

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

**Course  
Name**

**Academic Development and Consultation**

Course Number	SCED 501
Term	Fall 2018
Department	Educational Leadership—School Counseling
Faculty Name	Bijoli Biswas and Nicole Thrower

**Catalogue Description** *(copy from current catalogue):*

First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. 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 academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty. Prerequisites: None. Corequisites: SCED 500, 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. 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: All class meetings*

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

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

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

*Class meeting(s) or assignment(s) addressing this standard: Assignment #4 and #6*

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

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

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

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

[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 (6)] Academic Development: (a) Knowledge.  
*Class meeting(s) or assignment(s) addressing this standard: Assignment #1 and #7*

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (a) Knowledge.  
*Class meeting(s) or assignment(s) addressing this standard: All class meetings*

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (b) Skills and Practices.  
*Class meeting(s) or assignment(s) addressing this standard: All class meetings*

[TSPC OAR 584-018-0305 (8)] Leadership: (a) Knowledge.  
*Class meeting(s) or assignment(s) addressing this standard: Assignment #5*

[TSPC OAR 584-018-0305 (8)] Leadership: (b) Skills and Practices.  
*Class meeting(s) or assignment(s) addressing this standard: Assignment #5*

[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: All 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 #3*

[GSEC GP 3] Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.  
*Class meeting(s) or assignment(s) addressing this standard: Assignment #6*

[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 #4,5,6*

[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: Assignment #5 and #6*

[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: All 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).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a pre-primary school, a primary school, or an elementary school.	<b>R</b>
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> 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) \_\_\_\_\_2\_\_\_\_\_ of this syllabus (student performance includes goals, evidence, and levels of performance).

## **SCED 501: Academic Development and Consultation Fall 2018**

**Instructors: Bijoli Biswas, MA Counseling Psychology**  
**Room: Rogers 219**  
Email: [bbiswas@lclark.edu](mailto:bbiswas@lclark.edu)  
bijoli\_biswas@beaverton.k12.or.us  
Phone: 503-413-9087

**Nicole Thrower M.Ed School Counseling**  
**Room: Rogers 218**  
Email: [nthrower@lclark.edu](mailto:nthrower@lclark.edu)  
nicole\_thrower@beaverton.k12.or.us  
Phone: 503-490-9815

### **Required Texts:**

Conchie, B., & Rath, T. (2008). Strengths Based Leadership., 1st Ed., Gallup Press  
Note: This book needs to be purchased “new” in order to access the Strengths Assessment.

Dinkmeyer, D., Jr., (2016). Consultation: Creating School-Based Interventions 4<sup>th</sup> Ed., Routledge Publ.

Perusse, R. and Goodnough, G. (2004). Leadership, Advocacy and Direct Service Strategies for Professional School Counselors. 1<sup>st</sup> Ed. Cengage Learning Inc.

American School Counseling Association. (2012). ASCA National Model: A Framework for School Counseling Programs. 3<sup>rd</sup> Ed. Alexandria, VA.

Metcalf, L., O’Hanlon, Bill (Foreword) (2008). Counseling Toward Solutions, 2<sup>nd</sup> Ed. West Nyack, NY: 2<sup>nd</sup> Ed. Jossey-Bass Publ.

### **Recommended Texts:**

Khan, M. (1997). Between Therapist and Client., Revised Ed., Holt Paperbacks

De Jong, P., & Berg, I.K. *Interviewing for Solutions* 3rd Ed. available at:  
<https://drive.google.com/file/d/0B1Gaw8xGt7TKSG9rNWhnMTE4UGs/view?usp=sharing>

### **Helpful Links:**

MOODLE Link: <https://moodle.lclark.edu/>

Developmental Assets By Age Group:

Ages 12-18:

<https://drive.google.com/file/d/0B1Gaw8xGt7TKMHVEZVQ0QzRXUmc/view?usp=sharing>

Ages 5-9:

<https://drive.google.com/a/lclark.edu/file/d/0B1Gaw8xGt7TKUE5DYUFyNXRuaEE/view?usp=sharing>

Ages 8-12:

<https://drive.google.com/file/d/0B1Gaw8xGt7TKM2UwMXcxOVBienM/view?usp=sharing>

ASCA Mindsets and Behaviors:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

### **Helpful Webinars:**

2013 ASCA Webinar Series RAMP Closing the Gap and Writing

[https://www.youtube.com/watch?v=UwuXlpec5Rw&list=UUWJXRymRFJA3Ja\\_yMqUb01Q](https://www.youtube.com/watch?v=UwuXlpec5Rw&list=UUWJXRymRFJA3Ja_yMqUb01Q)

2015 ASCA Webinar Enhance Students Motivation to Achieve

<https://www.youtube.com/watch?v=mn1HpzTH310>

Academic Counseling Enhancing Motivation to Succeed

<https://www.youtube.com/watch?v=SiUSkD2x13c>

### **Course Description:**

This is one of the three courses specifically addressing the National Standards for Comprehensive School counseling programs and the role of the school counselor in consultation. This course will provide school counseling candidates continued skill development in the following areas:

Resiliency/asset building utilizing Solution-Focused, Micro-skills, Cognitive Behavioral, Client Centered, and Reality/Choice counseling as applied to the academic development of all students. Skill development will focus on the knowledge of and effective counseling strategies for resiliency/asset building (as defined by the Search Institute employed throughout the course) in developing academic success for all students. These will include: academic planning, time management, goal setting, organizational skills, decision making/problem-solving, and cooperative learning. Understanding of best practices in curriculum and learning will also be presented. Consultation skills with students and faculty will be emphasized and practiced. The accompanying Academic Internship will be integrated into this class through on-site classroom guidance activities and consultation for academic success.

### **Goals & Objectives:**

Upon course completion the student will be able to:

1. Demonstrate understanding of the nature and needs of persons at all developmental levels in multicultural contexts in reference to the following: learning styles, multiple intelligences, academic motivation, Behaviorism and transitions
2. Demonstrate understanding of the counseling process in a multicultural society in developing a success plan to enhance academic success of an individual student
3. Demonstrate understanding of research methods, statistical analysis, needs assessments, developmental assets, (Search Institute) , and program evaluation in preparing National Standard activities that can be taught in classrooms to support the academic success of students
4. Demonstrate understanding of the developmental needs of students in designing, implementing and managing programs that will support the successful transitioning of students from one academic level to the next
5. Demonstrate understanding of the concepts, strategies, programs and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school
6. Demonstrate understanding of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children
7. Demonstrate effective consultation skills and cross-cultural understanding when conferencing with students, parents, and faculty

### **Grading:**

Grading is based upon the following:

1. Class Participation
2. Assignments

### **Criteria for an “A” grade:**

Work that is clearly and professionally written; creative with reflective analysis; original with few errors in grammar or syntax. The writing demonstrates above average mastery of the content of the course. APA style writing and formatting are essential and proper citations in text and references are utilized.

**Class Participation** is demonstrated by attendance at all classes; actively supporting and encouraging others in their learning, and making significant and important contributions to small and large class discussions and role plays.

### **Criteria for a “B” grade:**

Work that is professionally written and demonstrates an understanding of the basic principles and strategies relative to the content of the course. The writing shows a creative application, is reflective and evaluative, and is fluent with few errors. There is a clear indication that you can implement the material in your professional work. Work utilized APA formatting and writing style, includes in text citations and references with minimal error.

**Class Participation:** Attend and actively participate in all class sessions. Practice effective dialogue skills and show sensitivity to the need to share “airtime” with others. Come to class prepared to ask questions, comment on readings, and participate in discussions on the topic designated for that day. Twice in the semester student facilitator reading groups will be assigned to review and highlight important aspects of the readings assigned. Reading groups should prepare a brief 5-10 minute review of key learnings from the readings. Activities to enhance colleague learning are encouraged.

**Assignments:** All assignments may be re-written until you have reached a level that you feel represents your level of understanding of the material. Additional help may be sought from either of the instructors.

**\*\*NOTE:** A student may have no more than **ONE** *excused* absence during the semester. Absences must be pre-arranged before class. If you miss more than one class it will affect your final grade and or your ability to pass the class. Additionally, unprofessionally written work will not be graded and will be sent back for revision. It is expected you write in proper APA formatting and utilize professional in-text citations and references at a graduate school level.

**NOTE: Course syllabus is subject to change as needed**

### **ASSIGNMENTS:**

These assignments should reflect research-based best practices that will add important information to the portfolio you will take with you to your job as a certified School Counselor. We encourage you to work “out of the box” for solutions and to collaborate with your peers and utilize diverse resources for excellence. All assignments should be uploaded to TaskStream. Rubrics and grading criteria for assignments are available in TaskStream and should be used to assist you in developing exemplary work.

#### **1. Learning Theory Presentation: 40 points**

##### **Assignment Objectives:**

1. Candidates will demonstrate understanding of the key components of a chosen learning theory: Learning Styles, Multiple intelligences, Behaviorism
2. Candidates will **demonstrate** understanding of relevant **applications** of the chosen theory for school counselors in the field to support academic success of all students
3. Candidate will **define relevant applications** of the chosen learning theory and the expected outcomes when **applying the theory** in supporting the success of students
4. Candidates will **utilize appropriate APA styles, formatting, and references**

##### **Assignment Guidelines:**

You will select a group of classmates to work with. In this group you will create a powerpoint presentation to present to the class. Presentations will include a brief powerpoint presentation to the class to include the following:

- A. Explanation of the tenants of the theory
- B. Key proponents or developers of the theory
- C. Relevant applications for school counselors (How do you apply this in schools?)**
- D. Design and facilitate an activity for the class to demonstrate or deepen their understanding of the theory. Include a means to check for class understanding

Presentations must include a summary hand-out for each class member and a copy of the power point slides. Maximum time for the presentation: 30 – 40 minutes.

**Due Dates: September 19th- Learning Styles, September 26th-Multiple Intelligences and October 3rd-Behaviorism**

#### **2. Warm up activity or “Ice-Breaker” to be presented to your classmates: 10 points**

**Due Date:** weekly over the entire term. Begins week two. Each student will present one ice breaker activity **not to exceed 10 minutes**. (sign up sheet)

3. **Classroom Lesson Write-up and Presentation:**

**Assignment Objectives:**

1. Candidate will demonstrate the use of classroom guidance strategies that meets ASCA Student Standards for academic development and ASCA Mindsets and Behaviors
2. Candidates will demonstrate knowledge and application of the eight categories of Developmental Assets as identified by the Search Institute (**see helpful links above**)
3. Candidate will develop knowledge and application of the ASCA National Model
4. Candidate will deliver an academic classroom lesson in a professional manner to the class

**Assignment Guidelines:**

Develop three *original lessons* and teach one lesson that integrates ASCA Mindsets and Behaviors (<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>), ASCA Academic Student Competencies (See page 29 of the National Model text), and developmental assets. The lesson plan for the lesson to be taught and the three other lessons must include the following: intended audience, essential understanding and questions, approach, time and materials, and assessment. Conduct a 15 – 20 minute walk-through (you will teach this lesson or part of it as time allows) with the class. Provide handouts and references to other students. Each presentation will be debriefed with the class after the lesson.

**Due Dates: Presentation sign-up for dates throughout the semester**

**Lesson Write-up due dates: October 17th, October 31st, November 14th**

**10 points for each classroom lesson write up**

**20 points for teaching the classroom lesson**

4. **Resources for Attendance/Academic Intervention:** For a selected grade level (elementary, MS, HS) and for either Academic or Attendance problems, research current interventions using professional journals, ASCA website, school or district information sources, and be ready to report your findings on outline form. These will be shared in class. The goal is to identify current effective resources/strategies/or practices to deal with lack of academic success.

**Due Date: October 31st (assignment earns participation points)**

5. **Develop a transition plan for a selected grade level: 50 points**

**Assignment Objectives:**

1. Candidate will demonstrate understanding of research presented that supports student successful transition from one academic level to the next
2. Candidate will understand statistical analysis, needs assessments, and program evaluations of proven successful transition plans that support students' academic success and support for their social emotional needs
3. Candidates will design a transition program that will provide ways for a school to manage, implement, and enhance the success of all transitioning students
4. Candidate **will utilize appropriate APA styles, formatting and references**

**Assignment Guidelines:**

You may choose the student transition from elementary to middle school, middle school to high school, or high school to college. The written transition plan will include the following:

A. A summary discussion of the social/emotional and other concerns for the students making this transition (1-2 pages). This identifies the needs and issues a transition plan must address.

*Include at least 3 professional references!*

B. Description of the transition plan (3-4 pages). You may build your own plan using model programs from your internship building site or models of exemplary programs you find in other buildings or from other sources. Transition plans should be more than a 1 time event (e.g. a 6<sup>th</sup> grade orientation day), and should include activities throughout the school year. The plan may address the activities at both the sending and receiving schools.

**Due Date: November 7th (Key Assessment # 3)**

**6. Develop a Success plan for an Individual Student: 50 points**

**Assignment Objectives:**

1. Candidate will demonstrate understanding of the research presented that outlines effective ways to support a learner with a learning or behavior challenge.

2. Candidate will demonstrate competence in creating a formal comprehensive academic success plan that is data driven that specifically serves the needs of the chosen student

3. Candidate will professionally present their comprehensive success plan to their learning community (small group)

4. Candidate **will utilize APA styles, formatting and references**. Select a behavior that you have observed during your internship that is limiting the academic success of a given student. Your success plan is to include the following components:

A. Background: describe the behavior, the student's academic history, and reason selected (1 page)

B. School Context: Provide a brief summary of the state and/or NCLB report card for the student's school. Comment on any implications for this student. (1 page)

C. Current research on the problem behavior, **Cite at least 3 sources** (2-3 pages)

D. Design an intervention plan to help the student become more successful academically. Use ideas from any of the required texts as well as other sources. Describe what you would do as a counselor or what you would recommend that the school would do to assist the student. Include copies of forms or tools. (3-4 pages)

E. This plan will be shared with classmates in a small group presentation in your learning community

**Due Date: December 5th**



## 501 Fall 2018 Schedule

### SEPTEMBER 5

- Introductions and get to know you
- Brief review of internship: SCED 502
- Review of syllabus
- Introduction to class Moodle Site
- Presentation and other sign ups

#### Reading due for next week:

- National Model: pp. 1-20
- Perusse: Chapter 5
- Watch: Jeff Andrade Duncan: <https://www.youtube.com/watch?v=2CwS60ykM8s>
- Reflection Question Free Write:

### SEPTEMBER 12

- Ice-Breaker
- Lecture: Learning Theory Presentation: Mindset (Carol Dweck)
- Class Activity on Mindset/Feedback
- Designing Class Lessons
- \* Foundation ASCA Mindsets and Behaviors for Academic Growth  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- \* Developmental Assets Introduction & Use in Schools  
<https://drive.google.com/file/d/0B1Gaw8xGt7TKM2UwMXcxOVBienM/view?usp=sharin>
- Note for SCED 502: Both supervision groups A & B will stay for syllabus overview . You will meet your Internship Field Supervisor during this class.

#### Reading due by next week:

- **Perusse Chapter 1 & 2**
- **ASCA National Model:** Review National Model Brief Overview to be shared in class  
Reading Group A- *Foundation* (pp. 21-39)  
Reading Group B- *Management* (pp. 41-80)  
Reading Group C- *Delivery* (pp. 83-98)  
Reading Group D- *Accountability* (pp. 99-124)

### SEPTEMBER 19

- Ice-Breaker
- Theory Presentation: Learning Styles
- Discussion of Readings: Break into reading groups, present learning. 45min.

- Supervision Group A

**Reading due by next week:**

- Rath: pp. 1-38
- Metcalf: *Chapter 1- pp. 1-28*

**SEPTEMBER 26**

- Ice-Breaker
- Theory Presentation: Multiple Intelligences
- Solution Focused Introduction
- Solution Focused Video Demonstration
- Supervision Group B

**Reading due by next week:**

- Rath Pg. 41-76
- Metcalf 29-82. *Please finish and bring the Solution-Focused Training Exercise: Chapter Three (pages 83-86). We will be using this during Supervision for the next two weeks.*

**OCTOBER 3**

- Ice-Breaker
- Theory Presentation: Behaviorism (Intrinsic & Extrinsic Motivation)-
- Solution Focused Scenarios/role plays
- Strengths Based Conversations
- Supervision Group A

**Reading due by next class:**

- Rath: pp. 79-95

**OCTOBER 10**

- Ice-Breaker
- Introduction to Motivational Interviewing
- Issues Related to Academic Motivation
- Motivational Interviewing Video Demonstration
- Motivational Interviewing Role Plays
- Supervision Group B

**Reading due by next week:**

- Motivational Interviewing Handout (Chapter 2) and Complete individual
- “Strengths Finder” Assessment by 10/24

**Assignment due by next week:**

- Lesson write-up #1

**OCTOBER 17**

- Ice-Breaker
- Motivational Interviewing Value Card Sort Activity
- 2 Classroom Lesson Presentations
- Supervision Group A

**Reading (and presentation) due by next week:**

Dinkmeyer and Carlson:

- Reading Group A: Chapter 2- *The Consultant's Role* (pp. 23-59)

**Assignment due by next week:**

- Complete "*Strengths Finder Assessment*" from Strengths Based Leadership Book

**OCTOBER 24**

- Ice-Breaker
- Introduction and Overview of Consultation
- Reading Group Summary Presentation:
  - Group A- Chapter 2: *The Consultant's Role*
- 2 Classroom Lesson Presentations
- Supervision Group B (You will share your Strengths Finder results during supervision)

**Reading (and presentation) due by next class:**

Dinkmeyer and Carlson:

- Reading Group B: Chapter 4- *Individual Consultation* (pp. 60-84)

**Assignment due by next week:**

- Lesson write-up #2
- Attendance/Academic Interventions Outline (bring 5 copies to class) Be ready to share out.

**OCTOBER 31**

- Ice-Breaker
- Reading Group Summary Presentation:
  - Group B- Chapter 4: *Individual Consultation*
- 3 Classroom Lesson Presentations
- Attendance/Academic Interventions Summaries DUE
- Supervision Group A (You will share your Strengths Finder results during supervision).

**Assignment due by next week:**

- Transition Plans

**NOVEMBER 7**

- Ice-Breaker
- Transition Plans/Presentations in small groups
- 2 Classroom Lesson Presentations
- Transition Plan DUE
- Supervision Group B
- 

**Reading (and presentation) due by next class:**

Dinkmeyer and Carlson:

- Reading Group C: Chapter 5- *Working with Teachers* (pp. 85-109)
- Reading Group D: Chapter 6- *Developmental Classroom Consultation* (pp. 110-131)
- *Article on Family Engagement: See Moodle*

**Assignment due by next week:**

- Lesson write-up #3

## **NOVEMBER 14**

- Reading Group Summary Presentations:
  - Group C- Chapter 5: *Working with Teachers*
  - Group D- Chapter 6: *Developmental Classroom Consultation*

*Both sections meet together 6:10PM (Location TBA)*

- Understanding Behavior (Beliefs and Meaning)
- Working with Function of Behavior
- Holding Strengths Based Conversations: Scenarios
- Supervision Group A

**Reading due by next class: No Reading Due**

## **NOVEMBER 21 NO CLASS- THANKSGIVING BREAK**

## **NOVEMBER 28**

- Ice-Breaker
- All remaining Classroom Lesson Presentations
- Review *Individual Student Success Plan* examples in class
- Supervision Group B

**Reading due by next week: No reading due**

**Assignments due by next week:**

- *Individual Student Success Plan*

## **DECEMBER 5**

- Ice-Breaker
- Presentation of Individual Student Success Plans
- Supervision Groups **A & B** Stay
- Presentation of Individual Student Success Plans Continue into 3rd hour
- Individual Student Success Plans DUE

**Reading due by next week: No reading due**

**Assignments due next week:**

- All paperwork

## **DECEMBER 12**

- 2 Ice-Breakers
- All Paperwork and Projects DUE
- No Supervision
- Class Potluck
- Final Class

