNSELING INTERVENTION PLAN [60 POINTS]**

1. **Data Analysis**  
<https://plpe.doe.virginia.gov/reportcard/>
2. **Goal Statements** *Three* (SMART) Goals (academic, career, and social-emotional)
3. **Literature Review**
4. **Intervention Strategies and Outcome Measures**
  - a) School Counseling Core Curriculum Action Plan and Lesson Plan (Choose career or social-emotional)
  - b) Small Group Action Plan (4 sessions) (Choose career or social-emotional)
  - c) Closing the Gap DATA Report (academic)

### **ASSIGNMENT 4: PRESENTATION OF SCHOOL COUNSELING PROGRAM & LITERATURE REVIEW [10 POINTS]**

Students will prepare a 30min presentation that explains and presents their school counseling program to stakeholders (parents, teachers, students, or administrators) including the components of their school counseling program and literature.

### **Portfolio - Live Binder - Upload your Completed School Counseling Program.**

Students will create and launch an online professional portfolio that they can continue to

build throughout their program at George Mason. **Instructions will be provided as well as past examples of Portfolios.**

## **ASSIGNMENT 5: INTERVIEW OF ELEMENTARY, MIDDLE, OR HIGH-SCHOOL COUNSELOR [10 POINTS]**

**Write in narrative form with the following as headings.**

1. Demographics, background
2. Cumulative Records
3. Use of Data
4. Counseling, Consultation/Collaboration, Leadership, Guidance
5. Information facilities/services offered (e.g., career centers, counseling library, computer access, etc.)
6. **Use “Assessing School Equity” Questionnaire to ask questions around inequities in the school.**
7. Not a question to ask, but give your perceptions of where the school counseling program is with regard to the ASCA National Model and comprehensive school counseling programs. In what areas/ways is the program like and not like a comprehensive program?

- **Other Requirements**

### **COURSE EXPECTATIONS**

#### **Electronic Devices**

**Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight.** Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but **you must submit a request in writing to do so. Computers will be provided for class activities.** Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

#### **Attendance**

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. **One unexcused absence will automatically lower the students' semester grade. Two unexcused absences will result in failing the class.** Excused absences can only be arranged with instructor on a case by case basis. **Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade.** If you must miss a class or arrive late, **please call and notify the professor before the class meeting.**

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. **If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.**

### **Assignment Policy**

As a graduate student, it is expected that all of your work will be turned in on the assigned dates. **If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. Assignments are considered late after 15 minutes of the class session in which they are due.** When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

### **Plagiarism**

**Plagiarism is a violation** of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: “Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

- **Course Performance Evaluation Weighting**

- Assignment Weighting**

10%	A 1: Attendance & Participation
10%	A 2: Beliefs, Mission, and Vision Statement
60%	A 3: Profile & Data Analysis, Goals, Literature Review, Intervention Strategies and Outcome Measures (TK20)
10%	A 4: Presentation of School Counseling Program & Literature Review
10%	A 5: Interview of Elementary, Middle, or High-School Counselor

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. Performance based assessment will be used and rubrics will be provided.

As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.

- **Grading Policies**

- Grading Scale:**

- George Mason University policies prohibit instructors from issuing a grade of A+.

following grading scale will be used for this course:

A	97—100
A-	94—96
B+	91—93
B	87—90
B-	84—86
C	80—83
F	0—79

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### Class Schedule

Week	Roles and Responsibilities of the School Counselor <b>PSC Chapters</b>	Developing A Comprehensive School Counseling Program <a href="https://www.schoolcounselor.org">https://www.schoolcounselor.org</a>	Readings Due <i>Articles will be assigned</i>	Assignment(s) Due
August 31	1. History and Trends in the School Counseling Profession	Introductions and Course overview	PSC Ch 1 ASCA Introduction Exec. Summary	
September 7	2. Professional Identity of School Counselors and The ASCA National Model	Developing a Comprehensive, Developmental School Counseling Program <b>Foundation:</b> <i>Beliefs, Vision, Mission</i>	PSC Ch 2 ASCA Ch 1, 2	
September 14	3. Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change	<b>Management-</b> incorporating organizational assessments and tools.	PSC Ch 3 ASCA Ch 1, 3 MDW Intro	<i>Belief, Vision, Mission</i>
September 21	4. Management and Accountability	<b>Accountability-</b> demonstrate the effectiveness of the school counseling program in measurable terms <i>Profile &amp; Data Analysis</i>	PSC Ch 4 ASCA Ch 3, 5 MDW Ch 1	

September 28	5. School Counseling Core Curriculum	<b>Delivery-</b> Direct & Indirect Services <b>MDW Design: What is Your Goal?</b> SMART GOALS- <i>Goal Statements</i>	PSC Ch 5 ASCA Ch 2 MDW Ch 1	<i>Profile &amp; Data Analysis</i>
October 5	6. Individual Counseling	<b>MDW Ask: How Will You Accomplish Your Goal?</b> Discuss Interventions School-Family-Community Partnerships, Parent Involvement	PSC Ch 6 MDW Ch 2	
October 12	7. Group Counseling	Developmental Classroom Guidance, Classroom Management <i>Curriculum Action Plan</i> <i>Small Group Action Plan</i> <i>Lesson Plans</i>	PSC Ch 7 ASCA Ch 4 <i>Guest Speaker</i>	<i>Goal Statements</i>
October 19	8. Consultation and Collaboration	<b>MDW Track: How Will You Analyze The Data?</b> <i>Process, Perception and Outcome Data</i> <b>MDW Announce: How Will You Use Your Results?</b> Results Reports <i>Closing the Gap DATA Report</i>	PSC Ch 8 MDW Ch 4, 5 ASCA Ch 5 <i>Guest Speaker</i>	
October 26	12. Helping Students with Exceptionalities	<b>Special Education</b> Students with Disabilities, IDEA, Helping Students with Mental and Emotional Disorders, 504 Accommodations, ELL Learners, Response to Intervention	PSC Ch 12 <i>Guest Speaker</i>	<i>Literature Review</i>
November 2	9. Academic Development	<i>Lesson Plans</i> <i>Curriculum Action Plan</i> <i>Small Group Action Plan</i> <i>Closing the Gap DATA Report</i>	PSC Ch 9	
November 9	10. College and Career Readiness	<i>Lesson Plans</i> <i>Curriculum Action Plan</i> <i>Small Group Action Plan</i> <i>Closing the Gap DATA Report</i>	PSC Ch 10	
November 16	11. Prevention/ Auxiliary Programming	-Conflict resolution-Mediations <b>-Discipline &amp; Restorative Justice</b> -Violence, <b>Suicide</b> <b>-Mental Health</b> -Bullying. Prevention & Intervention -Expectations of new counselors <b>-Interview process</b>	PSC Ch 11 <i>Guest Speaker</i>	<i>Small Group Action Plan/ Curriculum Action Plan/ and Lesson Plans/ Closing the Gap Action Plan</i>
November 23		<b>Thanksgiving Break</b>		
November 30	13. Crisis Intervention, Response, and Recovery	<b>School Counseling Program Presentations</b>	PSC Ch 13	

December 7	14. Legal and Ethical Issues Concerns in School Counseling	<b>School Counseling Program Presentations</b>	PSC Ch 14	<i>Interview of Elementary, Middle, or High-School Counselor</i>
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**Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.** Deviations may occur to support student learning and unique circumstances.

**TK20 Evidence-Based Intervention Plan  
Assessment Rubric(s)**

[60 points]

	<b>Exceeds Standards 4 (94-100)</b>	<b>Meets Standards 3 (87-93)</b>	<b>Approaching Standards 2 (80-86)</b>	<b>Below Standards 1 (79 and below)</b>	<b>Score/Level</b>
<b>Data Analysis (5/100points) CACREP, J3 Research and Evaluation</b>	Data analysis accurately and completely identifies school needs	Data analysis identifies some important school needs	Data analysis misses major parts of school needs	Data analysis inaccurately identifies school needs or identifies no needs	
<b>Goal Statement (5/100points) CACREP J2 Research and Evaluation</b>	Goal statement is closely tied to school needs and fits SMART goal format	Goal statement is tied to school needs and mostly fits SMART goal format	Goal statement is loosely connected to school needs, partly fits SMART goal format	Goal statement is not tied to school needs and does not fit SMART goal format	
<b>Literature Review (15/100points) CACREP J1 Research and Evaluation</b>	Literature Review is closely connected to identified school issue and helps inform targeted interventions	Literature Review is connected to identified school issue and could help inform targeted interventions	Literature Review is loosely connected to identified school issue; not particularly helpful in informing targeted interventions	Literature Review is not well connected to identified school issue and is not useful in informing targeted interventions	
<b>Intervention Strategies (20/100points) CACREP K1 Academic Development</b>	Small group, Curriculum plan, or Closing the Gap plan is well developed and connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are reasonably developed and connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are minimally developed and loosely connected to identified goal	Small group, Curriculum plan, or Closing the Gap plan are not well developed and not clearly connected to identified goal	
<b>Outcome Measures (15/100points) CACREP J2 Research and Evaluation</b>	Process, Perception, and Outcome data are clearly identified and useful in evaluating program effectiveness and generating potential changes to improve program	Process, Perception, and Outcome data are identified and are reasonably useful in evaluating program effectiveness and generating potential changes to improve program	Process, Perception, and Outcome data are not all present or clear; usefulness of data in evaluating program effectiveness and generating potential changes to improve program is not clear	Process, Perception, and Outcome data are missing, or not useful in evaluating program effectiveness and generating potential changes to improve program	