

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

Please attach completed cover sheet to course syllabus.

Course Number

SCED 598

Course Name

Special Studies: Motivational Strategies for School Counselors

Term

Spring 17

Department

Educational Leadership

Faculty Name

Gene Eakin, PhD

Catalogue Description: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

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

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

<p>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:</i> Class #1</p>
<p>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:</i> Class #1; Assignment #1</p>
<p>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:</i> Class #1; Assignment #1; Class #2; Assignment #2</p>
<p>TSPC OAR 584-017-0441 (2) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class #1; Assignment #1; Class #2; Assignment #2</p>
<p>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:</i> Class #1</p>
<p>TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class #1; Assignment #1</p>
<p>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:</i> Class #2; Assignment #2</p>

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.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

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

Student Performance:

Student performance criteria appear on page(s) 3 and 8-11 of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis & Clark College
Graduate School of Education and Counseling
Spring, 2017

SCED 598
Motivational Strategies

Instructor: Gene Eakin, PhD
Telephone: (Cell) 541-570-0689
E-Mail: geakin@lclark.edu
Office: I can meet with you before class, at lunch, or after class, or via phone or Zoom.
Office Hours: TBA

Schedule:

Day	Time	Dates	Location
Friday	0830-1600	February 24	York Graduate Center, Room 115
Friday	0830-1600	March 3	York Graduate Center, Room 115

Credits: 1

Course Description:

This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Text: Students will download all materials from the Dropbox Folder.

Learning Outcomes:

Participants will be able to:

- A. Utilize the style and spirit of listening prerequisite to motivate students to change and achieve.
- B. Ask open-ended questions to elicit "reasons to change" talk, "confidence to change" talk and "commitment to change" talk.
- C. Utilize reasons to change rulers, confidence to change rulers and commitment to change rulers in eliciting change talk.
- D. Elaborate, Affirm, Reflect, and Summarize change talk.
- E. Utilize strategies for working with resistance.
- F. By successfully completing assignment #1, students will demonstrate the ability to develop and deliver classroom guidance lessons in the academic domain that focus on motivation.

- G. By successfully completing assignment #2, students will demonstrate the ability to develop a plan for utilizing the motivational strategies in their practice during the coming year.

Grading Procedures:

The intent of this course is for you to develop knowledge and skills in the use of motivational strategies. I will be rating you on each of the goals for the course, and will assign a final grade based on your class participation and assignments.

Distinguished (A or 90-100%) indicates a self-directed learner who demonstrates mastery on all levels. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your writing displays a depth of knowledge and mastery of the material. Your fellow classmates are able to learn from your contributions to class.

Proficient (B or 80-90%) indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

Progressing (C or 70-80%) indicates that you are not always prepared when you come to 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 or dominate group discussions. Your writings do not show understanding of key concepts.

Unsatisfactory (Below 70%) is an indication that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written.

Weekly Schedule:

Class: Friday, February 24

1. Closing the Achievement Gap
2. School Counseling and Social Justice
3. School Counseling and the Academic Development Domain
4. Living in and Counseling from the Eye of the Hurricane
5. Transtheoretical Model of Change and Motivational Interviewing applied to Academic Counseling
6. Teaching students how to motivate themselves

Class: Friday, March 3

1. Teams:
 - a. Academic Development Lesson Plans
 - b. Sharing strategies with staff
2. Review Transtheoretical Model of Change and Motivational Interviewing Strategies applied to Academic Counseling

3. Ambivalence, resistance, and strategies for dealing with ambivalence and resistance
4. Preparation stage: goal-setting and behavior change plans
5. Information sharing, offering a concern, and giving advice

Assignment #1: Attached

Assignment #2: Attached

Semester Ends May 5 and Grades Due May 9

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

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.

DISABILITY SERVICES STATEMENT

In compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, this course will provide equal educational opportunities for all qualified students with disabilities. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7156 www.lclark.edu/offices/student_support_services). After you have submitted documentation and completed the required forms to request accommodations for the current semester, staff in that office will notify the instructor of the accommodations for which you are eligible. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation in the course.

Rubric #1: Classroom Participation

Area	Proficient (1 pt per area)	Good (.75 pt per area)	Fair (.5 pt per area)	Poor (.25 pt per area)
Preparation	Student was PREPARED for class with assignments and suggested class materials and homework.	Student was MOSTLY prepared for class with assignments and suggested class materials and homework.	Student was MOSTLY NOT prepared for class with assignments and suggested class materials and homework.	Student was NOT PREPARED for class with assignments and suggested class materials and homework.
Level of Engagement	Proactively contributed to class by OFFERING ideas and ASKING questions MORE than TWICE during class.	Proactively contributed to class by offering ideas and asking questions ONE to TWO times during class.	Contributed to class by offering ideas and asking questions ONCE during class.	-DID NOT contribute to class by offering ideas and asking questions..
Responding	Student MOSTLY RESPONDED to both the teachers and students' questions, ideas and opinions.	Student OFTEN RESPONDED to both the teachers and students' questions, ideas and opinions.	Student RARELY RESPONDED to both the teachers and students' questions, ideas and opinions.	Student NEVER RESPONDED to both the teachers and students' questions, ideas and opinions.
Listening Skills	Student LISTENED when others talked. Student incorporated or built off of the ideas of others.	Student listened when others talked.	Student often DID NOT listen when others talked.	Student DID NOT listen when others talked.
Behavior	Student SHOWED responsibility and respect and did NOT display disruptive behavior during class.	Student MOSTLY showed responsibility and respect and RARELY displayed disruptive behavior during class.	Student OCCASIONALLY showed responsibility and respect and OCCASIONALLY displayed disruptive behavior during class.	Student DID NOT show responsibility and respect during class.

Area	Max Potential Pts Per In-Class Session	In-Class Session # 1 pts	In-Class Session # 2 Pts	Total Points
Preparation	1			
Level of Engagement	1			
Responding	1			
Listening Skills	1			
Behavior	1			
	5			

Rubric #2: Written Assignments

	Unacceptable - 0	Emerging - 1	Developing - 2	Proficient - 3
INTRODUCTION	<ul style="list-style-type: none"> No thesis No context No summary of points to be explored in body of paper 	<ul style="list-style-type: none"> Thesis stated Little or no context And/or no summary of the argument to be explored in the body of the paper Or, thesis is unclear 	<ul style="list-style-type: none"> Thesis clear Context addresses what and why Summary of argument is included 	<ul style="list-style-type: none"> Introduction engages the reader and signals the intent of the paper Language is fluent and interesting Clear, relevant thesis Context is clearly developed Concession offered Summary of argument is included
BODY OF PAPER	<ul style="list-style-type: none"> Unconnected to introduction Unsupported opinions used to develop argument No use of article references to support claims 	<ul style="list-style-type: none"> Ideas connected to introduction/ organization is unclear Claims based on articles but ideas not explored Or, claims made but do not support an overall argument Some use of article references to support claims 	<ul style="list-style-type: none"> Each paragraph clearly connected to introduction or to preceding paragraph(s) Claims based on articles and the ideas are explored and developed Claims build an argument Good use of article references 	<ul style="list-style-type: none"> Parallel construction (paragraph order equals summary in introduction) Appropriate use of article references to support claims Thorough exploration of claims <u>and</u> possible counter-arguments to build argument Language use engaging and fluent

CONCLUSION	<ul style="list-style-type: none"> No concluding paragraph Or the paragraph introduces new information 	<ul style="list-style-type: none"> Concluding paragraph reviews some of major points No conclusion offered related to thesis 	<ul style="list-style-type: none"> Concluding paragraph reviews all major points No conclusion related to thesis 	<ul style="list-style-type: none"> Reviews major points in interesting way Offers conclusion about thesis
ACCURACY OF CLAIMS	Most claims indicate lack of understanding of the articles	Attempts at synthesis indicated through combining ideas from the articles. However, no conclusions or generalizations are offered.	<ul style="list-style-type: none"> Conclusions or generalizations offered but not both Or conclusions & generalizations drawn directly from articles and do not represent ability to create new ideas 	<p>The paper demonstrates</p> <ul style="list-style-type: none"> Ability to create new ideas and generalizations based upon previous knowledge and experiences. Ability to relate knowledge from several areas and draw conclusions
MECHANICS	<ul style="list-style-type: none"> Many spelling errors that could have been detected by spell-checker Many grammatical errors 	<ul style="list-style-type: none"> Spelling or grammatical errors but not both Lack of noun/pronoun agreement Lack of subject/verb agreement 	Spelling or grammatical errors that spell check could miss	<ul style="list-style-type: none"> Correct spelling No grammatical errors

**SCED 598
Academic Development
Assignment #1
2017**

Please note at the outset of your reading this information about Assignment #1 that Assignment #1 is the precursor to Assignment #2. You will have the opportunity in this assignment to begin work on elements of your comprehensive motivational strategies curriculum.

Assignment #1-part A: Motivational Strategies Curriculum

1. You are a counselor at Enlightenment Elementary, Peace of Mind Middle School, or Serenity Senior High in the Nearing Nirvana School District.

You sit down with the other members of your Counselor Dream Team and begin to plan the curriculum you will use for implementing a comprehensive motivational strategies curriculum for all students in your building. Your team is also mindful that your curriculum should be designed to close the achievement/educational/ career gap for those students who might not normally fully engage in and thereby benefit from the academic opportunities afforded them at your school.

You want to begin by collecting sample lesson plans that you can share with your entire staff that are representative of lessons to facilitate introspection or exploration. You decide you each will locate a total of **five lesson plans** that address objectives listed in the ASCA Mindsets and Behaviors plus the Dr. Eakin version of the ASCA Mindsets & Behaviors as explained in the first class.

Assignment #1-part B:

You will return on Friday, March 3 with your lesson plans and in your Dream Team:

- 1. Overview the five lesson plans you collected. Bring copies to share with your teammates.**
- 2. Choose one lesson plan and design a 10 minute activity for the other members of the team to engage in based on the objectives of that lesson.**

Assignment #1-part C:

You will submit a two-page paper summarizing what you learned about Lesson Plans designed to teach motivational strategies at your grade level. This paper will be e-mailed to your instructor geakin@lclark.edu NLT 11:59 pm on Sunday, 3/5.

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Motivational Strategies for School Counselors**

**Assignment #2 - Guidelines
2017**

Motivation: Action Plan for 2017-18:

Use this 6–page assignment as your Action Plan for the 2017-18 academic year regarding your Vision for your work in the academic development domain and in closing the Achievement/ Education/Career gap through the use of motivational strategies.

Indicate how you plan to implement these strategies and then how you will assess the impact that these strategies have on student outcomes.

Assignment Due:

Final Assignment due: Not later than 11:59 pm on Saturday, 3/18

Please submit your paper to me in a Word Document at: geakin@lclark.edu

Please have the title of the document in the format: Last.Name.SCED598.A2.doc