

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Number

SCED 505

Course Name

Personal/Social Dev and Consult

Term

Spring 2012

Department

Educational Leadership

Faculty Name

Bijoli Biswas, Heather Hadraba, William Layton

Catalogue Description:

Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

GSEC GP (1) Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 1 and 5</i>
GSEC GP (7) Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 2 and 3</i>
TSPC OAR 584-017-0441 (4) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 1 and 4</i>
TSPC OAR 584-017-0441 (6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 1, 4, and 5</i>
TSPC OAR 584-017-0441 (11) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations. <i>Class meeting(s) or assignment(s) addressing this standard: Assignments 4 and 5</i>

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5 th or 6 th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 5-6 of this syllabus (student performance includes goals, evidence, and levels of performance).

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

SCED 505: Personal/Social Development and Consultation
SCED 506: Personal/Social Internship
Spring 2012

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The goal of this course is to provide skill development in micro-skills and application of the cognitive and behavioral and solution-focused counseling theories in the personal/social development of students. Developmental Assets as identified by the Search Institute will be addressed throughout the course. Consultation skills with students, families and faculty will be emphasized. Students will demonstrate skill and conceptual knowledge by the various teaching strategies as outlined in the course requirements. These may include: developing counseling and guidance strategies for skill development in the ASCA National Model and School Counseling Standards, class presentations, written and verbal reflection, and interactive individual and group activities that emphasize Personal/Social standards.

COURSE DESCRIPTION:

This is one of three courses specifically addressing National Standards for comprehensive School counseling programs. This course will provide school counseling candidates with continued skill development in resiliency/asset building utilizing solution-focused, micro-skills, cognitive behavioral, client-centered and reality/choice counseling as applied to the personal/social development of a diverse population of students.

REQUIRED TEXTS:

American School Counseling Association. (2005). The ASCA National Model: A Framework for School Counseling Programs. American School Counselor Association: Alexandria, VA.

American School Counseling Association. (2004) The ASCA National Model Workbook. American School Counselor Association: Alexandria, VA.

Perusse, R., & Goodnough, G. E. (Eds.). (2004). *Leadership, advocacy, and direct service strategies for professional school counselors*. Belmont, CA: Brooks/Cole.

Starkman, N., Scales, P., & Roberts, C. (2006). *Great places to learn*. Search Institute: Minneapolis, MN.

Thomsen, K. (2002). *Building resilient students*. Corwin Press: Thousand Oaks, CA.

Winslade, J. & Monk, G. (1999). *Narrative counseling in schools: Powerful & brief*. Corwin Press: Thousand Oaks, CA.

RECOMMENDED TEXTS:

Ivey, A. and Ivey, M.B. (2003). *Intentional Interviewing and Consulting: Facilitating Client Development in Multicultural Society*. Brooks/Cole Publishing: Pacific Grove, CA.

Metcalf, Linda. *Counseling Towards Solutions*. The Center for Applied Research in Education: Englewood Cliffs, New Jersey 07632.

ARTICLES:

Nicholson, J. I. & Pearson, Q. M. (2003). Helping children cope with fear: Using children's literature in classroom guidance. *Professional School Counseling*, 7:1, 15-19.

Park, N. and Peterson, C. (2008). Positive psychology and character strengths: Application to strengths-based school counseling. *Professional School Counseling*, 12:2, 85-92.

Pedrotti, J.T., Edwards, L.M., & Lopez, S.J. (2008). Promoting hope: Suggestions for school counselors. *Professional School Counseling*, 12:2, 100-107.

Ratts, M. , DeKruyf, L., & Chen-Hayes, S.F. (2007). The ACA advocacy competencies: A social justice framework for professional school counselors. *Professional School Counseling*, 11:2, 90-97.

Snyder, C. R., Feldman, D. B., Shorey, H. S., & Rand, K. L. (2002). Hopeful choices: A school counselor's guide to hope theory. *Professional School Counseling*, 5:5, 298-307.

COURSE OBJECTIVES

1. Expand skill development in cognitive, behavioral and solution-focused counseling through the use of individual and group counseling skills.
2. Develop knowledge and effective counseling and guidance strategies for enhancing resiliency, conflict resolution, mediation, decision-making, self-awareness, and communication.
3. Provide an opportunity to demonstrate success using a variety of relevant and varied counseling and guidance strategies in meeting National Standards for student competencies in personal/social development.
4. Develop knowledge and application of the eight categories of Developmental Assets as identified by the Search Institute.
5. Develop knowledge and application of the ASCA National Model and the Oregon Framework.

COURSE REQUIREMENTS

Assignments	Points Possible	Due Date
<p>1. Attend and actively participate in all class sessions. Practice effective dialogue skills and show sensitivity to the need to share “air” time with others. Come to class prepared to ask questions, comment on readings, and participate in discussions on the topic designated for that day. If you have an unavoidable conflict with a class session, contact the instructor. You will also be required to make up the session with additional readings and 2-3 page critiques. If you cannot attend class, it is your responsibility to obtain copies of handouts, notes, and other class materials. (See page 6.)</p>	30	
<p>2. Reflect on 6 class sessions/ weekly readings. One-page typed for <i>each</i> class designated in class schedule--due the following class. Reflection paper should cover personal reflection of reading material and class experiences. (5 points each) Please follow the format that follows:</p> <ul style="list-style-type: none"> • AH-HAH’s (personal insights or increased awareness) • Puzzlements/Essential Questions • Implications that the learning from today’s class and readings have for your work • Date of the class for the reflection 	30	<p>1/18 1/25 2/1 2/8 2/15 2/22 2/29 3/7 3/14</p>
<p>3. Write a journal review for four (4) supplemental readings. Reviews should be one page (double-spaced) in length and should capture the main points of the article. (5 points each; do not use a cover page and begin each review with the citation in APA format. Check rubric and attach one per review.)</p>	20	<p>2/1 2/22 3/7 4/4</p>
<p>4. Develop and teach a guidance lesson that integrates 21st century skills, ASCA Personal/Social competencies, and multiple intelligences. The lesson plan must describe intended audience, essential understanding and questions, approach, time and materials, and assessment. Conduct a ten-minute walk-through with the class. Provide handouts with references to other students and facilitate a debrief on the lesson. (20 points; check rubric and assignment description.)</p>	20	Sign-Up
<p>5. Final Project: A comprehensive guidance plan for the Personal/Social Domain for a selected grade/school level. Devise a 30 minute PowerPoint presentation that offers knowledge and skills to other professionals who work with under-represented students (i.e., those who are diverse by ethnicity, culture, gender, sexual orientation, socio-economic status, and non-traditional family structure) or those with particular social/emotional needs. Select a group of students who will be present <u>at your or your partner’s internship</u>. Include data from the school/district, The Education Trust, the ODE website and any other sources that support the need to address the personal/social development of this particular population. Investigate research-based interventions that show promise for helping students in this group be more successful. (50 points; no cover page; submit slides with notes). Please make copies of your plan for all students and a color copy professionally presented for the instructor.</p>	50	<p>4/18 4/25</p>

Your participation will be evaluated according to the following designations:

EXCEEDS (A): indicates self-directed learner who demonstrates mastery on all levels. You arrive to class on or before time and are prepared for each class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your writing displays accurate use of language and a formal, professional style and indicates a depth of knowledge and mastery of the material. The class learns from your contributions and responds positively to your engagement and commitment to meeting class objectives.

PROFICIENT (B): indicates a motivated learner who demonstrates a level of competency at all levels. You arrive to class on time and are prepared when you come to class; you have read the material and completed the assignments on time. You actively participate and make some contribution to each class session. Your writings are well written and demonstrate an understanding of the material presented in class. You are able to transfer what you have learned through class activities and discussion.

PROGRESSING (C): indicates that you are frequently late and not prepared in class. You have limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases, you may attempt to take over, dominate or otherwise distract the class and group discussions/activities. Your writings do not show understanding of key concepts, may be late or complete.

UNSATISFACTORY (below C): is an indication that you either do not have the will or ability to complete the assignments. You are frequently late or have missed more than two classes and have either not participated in the class or are a distraction to class discussions. Your writings are late, missing or poorly written.

The following scale will be used for letter grades:

141-150	A
131-140	A-
121-130	B+
111-120	B
101-110	B-

COURSE SCHEDULE AND READING ASSIGNMENTS

Note: Italics indicates topic for work session during final hour of class.

Schedule is tentative, based on availability of guest speakers.

1/11 Overview of course objectives and syllabus; Introduction to the ASCA National Model Personal/Social standards competencies and designing a comprehensive program. Sign-up sheets, select learning communities, review stages of group work and introduce building consensus.

Reading: NM: P. 4-58 NM: p. 81-101 (In class: Bring ASCA National Model Book and National Model Workbook)

1/18 Foundation: Writing a Mission Statement. Group Work.

Reading: *NM Workbook pages 27-31*

GPL 1-3

1/25 Using Data to develop and drive your program.

Readings: *NM Workbook Pages 27-31, Great Places to Learn: Chapters 1-3*

2/1 Guest: Positive Psychologist Dr. Robert Biswas-Deaner. Strengths based school counseling: Positive Psychology and student strengths, effective interventions and coaching techniques to use with students.

Readings: *Great Places to Learn: Chapters 8-10, Building Resilient Students: Chapter 5*

Article Reading: *Hopeful Choices*

Group A: Consultation with Instructor

Group B: Learning community consultation group and school data

DUE: JOURNAL REVIEW #1 TOPIC CHOICES: POSITIVE PSYCHOLOGY, STUDENT STRENGTHS, PROGRAMS THAT SUPPORT STUDENT ASSET BUILDING, OR COMPLETE A REVIEW OF THE HOPEFUL CHOICES ARTICLE THAT WAS PART OF YOUR READING ASSIGNMENT THIS WEEK.

2/8 Site Assets. Strengths activity. Group work on projects.

Reading: *Building Resilient Students: Chapters 3-4*

Group B: Consultation with instructor

Group A: Learning community consultation group and school data, competencies & indicators

2/15 Introduction to Narrative Counseling.

Reading: *Narrative Counseling: Chapters 1-3*

Group A: Consultation with Instructor

Group B: Learning community consultation group and school data, competencies & indicators

2/22 Grief: Professor Bill Layton will share his work at the Dougy center and give an overview of grief and counseling.

Reading: *Peruse Chapter 9*

Group B: Consultation with Instructor

Group A: Learning community consultation group and final project collaboration (continue work on competencies and indicators)

DUE: JOURNAL REVIEW #2, TOPIC: GRIEF AND LOSS

2/29 Grief part 2: Extension activates in grief counseling. Loss & Grief: Part 2, stages of grief & developmental issues for age groups during grief, grief resources Introduction to Stress management.

Group A: Consultation with Instructor

Group B: Learning community consultation group and final project collaboration (Continue to work on competencies and indicators).

3/7 Violence Prevention: Bullying and conflict resolution prevention and intervention strategies.

Reading: Perusse Chapters 6 & 8

Group B: Consultation with Instructor

Group A: Learning community consultation group and final project collaboration (work on action plan)

DUE: JOURNAL REVIEW #3, TOPIC: BULLYING PREVENTION, VIOLENCE PREVENTION, CONFLICT RESOLUTION PROGRAMS.

3/14 Stress: Movie Viewing: "Race to Nowhere" Commentary and guest panel to follow viewing.

Group A: Consultation with Instructor

Group B: Learning community consultation group and final project collaboration (work on action plan)

3/21 Stress: Management and Interventions explored in the school setting.

Groups A&B together with instructor for end of month reflections

Reading: Perusse Chapter 11

3/28 Spring Break: No class.

4/4 Guest: Boyd Piddock: Drug and Alcohol Awareness and Prevention

DUE: JOURNAL REVIEW #4, TOPIC CHOICES: YOUTH DRUGS & ALCOHOL PREVENTION, YOUTH SUICIDE PREVENTION AND INTERVENTION .

Group B: Consultation with Instructor

Group A: Learning community consultation group and final project collaboration (work on evaluation components and guidance plan)

4/11 Supporting Lesbian, Bisexual, Gay, Transgender and Questioning (LGBTQ) youth: Panel LGBTQ students and educators.

Group A: Consultation with Instructor

Group B: Learning Community Consultation Group if necessary. Final project collaboration (complete guidance plan)

4/18: Presentations: Comprehensive Guidance Programs and Action Plans

506: Groups A & B: Community Puzzle

4/25: Presentation of *Comprehensive Guidance Programs*, Pot Luck, Paperwork Shuffle, Community Puzzle.

Rubric for Journal Summary (5 points)

Name:

<u>Criteria</u>	<u>Points</u>	<u>Your Points</u>
1. Key ideas are clearly identified and summarized.	2	
2. Implications for your practice are suggested.	1	
3. Analysis shows depth of understanding.	1	
4. Language mechanics and reference meet APA standard.	1	

Total:

SCORING RUBRIC FOR WRITING ASSIGNMENTS

Score

Criteria

- Max. Clearly identifies essence of your point of view;
Themes are expressly stated and integrated into a coherent review;
Compares and contrasts to other references and/or theorists;
Personal reflection shows depth and demonstrates critical thinking in relating content to personal experience and ideas;
Descriptive language and/or creative word choice;
No significant punctuation, grammatical, or spelling errors.
- 1 Review is thoughtful and is presented in an integrated fashion;
Themes are clearly identified and show relationship to other ideas or theories;
Personal reflection shows depth and links logically to summary of content;
Appropriate structure and length of paragraphs, e.g., use of topic sentences, paragraphs are neither too long nor too short;
Economical use of words, e.g., no redundancy, overuse of words, use of “very” or “in order to”; appropriate use of “which” and “that”;
No more than two types of significant grammatical errors, e.g., subject-verb agreement, noun-pronoun agreement;
No sentence fragments;
Appropriate use of punctuation, especially commas, semi-colons, and colons;
Appropriate citations for direct and indirect quotes.

- 2 Review is chronological;
Personal reflection links to content;
No more than four significant grammatical errors (see above);
No more than one type of continual misuse of punctuation (see above);
Paragraph structure is inconsistent or frequently lacks topic sentences;
One sentence fragment.

- 3 Review and/or personal reflection are superficial;
More than one sentence fragment;
Frequent grammatical and/or punctuation errors;
Spelling errors;
Overuse of the same word, e.g., “important” used throughout.

- Min. Paper does not fulfill requirements of the assignment;
Review does not indicate entire work was read;
Personal reflection does not match content.

- 0 Assignment was not submitted.

Additional points from the above may be deducted for late papers.

SCED 505 Presentation Rubric for Guidance Project

NAMES: _____

TOTAL POINTS: _____

AREAS REQUIRING ATTENTION:

CONTENT ORGANIZATION DELIVERY TECHNOLOGY

CONTENT ASSESSMENT (25 points):

1. Data describes status of student group in comparison to overall student population.
2. Presentation provides a compelling rationale for why the issue is relevant to school, district, or state.
3. The scope of the issue is accurately defined and described.
4. Presentation demonstrates your competence to relate to other educators.
5. Proposed intervention(s) are sound and based on reputable research.
6. Resources are accurately cited according to APA Style 5th Edition guidelines.

Comments: _____points

ORGANIZATION ASSESSMENT (5 points):

7. Introduction of the presentation provided a clear statement of purpose.
8. The introduction clearly laid out a logical outline of what follows.
9. The ideas presented were clear and understandable.
10. Presenter appropriately addressed questions and comments from the audience.
11. The conclusion provided a sense of closure.

Comments: _____points

DELIVERY ASSESSMENT (10 points):

12. The amount of material presented was appropriate for the length of time allotted.
13. The presenters' body language facilitated communication.
14. The presenters' tone of voice, vocal projection and pace were effective throughout the presentation.
15. The presenters utilized eye contact to engage the audience.
16. The presenters showed confidence and professionalism.
17. The presenters inspired action; action steps were clearly communicated.

Comments: _____points

TECHNOLOGY ASSESSMENT (10 points):

18. Visual aids were effective in communicating key information, e.g., use of bullets, minimizing text on slides.
19. The presenters demonstrated proficiency in using visual aids (e.g., PowerPoint, overhead, etc.).
20. The presenters' notes supported presentation.
21. Visual aids were free of spelling and typographical errors.

Comments: _____points

COURSE SYLLABUS COVER SHEET
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Course Number

SCED 506

Course Name

Internship: Personal/ Social Dev and Consult

Term

Spring 2012

Department

Educational Leadership

Faculty Name

Bijoli Biswas, Heather Hadraba, William Layton

Catalogue Description:

Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

(please fill in which class meeting or assignment addresses each principle or standard)

GSEC GP (7) Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. <i>Class meeting(s) or assignment(s) addressing this standard: Class discussions and Assignments 1, 2, 3, 4</i>
GSEC GP (8) Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 3 and 4</i>
TSPC OAR 584-017-0441 (1) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school. <i>Class meeting(s) or assignment(s) addressing this standard: Group development of a personal/social plan for a chosen school and class discussions</i>
TSPC OAR 584-017-0441 (7) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. <i>Class meeting(s) or assignment(s) addressing this standard: Group development of a personal/social plan for a chosen school and class discussions</i>

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*R = Readings and In-class Discussions *P = Practicum

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SPECIAL ASSISTANCE

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SCED 506: PERSONAL/SOCIAL DEVELOPMENT & CONSULTATION INTERSHIP

To site mentor:

As we place school counselor interns in their second micro internship, we want them to observe and become familiar with the regular on-going activities and meetings which support student success. We hope this list will provide a framework from which to mutually plan intern activities this semester.

To Lewis and Clark intern:

Students will submit a total of eight summaries this semester. The content for each assignment is described below. Submit summaries to your L&C field supervisors using the same heading as you did for SCED 501. (Your name, summary number, and category) Each summary is worth 5 points with the exception of #3. Using the ASCA standards; this summary is worth 10 points.

The last date to submit summaries is April 15. If summaries are turned in beyond the final date, they will be marked down.

- ✓ 1. OBSERVE THE USE OF COUNSELING SKILLS SUCH AS SOLUTION FOCUS AND MICRO SKILLS IN INDIVIDUAL OR GROUP COUNSELING SESSIONS.
Observe three different counseling sessions. Write one paragraph describing the session and a second paragraph identifying the counseling skills incorporated into the session. **Total of 3 summaries/two paragraphs each/ 5 points each summary**

- ✓ 2. INTERN DEMONSTRATES THE USE OF COUNSELING SKILLS IN AN INDIVIDUAL OR GROUP COUNSELING SESSION.
Student intern describes the focus of the counseling session and identifies the counseling skills used. Share your reflections on how you thought the session went; identify what you think went well, any challenges, and what you might have done differently. **Total 1 summary/2-3 paragraphs/ 5 points**

- ✓ 3. USING THE ASCA NATIONAL STANDARDS, IDENTIFY HOW PERSONAL/SOCIAL COMPETENCIES ARE DELIVERED AT YOUR CURRENT SCHOOL SITE.
Describe how the school activities demonstrate the application of the standards or competencies and make recommendations for what additional counseling strategies could be implemented to improve the counseling program. **Total 1 paper/maximum 2 pages in length/ 10 points**

- ✓ 4. DEVELOPMENTAL ASSETS AS IDENTIFIED BY THE SEARCH INSTITUTE
Choose one asset per summary and describe what activities are being done in your school to build this asset. What else would you add? **Total of 3 summaries/2-3 paragraph/ 5 points each summary**

SCED 506: PERSONAL/SOCIAL DEVELOPMENT & CONSULTATION INTERNSHIP

Due Dates and Guidelines for Summaries

- Students will submit one written summary per week. The first summary is due no later than January 25, 2012.
- Weekly summaries are due by 5:00 p.m. Friday of that week.
- Email summaries to your L&C field supervisor.
- Each summary is worth 5 points: 3 for content, 1 for technical (grammar, spelling, etc) and 1 point for meeting weekly deadlines. Total points possible: 80
- Email your L&C field supervisor with exceptions or special circumstances.
- Summaries will only be accepted if they contain a heading identifying the category.

As follows:

Your name:

Category heading:

Summary number:

Date:

L & C Field Supervisors:

- Judy Large: jlarge@lclark.edu, (503)-638-0349
- Ann Schneider: annekschneider@aol.com, (503)810-9728 Cell
- Lesley Langan: leslely@yahoo.com, (503)774-7967
- Connie Crow: connicro@aol.com, (503)-936-6260