

Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Personal/Social Development and Consultation
Course Number	SCED 505
Term	Spring 2016
Department	Educational Leadership—School Counseling
Faculty Name	Biswas and Thompson

Catalogue Description (copy from current catalogue):

SCED 505 Personal/Social Development and Consultation

Content: 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. **Prerequisites:** SCED 500, SCED 501, SCED 502. **Credits:** 2 semester hours.

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

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

[TSPC OAR 584-018-0305: CACREP SCED Std. G3] **HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Class meeting(s) or assignment(s) addressing this standard: Assignment 7 and class meetings

[TSPC OAR 584-018-0305: CACREP SCED Std. G5] **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305: CACREP SCED Std. G8] **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6

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[TSPC OAR 584-018-0305 (1)] **Foundations: (a) Knowledge.**

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305 (1)] Foundations: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention (a) Knowledge.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy:(a) Knowledge.

Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 7

[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305 (4)] Assessment: (a) Knowledge.

Class meeting(s) or assignment(s) addressing this standard: Assignment 6

[TSPC OAR 584-018-0305 (4)] Assessment: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Assignment 5

[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (a) Knowledge.

Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6

[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (a) Knowledge.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305 (8)] Leadership: (a) Knowledge.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[TSPC OAR 584-018-0305 (8)] Leadership: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[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.

Class meeting(s) or assignment(s) addressing this standard: Class meetings

[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.

Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 7

[GSEC GP 4] Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.

Class meeting(s) or assignment(s) addressing this standard: Assignment 4

[GSEC GP 5] Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.

Class meeting(s) or assignment(s) addressing this standard: Assignment 4, 5,6, and 7

[GSEC GP 6] Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.

Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6

[GSEC GP 7] Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.

Class meeting(s) or assignment(s) addressing this standard: Assignment 1 and 6

[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.

Class meeting(s) or assignment(s) addressing this standard: Class meetings and Assignment 5

[GSEC GP 9] Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession[s].

Class meeting(s) or assignment(s) addressing this standard: Class meetings

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 5th or 6th 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) 6 of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 505: Personal/Social Development and Consultation
SCED 506: Personal/Social Internship
Spring 2016

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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. (2012). The ASCA National Model: A Framework for School Counseling Programs. 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. (2006). *Narrative counseling in schools: Powerful & brief*. 2nd edition Corwin Press: Thousand Oaks, CA.

RECOMMENDED TEXTS:

Ivey, A. and Ivey, M.B. (2014). *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.

RECOMMENDED 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. Demonstrate effective essential interviewing and counseling skills in an individual or group setting that promote the personal-social development of all students.
2. Demonstrate understanding of the nature and needs of persons in a multicultural society when dealing with crisis and trauma events, grief and loss, bullying and violence, addiction, and suicide.
3. Demonstrate the use of guidance strategies that meets 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.
6. Demonstrate understanding of counseling program development and modifications including, program evaluation, needs assessments, and data-based decision making.
7. Demonstrate understanding of the importance of building student, family, school, and community resilience.

COURSE REQUIREMENTS:

Assignments	Points Possible	Due Date
<p>1. Participation-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. If you cannot attend class, it is your responsibility to obtain copies of handouts, notes, and other class materials. If you cannot attend class, a make up assignment may be required.</p>	50	
<p>2. Journals-Reflect on 5 class sessions/ weekly readings. One-page typed and double-spaced. Journals should cover personal reflection of reading material and/or class experiences. (3 points each) * Given the reflective nature of this assignment no rubric is provided. 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 from class learning or readings 	15	Please submit these one week at a time. Last date to submit 4/22.
<p>3. Youth Drug and Alcohol Prevention Paper</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate understanding of the signs of drug and alcohol abuse and addiction. 2. Candidate will demonstrate an understanding of strategies for drug and alcohol prevention, intervention, and treatment. 3. Candidate will describe school counseling programs that promote healthy life choices for students. <p>Assignment Guidelines:</p> <p>During the class meeting on (specific date) we will be having a guest speaker who will discuss drug and alcohol addiction. You will write a summary of the lecture on drug and alcohol addiction. Your summary should including the following:</p> <ol style="list-style-type: none"> 1. An overview of the signs of drug and alcohol abuse and addiction 2. An overview of drug and alcohol strategies for prevention, 	100	3/16

<p>intervention, and treatment.</p> <p>3. An overview of school counseling programs that serve to promote healthy choices.</p> <p>The suggested length for the paper is 3-5 pages. *see rubric in Taskstream</p>		
<p>4. Guidance Lesson Review and Presentation</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate the use of guidance strategies that meets National Standards for student competencies in personal/social development. 2. Candidate will demonstrate knowledge and application of the eight categories of Developmental Assets as identified by the Search Institute. 3. Candidate will develop knowledge and application of the ASCA National Model. 4. Candidate will deliver a personal-social guidance lesson in a professional manner. <p>Assignment Guidelines:</p> <p>Develop and teach a guidance lesson that integrates 21st century skills, ASCA Personal/Social competencies, developmental assets, 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.</p>	20	Sign-Up
<p>5. Model Comprehensive Program Design Project</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making. 2. Candidate will demonstrate competence to create a comprehensive, data driven personal social guidance program that specifically serves the needs of underrepresented students. 3. Candidate will be able to utilize APA formatting and references. 4. Candidate will professionally present their comprehensive program 	50	4/6 4/13

<p>design project.</p> <p>Assignment Guidelines:</p> <p>You will be assigned to small group to develop a model comprehensive program design. You will work in your small group to develop a written comprehensive guidance plan for the ASCA Personal/Social Domain for a selected grade/school level. Select a group of underrepresented students who are present <u>at a group member's internship site</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 underrepresented group (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. Investigate research-based interventions that show promise for helping students in this group be more successful. You will need to demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making. You will write a written comprehensive plan, utilizing APA style formatting and references. In addition, you will devise a 30 minute PowerPoint presentation that offers knowledge and skills to other professionals.</p>		
<p>6. Comprehensive Program Design Summary (Key Assessment 4 Part One)</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making. 2. Candidate will demonstrate competence to create a comprehensive, data driven personal social guidance program that specifically serves the needs of underrepresented students. 3. Candidate will be able to utilize APA formatting and references. 4. Candidate will professionally present their comprehensive program design project. <p>For the purpose of this assignment you will provide a summary of the model comprehensive design project that you created with your small group. You will summarize your understanding of program evaluation, needs assessment, and data based decision-making. You will provide an overview of the process of creating a comprehensive personal-social guidance program. You will discuss how you addressed the needs of a particular underrepresented group (i.e., those who are diverse by ethnicity, culture, gender, sexual orientation, socio-economic status, and non-</p>	100	4/13

<p>traditional family structure) or those with particular social/emotional needs. You will discuss the research-based interventions that show promise for helping students in this group be more successful. You will need to demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making. You will write a 3-5 page comprehensive summary, utilizing APA style formatting and references.</p> <p>*See Key Assessment 4 rubric in Taskstream</p>		
<p>7. Special Topics Synthesis and Application Paper</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate understanding of the nature and needs of persons in a multicultural society when dealing with 3 specific concerns including grief and loss, bullying and violence, and suicide. 2. Candidate will describe the importance of the building student, family, school, and community resilience. 3. Candidate will demonstrate an understanding of the school counselor's role during crisis intervention and crisis response. 4. Candidates will utilize appropriate APA formatting and references. <p>Assignment Guidelines:</p> <p>The purpose of this assignment is to have you synthesize information on the nature and needs of students when faced with major crisis events. You will discuss how a school counselor should intervene and respond during a crisis in order to promote student, family, and community resilience. You will write a 4-6 page paper, utilizing APA style formatting and references that provide an overview of three crisis events including: bullying and violence, grief and loss and suicide. Your paper should discuss the needs of students during crisis events, the role of a school counselor during crisis intervention and response, and the importance of building resiliency. A minimum of five APA references is required. *See rubric in Taskstream</p>	<p>100</p>	<p>4/20</p>

The following scale will be used for letter grades:

375-385	A
363-374	A-
350-362	B+
338-349	B

COURSE SCHEDULE AND READING ASSIGNMENTS:

Schedule is tentative, based on availability of guest speakers.

- 1/13 Overview of course objectives and syllabus:** Introduction to the ASCA National Model Personal/Social standards competencies and designing a comprehensive program. Sign-up sheets and select learning communities. **Reading for this week: Review ASCA National Model**
- 1/20 Foundation: Writing a Mission Statement.** Group Work. **Reading for this week: Review ASCA National Model**
- 1/27 Combined Classes:** Using data to develop and drive your program- **Guest Speaker Danica Jensen.**
Readings for this week: *Great Places to Learn: Chapters 1-3*
- 2/3 Narrative Counseling: Readings for this week: Narrative Counseling: Chapters 1-3, Article Reading: *Theoretical Essay on Why Circles are Important in Schools (in class).***
- 2/10 Restorative Justice: Reading for this week: *Narrative Counseling in Schools: Chapter 4, Building Resilient Students: Chapters 4-8***
- 2/17 Bullying and Conflict Resolution: Readings to be assigned, National Standard Presentations**
- 2/24 National Standards Lesson Presentations, Group Work Time for Program Design Project**
- 3/2 Stress Management and Wellness, National Standards Presentation**
- 3/09 Guest: Depaul Treatment Center: Drug and Alcohol Awareness and Prevention. Reading for the Week Perusse: Chapter 10**
- 3/16 Self harm and suicide-crisis response-Class Combined, Holly Thompson Presenting, National Standard Presentations**
- 3/23 Spring Break**
- 3/30 Supporting Lesbian, Bisexual, Gay, Transgender and Questioning (LGBTQ) youth: Guest Speaker Community Organizations. Reading for this week Perusse Chapter 7.**
- 4/6 Presentations of Assignment 5-Model Comprehensive Program Design Project. No Reading**
- 4/13 Presentations of Assignment 5-Model Comprehensive Program Design Project. No Reading**
- 4/20 Combine Classes: Grief and Loss. Guest Speaker Bill Layton. Reading for this week: *Perusse: Chapter 9***
- 4/27 Combine Classes: Potluck and Paperwork Shuffle**