

**Course Syllabus**  
**CED510—Introduction to Counseling**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Dr. Carolyn Woodbury

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**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Required Text:**

Corey, M. S., & Corey, G. (2003). *Becoming a helper* (4th ed.).  
Pacific Grove, CA: Brooks/Cole.

**Supplemental Texts:**

American Psychological Association. (2001). *Publication manual* (5<sup>th</sup> ed.).  
Washington, DC: Author.

Corey, G., Corey, M. S., & Callanan, P. (2002). *Issues and ethics in the helping  
professions* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Schmidt, J. J. (1999). *Counseling in schools: Essential services and comprehensive  
programs* (3<sup>rd</sup> ed.). Boston, MA: Allyn and Bacon.

**COURSE CONTENT**

This course is an introduction to the counseling profession, which operates in a variety of settings. The course examines basic concepts in counseling, function of the helper in various professional work settings. The focus is on the demands and strains of the helping professions and their effects on the helper. It also includes the struggles, anxieties, and uncertainties of helpers. The course encourages students to examine their personal motives and needs for becoming helpers. The importance of helpers knowing themselves is discussed. In addition, the course provides an overview of the stages of the helping process, with a brief discussion of the skills and knowledge required to be a successful helper at each of the stages. The course sets forth opportunities for increased levels of self-awareness and personal characteristics that enable helpers to be effective. As emerging professionals, candidates will be expected to demonstrate the beginning skills of literature review research writing. In addition, ethics and standards of the profession are addressed,

as well as professional issues related to credentialing, licensing, accreditation, preparation standards, public policy, and membership in professional organizations.

### **COURSE RATIONALE**

The course is designed to give the prospective helping professional an overview of the profession with emphasis on the personal difficulties of working with others. It gives candidates the opportunity to explore the helping profession and decide if it is the career path for them. Candidates are asked to examine their personal motives and needs for becoming helpers. Because helpers ask clients to examine their behavior to understand themselves more fully, candidates are encouraged to be committed to an awareness of their own lives. Exploration of family-of-origin experiences; focusing on how earlier relationships continue to influence the quality of later relationships; exploring belief systems; understanding and working with culturally diverse and special populations; exploring values; and analyzing how values influence helping are some of the areas that impact effective helping and are therefore addressed in this course. Forming a sense of ethical awareness and learning to resolve professional dilemmas is a task facing all helpers. Candidates are exposed to the intricacies of legal and ethical decision making.

This course emphasizes the importance of helpers knowing themselves. Through the activities, experiences and assignments, candidates will gain valuable knowledge about their motives for wanting to be a helper, common concerns of beginning helpers; value of self-exploration, stages in the helping process, becoming an effective multicultural helper, ethical and legal issues helpers face working in the community and maintaining your vitality. These experiences and assignments associated with this course are consistent with the School of Education (SOE) conceptual framework/theme: **THE PROFESSIONAL EDUCATOR AS AN EFFECTIVE PERFORMER, REFLECTIVE DECISION MAKER, AND HUMANISTIC PRACTITIONER.**

### **COURSE OVERVIEW**

This course is designed to introduce the prospective candidate the helping profession. It challenges the candidate to evaluate choices, assess skills, talents, and strengths, and honestly acknowledge the struggles they will face as a professional helper. Candidates are expected to understand life transitions and they relate to developmental task. Erikson (1963) psychosocial theory of development, Sheey (1995) developmental themes of stages of adulthood, and McGoldrick and Carter (1999) life cycle in a systemic perspective are noted in the text. Students will read the textbook and completed various assessment instruments included throughout. Students will also be required to interview a practicing school counselor at the elementary or secondary level. Student sharing and participation is crucial to this course.

## INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES

Institutional outcomes and expectations are significant for students and their development. The knowledge, skills and dispositions experienced throughout the duration of the course are indicated below.

### A. Institutional Outcomes

Introduction to counseling develops **effective performers** capable of self assessment of their motivation for becoming helper, and assess attitudes and beliefs about helping. Candidates will have guidelines to develop an approach for selecting a career path in the helping professions, know the strategy to maximize learning in field placement and how to seek quality supervision.

- ^ **Reflective decision makers** are professional educators/counselors who demonstrate the ability to make informed decisions and problem solve for themselves and others based on conscious consideration of their needs, skills, abilities, and goals. Reflection is imperative in the helping process. Candidates will be required to constantly challenge their assumptions about people and how these assumptions affect the helping process. There will be a continuous exercise in reflection of goals, values, beliefs, and assumptions.

- ^ **Humanistic practitioners** demonstrate cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Candidates are able to demonstrate the role of dealing with diversity as a component of effective practice. Candidates will be challenged to examine their cultural values, beliefs, assumptions, and stereotypes and present some advantages of adopting a multicultural perspective. Additionally, candidates will outline beliefs and attitudes, knowledge, and skills associated with a culturally competent helper.

## Learning Objectives

### Knowledge

The Candidates will:

1. Know the history and philosophy of the counseling profession, including significant factors and events.
2. Understand the professional roles, functions, and relationships with other human services providers.
3. Obtain technological competence and computer literacy.
4. Become familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
5. Understand professional; credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
6. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
7. Examine multicultural and pluralistic trends, including characteristics and

- concerns between and within diverse groups nationally and internationally.
8. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
  9. Comprehend the counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
  10. Be able to identify theories of multicultural counseling, theories of identity development, and multicultural competencies
  11. Discern whether a helping career is right for them.
  12. Know the behaviors and attitudes of an effective helper.
  14. Realize their motivation for pursuing a helping career.
  15. Maintain that in the helping profession, continuing education is a necessity.
  16. Know how to get the most from supervision.
  17. Comprehend the significance of family of origin and the connection to current behavior patterns.
  18. Identify the nine stages of life reviewed and the challenges presented at each stage.
  19. Describe the stages of helping.
  20. Know types of difficult clients.
  21. Appreciate the impact of values in the counseling process.
  22. Understand the multiculturalism perspective in the helping profession.
  23. Know the significance of establishing personal and professional boundaries.
  24. Know basic concepts associated with group work.
  25. Recognize sources and signs of stress.
  26. Know basic ideas and approaches to stress management.

### **Skill**

The Candidate will:

1. Analyze their attitudes and beliefs about helping through self-assessment inventories.
2. Assess field placement for diversity and take appropriate stance to obtain what is needed from a supervisor.
3. Implement an exploration of family of origin (three generational genogram) to introduce awareness of patterns of interaction.
4. Demonstrate beginning skills necessary for conducting literature research and writing graduate research papers.
5. Assess effective and ineffective helping.
6. Demonstrate the understanding of types and methods of counseling service delivery and delivery settings.
7. Select appropriate ways of dealing with difficult clients.
8. Demonstrate ability to assess and clarify values and identify how values are likely to influence the helping relationship.

**Disposition**

The Candidate will:

1. Demonstrate the beginning skills necessary for conducting literature research and writing graduate research papers.
2. Describe the history, current status, and future directions of the counseling profession in a rapidly changing, diverse society.
3. Understand the roles, functions, and characteristics of counselors.
4. Analyze the knowledge base, skills, and characteristics required of a professional school counselor in relation to her/his own knowledge base, skills, and characteristics.
5. Understand the types and methods of counseling service delivery and delivery settings.
6. Understand typical client needs and helping processes.
7. Identify current issues and concerns in counseling or counselor education and investigate and describe one issue/concern in detail.
8. Understand the ethical and legal responsibilities of the professional school counselor.
9. Examine the ethical decision-making process and demonstrate this process in case vignette presentations.
10. Make a commitment to professional development and leadership.

**COURSE REQUIREMENTS:**

1. Students are expected to attend all classes and arrive on time for each class session.
2. Student participation is crucial. Students are expected to participate in class discussions, individual and small group activities. A textbook chapter/topic presentation is required.
3. Late assignments may result in grade reduction for the assignment.
4. Papers will follow the guidelines of the Publication Manual of the American Psychological Association (APA).
5. Students with disabilities who will need special accommodations are encouraged to meet with the instructor early in the summer session to facilitate timely access.

**COURSE ASSIGNMENTS:****1. WEEKLY JOURNAL WRITING**

Students will be expected to keep a weekly journal. It is suggested that you use a loose leaf notebook for your journal so you may add pages from other sources and be able to move materials around. You are encouraged to write in your journal in a free flowing and unedited style. Be honest in your journaling and use it as an opportunity to get to know yourself better by exploring your thoughts and feelings in more depth. The instructor will check your journal periodically. However, you will not be forced to show any writing that you feel is too personal to share. A few ideas for journal writing are: 1) What I learned about others and myself in a particular class meeting; 2) Topics I want to talk about or have avoided talking about; 3) Some of the things I am learning about myself in this course; and 4) Some concrete changes in my attitudes, values, or behaviors that I want to make.

Reflection of inventories and attitude scales, as well as various discussion topics may be included in your journal. The journal writing will be a part of your class participation points. **Failure to maintain a journal will result in lost of class participation points.**

## **2. RESEARCH PAPER AND PRESENTATION**

Students will choose a “Current Issue in Counseling ” and prepare a six to eight page research paper following the APA Style. All topics must be approved by the instructor by the fourth class session. The paper will integrate the following three areas of research:

- a. An interview with a practicing counselor.
- b. Related material from the text and class lectures and discussions.
- c. Related information from the professional literature (i.e., library and Internet research).

Students will make a presentation to the class on their research, and abstracts of students’ papers will be shared.

## **3. POSITION PAPERS**

The student will engage in self-exploration and honest confrontation of his/her motives for becoming a school counselor. Also, the student will be open to personal exploration and discussion of the personal dimensions of helping. Through critical thinking, personal reflection, and conceptualization of principles and issues in assigned readings, the student will create two position papers, which will be typewritten, double-spaced, and carefully proofread. The student will be graded on his/her ability to clearly and fully express ideas. Depth of thinking, critical evaluation, independent judgment, insights into issues, practical knowledge, and organization will produce a quality paper. Address each question or issue within 1 to 1 ½ pages, double-spaced and typewritten. **Each TOTAL** position paper should be no longer than 6 pages.

### **A. Position Paper #1**

1. Why do I want to be a school counselor? With honesty and clarification, focus on your needs and motivations for becoming a school counselor.  
What role will your values play in the counseling process? Select a specific value that you hold and discuss how that value might work for you or against you (and your client).  
Discuss a specific value conflict, which could arise between you as a school counselor and a client, and discuss in depth the issues that are involved in resolving and dealing with this value conflict.  
What role will your reaction patterns (ways that you respond—your thoughts, feelings, and actions—to particular kinds of situations) play in the counseling process?  
Describe a particular reaction pattern that might prove a challenge to you as a counselor.

Select one major ethical issue that is of interest to you, take a clear position, and develop your viewpoint in depth.

**B. Position Paper #2**

1. How will your cultural background, cultural values, and life experiences impact you in counseling clients who are culturally different from you?
2. Pretend that you are interviewing for a school counseling position. How would you answer the following questions?
  - a. What is your theoretical orientation to counseling?
  - b. How do you see the role and function of the school counselor?
3. What is your most pressing concern as you think of yourself in the process of becoming a school counselor?
4. Evaluate how you have grown and changed during this semester. What are the most important things you have learned so far in relationship to becoming a school counselor?

**C. GENOGRAM**

The student will construct a three generational basic genogram. The genogram is the most common assessment technique family therapists use. The tree diagram provides a visual representation of the three generations in a family (grandparents, parents, and children). This technique was originally developed by anthropologists, but Bowen (1979) was the first psychiatrist to show its clinical utility. You may use your paternal or maternal grandparents. If you cannot depict three generations, outline as many as you can.

**F. TEXTBOOK CHAPTER PRESENTATION**

Students will be involved in a group presentation wherein the group will review a selected textbook chapter and provide a professional presentation. The report is expected to be interactive and include handouts for members of the class with at least one related professional journal article attached.

**F. PROFESSIONAL ORGANIZATIONS**

All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**METHODS OF EVALUATION:**

<u>Assignment</u>	<u>Points</u>
Class Participation (Included group activities & weekly journal)	150
Research Paper/Presentation	100
Position Paper #1	100

Position Paper #2	100
Genogram	100
Textbook Chapter/Topic Presentation	50
Mid-Term Exam	100
Final Exam	<u>100</u>
<b>Total</b>	<b>800</b>

**Grading Scale**

720 - 800 = A

640 - 719 = B

560 - 639 = C

**PLAN AHEAD!!!** Extra credit points **MUST BE APPROVED** by the professor.

**COURSE SCHEDULE AND COURSE THEMES\***

\*This is a proposed schedule, and the instructor reserves the right to make changes.

**Session/Date   Reading Topics**

<b>One</b>	Course Overview Corey/Corey	
<b>Two</b>	Are the Helping Professions for You?  Getting the Most from Your Education... <b>Group Activity:</b> Small Group Discussions	C&C, 1,2 (C&C), 1
<b>Three</b>	Helper Know Thyself Understanding Life Transitions <b>Group Activity:</b> Writing Graduate Research Papers (Whittaker Library Consultant) <b>Due: Research Paper Topic</b>	C&C 3,4
<b>Four</b>	Stages in the Helping Process Common Concerns of Beginning Helpers <b>Group Activity:</b>	C&C, 5,6
<b>Five</b>	Values and the Helping Relationship Ethical Issues Facing Helpers <b>Group Activity:</b> Values <b>Due: School Counselor Interview</b> <b>Check Journals</b>	C&C, 7,9



- Six      Mid-Term Exam**      C&C, 1-7  
**Distribute Genogram Information**  
**Due: Research Paper Outline & References**
- Seven**  
Stress and Burnout; Take Care of Yourself    C&C, 14,15  
**Plan Group Activity:**
- Eight**  
Cultural Diversity in the Helping Profession C&C, 8  
**Plan Group Activity**  
**Due: Position Paper #1**
- Nine**      C&C 9  
Working in the Community  
C&C,11,12  
Understanding Special Populations  
**Plan Group Activity:**  
**Early Bird Research Paper Presentations**  
**Check Journals**
- Ten**      C&C13  
Working with Groups/Family  
**Due: Genogram**  
**Early Bird Research Paper Presentations**
- Eleven**      C&C10  
Managing Boundary Issues  
**Due: Position Paper #2**
- Twelve Due: Research Papers**  
**Research Paper Presentations**  
**Check Journals**
- Thirteen Summary, Reflections, etc.**  
**Distribute Take Home Final**

**SUPERVISED PRACTICUM REQUIREMENTS FOR CED530/531FIELD  
PROJECT: SCHOOL COUNSELOR INTERVIEW**

**The student will interview a currently practicing professional school counselor.  
The interview will be based on 10 to 15 interview questions  
constructed by the student, and a written summary of the interview will be  
submitted.**

**PROFESSIONAL SCHOOL COUNSELOR INTERVIEW**

The student will interview a currently practicing professional school counselor. The interview will be based on 10 to 15 interview questions constructed by the student, and a written summary of the interview will be submitted.

### **REFERENCES**

Bloom, J. W., & Walz, G. R. (Eds.). (2000). *Cybercounseling and cyberlearning: Strategies and resources for the millennium*. Alexandria, VA: American Counseling Association.

Carkhuff, R. (2000). *The art of helping in the 21<sup>st</sup> century* (8<sup>th</sup> ed.). Amherst, MA: Human Resources Development Press.

Corey, G. (2001). *Theory and practice of counseling and psychotherapy*. Belmont, CA: Wadsworth/Thomson Learning.

Egan, G. (2002). *The skilled helper: A problem management approach to helping* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to counseling and guidance* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

Hetherington, M.E. (1999). *Coping with divorce, single, parenting, and remarriage: A risk and resiliency perspective*. Lawrence Erlbaum Associates, Inc. Mahwah, NJ.

McGraw, J. (2000). *Life strategies for teens*. Simon & Schuster. New York, New York.

Morrison, J., & Anders, T.F. (2001). *Interviewing children and adolescents: Skills and strategies for effective DSM-IV diagnosis*. Guilford Press. New York, New York.

Thompson, C. L., & Rudolph, L. B. (2000). *Counseling children* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.

Tyson, L. E., & Pederson, P. B. (Eds.). (2000). *Critical incidents in school counseling* (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.

### **HISTORICAL REFERENCES**

Austin, K. M., Moline, M. E., & Williams, G. T. (1990). *Confronting malpractice: Legal and ethical dilemmas in psychotherapy*. Newbury Park, CA: Sage.

Blocher, D. H. (1996). *Developmental counseling*. New York: Ronald Press.

Branner, L. M. (1998). *The helping relationship: Process and skills*. Englewood Cliffs, NJ: Prentice-Hall.

Forester-Miller, H., & Davis, T. E. (1995). *A practitioner's guide to ethical decision making*. Alexandria, VA: American Counseling Association.

Gladding, S. T. (1996). *Counseling: A comprehensive profession*. Columbus, OH: Merrill.

Herlihy, B., & Corey, G. (1996). *ACA ethical standards casebook* (5<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.

Herr, E. L. (1991). Challenges to mental health counselors in a dynamic society: Macro-strategies in the profession. *Journal of Mental Health Counseling*, 13 (1), 6-10.

Herr, Edwin L., & Cramer, Stanley H. (1996). *Career guidance and counseling through the life span* (5<sup>th</sup> ed.). New York: Harper Collins College Publisher.

Huey, W. C., & Remley, Jr., T. P. (Eds.).(1988). *Ethical and legal issues in school counseling*. Alexandria, VA: American Counseling Association.

Lawson, D. M., & Gaushell, H. (1988). Family autobiography: A useful method for enhancing counselors' personal development. *Counselor Education and Supervision*, 28(2), 162-167.

Lee, C. C., & Richardson, B. L. (Eds.). (1991). *Multicultural issues in counseling: New approaches to diversity*. Alexandria, VA: American Counseling Association.

Madden, R. G. (1998). *Legal issues in social work, counseling, and mental health: Guidelines for clinical practice in psychotherapy*. Thousand Oaks, CA: Sage.

McGoldrick, M., & Gerson, R. (1989). Genograms and the family life cycle. In B. Carter & M. McGoldrick (Eds.), *The changing family life cycle: A framework for family therapy* (2<sup>nd</sup> ed.) (pp. 164-189). Boston: Allyn & Bacon.

Sue, D. W., Ivey, A. & Pederson, P. (1996). *A theory of multicultural counseling and therapy*. Pacific Grove, CA: Brooks/Cole.

**ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse  
on School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>  
Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

**LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling, [listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)

In the body of the message type subscribe

COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,

Counselor Education, School of Physical

Activity & Educational Services,

The Ohio State University

GUIDANCE -- S.C. K-12 Guidance

[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)

Counselors List)

**Course Syllabus**  
**CED 511-Child Growth and Development**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Dr. James C. Robinson and Dr. Thomas Wright

**Office:** Turner Hall, D-Wing, Room # 337

**Office Hours:** Mon-Thurs. 1-5pm, Friday by appt.

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**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**REQUIRED TEXT:**

Kaplan, Paul S. (2000). *A Child's Odyssey: Child & Adolescent Development* (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning.

**COURSE CONTENT**

This course is a study of the principles of physiological, intellectual, cognitive, emotional, and social aspects of child growth and development. Participants in this course will find the interrelationships between these variables their influence on behavior, the modifiable range of developmental patterns, have implications for guidance and counseling in the elementary school.

**COURSE RATIONALE**

How well counselors perform their roles is affected by the extent to which they understand child development, establish positive relationships with children, and grasp principles related to behavior management. The content and learning activities help prospective counselors with the development of knowledge and understanding in these areas.

This course is most appropriate for those who intend to be school counselors, but may also be of help to principals, teachers, or others who wish to better understand the role of the developmental counselor. In addition, students will gain some information regarding the basic skills employed by counselors working with students (K-12), parents, teachers, and some of the environmental factors in the lives of children and adolescent.

**INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and expectations are significant for students and their development. The knowledge skills and dispositions experienced throughout the duration of the course are indicated below.

**A. Institutional Outcomes**

The Child Growth and Development course develops *effective performers* capable of implementing the four components of a comprehensive developmental guidance and counseling program as it relates to the foundations of counseling. Candidates will be effective performers in delivering history, theory, and research strategies.

1. **Reflective decision makers** are professional counselors who demonstrate the ability to make informed decisions and problem solve related to the coordination of the school counseling program components as they relate to the total school community, conscious consideration of their students' needs and the technical, educational, and ethical consequences of their decisions. Further reflection is required, as the professional school counselor advocates for all students and for an effective school counseling program and plans, develops, implements, monitors, and evaluates and presents this program to students administrators, teachers, parents and the community. Continuous reflection is required as the candidate assist students through individual and small-group counseling approaches with academic, career and personal/social development.
2. **Humanistic practitioners** demonstrate consultative strategies in promoting, developing, and enhancing effective teamwork that assist with cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Counselor trainees are able to demonstrate the ability to understand and work effectively with culturally diverse populations that include children, teachers, administrators, other school personnel, parents, community groups, and agencies and students as appropriate helping profession.

**Learning Objectives****Knowledge:**

The Candidate will:

1. Know theories of individual and family development and transition across the life span.
2. Comprehend theories of learning and personality development.
3. Evaluate human behavior, including understanding developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
4. Obtain technological competence and computer literacy.
5. Know professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
6. Examine individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

7. Identify multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
8. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
9. Define, discuss, and evaluate the phases of child development.
10. Identify the many influences that shape a child's life.
  1. Effectively relevant research in helping children and parents.
  2. Be able to discuss environmental and biological variables that influence child development.
  3. Understand and appreciate the importance of the prenatal period and the use of technology in planning for a child's growth.
  4. Develop an appreciation for the variety of problems some children and adolescents encounter.

**Skills:**

The Candidate will:

1. Identify and understand physical, cognitive, social, and emotional norms of each stage of child development: infancy, early childhood, middle childhood, and adolescence.
2. Interpret data and childhood behaviors using theoretical approaches.
3. Explain the basic unit of heredity, the gene, and how it affects child growth and development.
4. Provide child development related rationales for choosing specific goals, strategies, and standards when working with children and families.
5. Work cooperatively with parents to enhance their children's growth and development.
6. Participate in professional development activities.
7. Incorporate The S. C. Comprehensive Developmental Guidance and Counseling Program Model in making and executing a plan of action for internship activities.

**Dispositions:**

The Candidate will:

1. Write reaction papers to 5 research articles.
2. Recognize the value of reflecting activities through lecture and group activity.
3. Be aware of the importance of membership in and affiliation with professional organizations.
4. Assume the professional responsibility to stay abreast of current research through reaction/summary papers.
5. Realize the importance of an inclusive educational system that focus on children and adolescent development.



## COURSE REQUIREMENTS

**Assignments:** Students are responsible for assignments and materials/assignments presented in lectures, oral presentations, and Article Critiques, tests, and the final exam. **All written assignments should have a cover page, be typed in 12-point font (courier new, times roman, or courier), and doubled spaced.**

**Exams:** Students must take exams when assigned. A student must present prior notification and a valid physician's excuse to the instructor to re-schedule an exam. The instructor may give pop tests at anytime.

**Class Attendance/Promptness:** Attendance is expected at every class. Only one excused absence is acceptable per Instructor's approval in writing. Any unexcused absence will result in a 0 on an assignment. Student promptness is expected for every class period. Tardiness is unprofessional and will result the lowering of the student's grade.

**Article Critiques:** Students should critique **5 articles** from acceptable sources in educational research (see Appendix A). The instructor has indicated the due date for each article in the course outline section and no extensions to these dates will be given. Students' articles must be no longer than **2 typed double spaced pages in length.**

**Professional Organizations:** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

## GRADING SCALE

A	900-1000
B	800-899
C	700-799

## METHOD OF EVALUATION

Articles Critiques (5)	200
Midterm Exam	200
Final Exam	200
Professional Organizations/Assignments	200
Class participation and preparation of activities	<u>200</u>

**TOTAL = 1000**

**COURSE OUTLINE****PART ONE: Prospects for Personhood (Chapters 1 – 4)****Session 1**

**Assignment/Activities:** Introduction/Course Syllabus/discussion. Next class: read and study Chapter 1: The Study of Child And Adolescent Psychology and Chapter 2 Perspectives on Child Development.

**Session 2**

**Assignments/Activities:** Lecture/discussion. Group Activity Compare the theories. Next class: read and study Chapter 3: Mechanisms of Change: Genetic and Environmental Interaction. **Due next class is Article Critique 1.**

**Session 3**

**Assignment/Activities:** **Turn in Article Critique 1.** Lecture/Discussion. Key terms and Major Concepts. Next class: read and study Chapter 4: Prenatal Development and Birth.

**Session 4**

**Assignments/Activities:** Lecture/Discussion. Key terms and Major Concepts. Next class read and study Chapter 5: Physical Development in Toddler hood Complete Study Guide activities from resource manual. **Due next class is Article Critique 2.**

**PART TWO: Infancy and Toddler hood (Chapter 5 - 7 )****Session 5**

**Assignments/Activities:** **Turn in Article Critique 2.** Lecture/Discussion. Key terms and Major Concepts. Next class: Read and study Chapter 6: Cognitive and Linguistic Development in Infancy and Toddler hood.

**Session 6**

**Assignments/Activities:** Lecture/Discussion. Key terms and Major Concepts. Before class: read and study Chapter 7: Social and Personality Development in Infancy and Toddlerhood. **Due next class is Article Critique 3.**

**Session 7**

**Assignments/Activities:** **Turn in Article Critique 3.** Lecture/Discussion. Key terms and Major Concepts. Go over study guide material for test next class.

**Session 8****Test: Chapters 1-7**

**Assignments/Activities:** Next class: read and study Chapter 8: Physical and Cognitive

**PART THREE: Early Childhood (Chapter 8 – 11)****Session 9****Development in Early****Childhood**

**Assignments/Activities:** Lecture/Discussions. Key terms and Major Concepts. Next class: read and study Chapter 9: Social and Personality Development in Early Childhood. **Due next class is Article Critique 4.**

**Session 10**

**Assignments/Activities: Turn in Article Critique 4.** Lecture/Discussion. Key terms and Major Concepts. Next class: Read Chapter 10: Physical and Cognitive Development in Middle Childhood.

**Session 11**

**Assignments/Activities: Lecture/Discussion.** Key terms and Major Concepts. Next class: read Chapter 11: Social and Personality Development in Middle Childhood. Due next class is Article Critique 5.

**Session 12**

**Assignments/Activities: Turn in Article Critique 5.** Lecture/discussion. Key terms and Major Concepts. Due next class is oral presentation.

**Session 13****Oral Presentation**

**Assignments/Activities:** Next class: read and study Chapter 12: Physical and Cognitive Development in Adolescence and Chapter 13: Personality and Social Development in Adolescence.

**Session 14**

**Assignments/Activities:** Lecture/Discussion. Key terms and Major Concepts. Complete Study Guide materials.

**Session 15****Final Comprehensive Exam****SUPERVISE PRACTICUM REQUIREMENT**

The student will interview a currently practicing professional school counselor and school psychologist. The interview will be based on 10 to 15 interview questions constructed by the student and a written summary of the interview will be submitted for the practicum portfolio. **In-Class Presentation:** Students are responsible for **1 oral presentation** during the tenure of this course. See details in course outline.

## REFERENCES

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Zucker, K.J., Bradely, S.J., Oliver, G., Black, J., Fleming, S., & Hood, J. (1996). Psychosexual development of women with congenital adrenal hyperplasia. *Hormones and Behavior*, 30, 300-318.

## ON-LINE RESOURCES

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

### **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRAADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
(Counselors List)

**Course Syllabus**  
**CED 512: ELEMENTARY SCHOOL GUIDANCE**  
**COUNSELOR EDUCATION PROGRAM**  
**DEPARTMENT OF HUMAN SERVICES**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**DEPARTMENT:** HUMAN SERVICES  
**INSTRUCTOR:** Dr. Charlotte Redden Hamilton  
**LOCATION:** 337 Turner Hall D-Wing  
**OFFICE HOURS:** Mon, Tues, Wed, Thurs, 2 – 5pm  
**OFFICE NUMBER:** 803-536-8822  
**CELL NUMBER:** 803-429-3335  
**E-MAIL:** crhamilton@scsu.edu

**School of Education Theme:**  
*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Course Prerequisites:**

- A. Full admittance to the Counselor Education Program.
- B. Student membership in the American School Counselor Association (Submit membership number to instructor).
- C. Professional Liability Insurance (Submit verification to program office)
- D. CED 510: Introduction to Counseling and CED 514: Counseling Theories and Techniques.

**TEXTBOOK(s):** Schmidt, John J. (2003). Counseling in School: Essential Services and Comprehensive Programs (4<sup>th</sup> ed.) Boston, MA: Allyn and Bacon.

South Carolina Comprehensive Developmental Guidance and Counseling Program Model, Columbia, SC: State Department of Education, 1999.

**COURSE CONTENT**

The focus of this course is the design and administration of a Comprehensive Developmental Guidance and Counseling Program for Elementary Schools. Further, it provides an overview of the educational, sociological, cultural, and philosophical bases of counseling and guidance services and their relationship to the total school curriculum.

**COURSE RATIONALE**

This is a survey course that is intended to provide an introduction to guidance and counseling in the Elementary settings. The term "guidance and counseling" as used here includes not only the one-to-one relationship of counselor to client, but all related roles and functions generally associated with counseling in the school setting. This course emphasizes the following: theoretical background; professional

roles and functions; developing counseling relationships with secondary students; relating counseling and human development with counseling practices: program development, career development; professional development; plus ethical and legal issues.

This course is most appropriate for those who intend to be school counselors, but may also be of help to principals, teachers, or others who wish to better understand the role of the developmental counselor. In addition, the student will gain information regarding the skills employed by counselors when working with elementary students, parents, teachers and other in the school's environment.

### **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and objectives are significant for thoroughly grasping an understanding of developmental guidance and counseling for the overall success of the student or client. Technology, particularly the Internet, and an appreciation for multicultural diversity, particularly in these times, are integral components.

#### **Institutional Outcomes**

\* **Effective performers** are developed via the course's focus on theoretical conclusions about guidance and counseling trends use; use of technology; appreciation of individual and multicultural differences; and curriculum standards relative to career, academic and personal/social development.

\* **Reflective decision makers** are professional educators and/or career veterans who are capable of making rational decisions and solve problems relative to students' knowledge/skill/ability levels, degree of interest in understanding of the school counseling role and functions. Counseling candidates gain a wealth of knowledge from the readings, analysis of current events and self appraisals to aid them in efforts to effectively facilitate the development, management, and coordination of school counseling programs.

In this global economy and age of demographic shifts, multicultural considerations are very significant in development in school counseling programs; therefore,

- **Humanistic practitioners** must consider the unique norms, traditions and beliefs of persons of diverse races, ethnicities, cultures, geographic regions, sexual orientations, genders, handicapping conditions, economic backgrounds, generations, etc. The professional must also reflect on his/her own perspectives relative to the counseling relationship to ensure an ethical, non-threatening atmosphere.



**Learning Objectives****Knowledge**

The Candidate will:

1. Know history and philosophy of the counseling profession, including significant factors and event.
2. Describe professional roles, functions, and relationships with other human service providers.
3. Understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
4. Be familiar with public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
5. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
6. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
7. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
8. Examine multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
9. Know professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
10. Obtain technological competence and computer literacy.
11. Review ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
12. Discuss the consultation process and identify skills necessary for effective consultation with teachers, parents, administrators and others in the school's environment.
13. Examine areas of concern in the elementary school, such as, but not limited to, Physical and Emotional Abuse, Substance Abuse, School Violence, and identify counseling strategies for each problem area.
14. Discuss family counseling approaches and parent education programs, which would be appropriate to use in an elementary school setting.
15. Recognize the legal and ethical implications of confidentiality in the use of school records and tests.
16. Analyze the ethical standards of the profession and interpret ethical guidelines in relationship to selected case studies.
17. *Recognize career development theories and decision-making models.*
18. *Know career, vocational, educational, occupational and labor market information resources, visual and print media, computer-*

*based career information systems, and other electronic career information systems.*

19. *Understand career development program planning, organization, implementation, administration, and evaluation.*
20. *Be able to do career and educational planning, placement, follow-up, and evaluation.*
21. *Know assessment instruments and techniques that are relevant to career planning and decision making.*
22. *Know career counseling processes, techniques, and resources, including these applicable to specific populations.*

### **Skills**

The Candidate will:

1. Compare and evaluate historical, philosophical, theoretical, and professional foundations of counseling in general and of counseling students in the elementary schools in particular.
2. Examine current issues and trends in elementary school counseling and present relevant research findings in the field.
3. Describe the elements of a comprehensive developmental guidance and counseling program.
4. Demonstrate an awareness of and sensitivity to the cultural diversity of secondary children and their parents.
1. Demonstrate the beginning skills necessary for conducting group guidance activities.
2. Interview and shadow school counselors in the elementary school settings.

### **Dispositions**

The Candidate will:

1. Commit to the professional roles and functions of the developmental school counselor, including similarities and differences with other types of counseling professionals.
2. Commit to joining counseling related student professional organizations.
3. Commit to organizing and administering the comprehensive developmental counseling program in elementary school including.

## **COURSE REQUIREMENTS**

### **Read and Study**

The S. C. Comprehensive Developmental Guidance and Counseling Program Model. (1999). Columbia, S. C. Department of Education

**Participate in class discussions and activities.**

You are expected to attend all class sessions. If an emergency arises, please submit an excuse in writing to the Instructor. Promptness is a must. Tardiness will not be tolerated and points will be taken off your participation grade.

**Technology**

Keep all assignments on a computer diskette in word format only. Make sure your diskette is virus free! **You will have a library research day and computer lab day during the course.** Each student must submit a portfolio of all assignment completed during the course by the instructor's assigned date. Portfolio must include all written work and your course disk and/or CD. \*The instructor will provide detail instructions for the project during class.

**Article Summaries**

- \*Read and provide summaries for four (4) current (within the last 5 years) professional journal articles on topics related to elementary school guidance and counseling
- At least two must be from the Journal of Professional School Counseling.
- At least one must be on a data based research study that supports the effectiveness of elementary school counseling.
- Each should be 1 to 2 pages, typed (12) font and double spaced.

**FORMAT:**

- Cite the complete reference in the APA style. Publication manual of the American Psychological Association (4<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- Provide a brief summary of article.
- Provide a brief evaluation (critique) of article.
- Describe the most useful or interesting part of the article.

**TERM PAPER AND PRESENTATION**

Students will choose a topic of interest within elementary school counseling and prepare a five to seven-page term paper following the APA style. Students will make a professional presentation to the class on their topic. The instructor will provide detailed directions for this assignment.

**SCOIS**

- Use the SCOIS Interest Inventory. The Instructor will provide detailed instructions during the class.

**Artifacts**

- Submit eight (8) narratives of artifacts related to Counseling and Guidance in elementary school i.e. Occupational (learning to work), educational (learning to learn), and personal-social (learning to live) and 15 websites and place them on your diskette. You will be called on weekly, so be prepared when you are asked to share an artifact.

**ADEPT Counselor Evaluation Model**

--The student will acquire information from his/her shadowing counselor on the ADEPT Counselor Evaluation Model used in S. C. schools. The student should use the model as a guide and produce an evaluation model of his or her experiences as a first-year counselor. This assignment is used as part of the mid-term test.

**Comprehensive Developmental Guidance and Counseling Program Model**

--Obtain a copy of the Developmental Guidance Plan from the school district where you work or reside.

--Use this plan along with the SC Model to develop a guidance plan for a hypothetical school. You will work with two classmates in developing this school's guidance plan.

--The instructor will provide detail instructions for this assignment during class.

**Exams**

You will have a mid-term and final exam during the session. Tests will be multiple choice questions and discussion questions.

**Professional Organizations** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**Note:** Get a copy of the SC Comprehensive Developmental Guidance and Counseling Program Model from the Counselor Education office room 317-D-Wing Turner Hall. Do this quickly because you need plenty of time to work on these assignments. You may discuss the ADEPT/STEP Model with the counselor you shadow. Be able to discuss this model in class.

**METHOD OF EVALUATION/GRADING**

Class participation, promptness, and presence	100
Article Summaries (4)	100
Mid-Term	100
Artifacts (8) & Websites (15)	100
Portfolio (articles, artifacts, shadow experience)	100
SCOIS/ ADEPT/STEP Model	100
Research/Term Paper & Presentation	100
Comprehensive Developmental Guidance...	100
Final Exam	200
<b>Total=</b>	<u>1000</u>

**Grading Scale**

900-1000 A

899-800 B

799-700 C

**CLASS SESSION FOCUS****TOPICS**

1	Introduction	Chapters 1 and 2
	Review of Chapters 1 and 2	
2	Review of Chapters 3 and 4, Library search, computer search	Chapter 3 and Chapter 4
3	<b>Lecture/Discussion</b> <b>Due:</b> Article Summary #1	Chapter 5
4	<b>Lecture/Discussion</b>	Chapter 6
5	<b>Lecture/Discussion</b> <b>Due:</b> Article Summary #2	Chapter 7
6	<b>Lecture/Discussion</b>	Chapter 8
7	<b>Lecture/Discussion</b> <b>Due:</b> Article Summary #3	Chapter 9
8	<b>Midterm</b> <b>Due:</b> Shadow Field Experience, ADEPT/STEP, and SCOIS	
9	<b>Due:</b> S. C. Comprehensive Development Guidance & Counseling & Program Model Project <b>Due:</b> Chapter Presentation	Chapter 10
10	<b>Lecture/Discussion</b> <b>Due:</b> Article Summary #4	Chapter 11
11	<b>Lecture/Discussion</b> <b>Due:</b> Artifacts and websites	Chapter 12
12	<b>Lecture/Discussion</b> <b>Due:</b> Portfolio – included will be artifacts, websites, ADEPT/STEP, articles, Shadow field experience, SCOIS, and SC Guidance/Counseling	Chapter 13
13	<b>Due:</b> Term Paper and Presentations	
14	<b>Due:</b> Term Paper and Presentations	
15	<b>Final Exam</b>	

**Supervised Practicum Requirements/Shadow Experience**

During the semester, students are required to spend a minimum of eight (8) hours visiting and observing school counselors in their work settings. In addition, at least one (1) hour should be spent performing a guidance activity with elementary students.

This activity must be video taped and on a topic approved by the instructor. Use a new video. Label your video with your name and CED 512 semester and year. Include an insert that identifies you and the assignment.

The field project should be written up and turned in later in the semester. This field project write-up will include a written interview, a shadowing report, a critique of the guidance activity and the activity log. The instructor will provide detailed directions for this assignment.

**REFERENCES**

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- Pryor, D. B., & Tollerud, T. R. (1999). Applications of Adlerian principles in school settings. *Professional School Counseling*, 2, 299-301.
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- Sommers-Flanagan, R., Elander, C., & Sommers-Flanagan, J. (2000). *Don't Divorce us: Kids' advice to divorcing parents*. Alexandria, VA: American Counseling Association.
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- Tyson, L. E., & Pederson, P. B. (Eds.). (2000). *Critical incidents in school counseling* (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.
- Wilcoxon, S. A., & Magnuson, S. (1999). Considerations for School counselor serving noncustodial parents: Premises and suggestions. *Professional School Counseling*, 2, 27-279.

## HISTORICAL REFERENCES

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Gysbers, N. C., Hughey, K. F., Starr, M., & Lapan, R. T. (1992). *Improving School Guidance Program: A Framework for Program, Personnel and Results evaluation*. *Journal of Counseling and Development*, 70(5), 565-570.

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Starr, M. & Gysbers, N. C. (1992). *Missouri Comprehensive Guidance: A model for program development, implementation and evaluation*, Jefferson City, MO: Missouri Department of secondary and Secondary Education.

### **On-Line References**

Adjunct ERIC Clearinghouse on  
School Counseling Services  
American Counseling Association  
American School Counselor  
Association  
Counseling Today Online  
ED Pubs (U. S. Dept. Of Educ.)  
Education Week  
ERIC (Educational Resources  
Information Center)  
ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
ERIC/AE Full Text Internet Library  
Journal of Counseling and  
Development  
ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
  
ERIC/AE Full Text Internet Library  
  
Journal of Counseling and  
Development  
South Carolina State Department  
teaching website

<http://www.library.unt.edu/ericscs>

<http://www.counseling.org/>  
<http://www.schoolcounselor.org/>

<http://www.counseling.org/ctonline>  
<http://www.ed.gov/pubs/edpubs.html>  
<http://www.edweek.com>  
<http://www.accesseric.org/>

<http://www.uncg.edu/edu/ericcass>

<http://www.ricae.net/ftlib.htm>  
<http://www.counseling.org/journals/jcd.htm>

<http://www.unct.edu/edu/ericcass>

<http://www.ericae.net/ftlib.htm>

<http://www.counseling.org/journals/jcd.htm>

<http://www.thescea.org>

<http://www.s.c.teaching.org>

**Course Syllabus**  
**CED 513: Secondary School Guidance**  
**COUNSELOR EDUCATION PROGRAM**  
**DEPARTMENT OF HUMAN SERVICES**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**DEPARTMENT:** HUMAN SERVICES

**INSTRUCTOR:** Dr. Thomas Wright and Dr. Robert Johnson

**LOCATION:** 317 Turner Hall D-Wing

**OFFICE HOURS:** By Appointment

**TELEPHONE:** 803-536-7147

**E-MAIL:** tcw@aol.com

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Course Prerequisites:**

- A. Full admittance to the Counselor Education Program.
- B. Student membership in the American School Counselor Association (Submit membership number to instructor)
- C. Professional Liability Insurance (Submit verification to program office)
- D. CED 510: Introduction to Counseling and CED 514: Counseling Theories and Techniques.

**TEXTBOOK(s):** Gibson, R., & Mitchell, M. (2003). Introduction to counseling and guidance (6<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.

South Carolina Comprehensive Developmental Guidance and Counseling Program Model, Columbia, SC: State Department of Education, 1999.

**SUPPLEMENTARY TEXT (s):**

Gysbers, Norman C. and Henderson, Patricia. (1998) Developing and Managing Your School Guidance Program. Alexandria, VA: American Counseling Association.

**COURSE CONTENT**

The focus of this course is the design and administration of a Comprehensive Developmental Guidance and Counseling Program for Secondary Schools. Further, it provides an overview of the educational, sociological, cultural, and philosophical bases of counseling and guidance services and their relationship to the total school

curriculum. Students acquire fifteen hours (15) of field based experience in this course.

### **COURSE RATIONALE**

This is a survey course that is intended to provide an introduction to guidance and counseling in the Secondary settings. The term "guidance and counseling" as used here includes not only the one-to-one relationship of counselor to client, but all related roles and functions generally associated with counseling in the school setting. This course emphasizes the following: theoretical background; professional roles and functions; developing counseling relationships with secondary students; relating counseling and human development with counseling practices: program development, career development; professional development; plus ethical and legal issues.

This course is most appropriate for those who intend to be school counselors, but may also be of help to principals, teachers, or others who wish to better understand the role of the developmental counselor. In addition, the student will gain information regarding the skills employed by counselors when working with secondary students, parents, teachers and other in the school's environment.

### **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and objectives are significant for thoroughly grasping an understanding of developmental guidance and counseling for the overall success of the student or client. Technology, particularly the Internet, and an appreciation for multicultural diversity, particularly in these times, are integral components.

#### **Institutional Outcomes**

\* **Effective performers** are developed via the course's focus on theoretical conclusions about guidance and counseling trends use; use of technology; appreciation of individual and multicultural differences; and curriculum standards relative to career, academic and personal/social development.

\* **Reflective decision makers** are professional educators and/or career veterans who are capable of making rational decisions and solve problems relative to students' knowledge/skill/ability levels, degree of interest in understanding of the school counseling role and functions. Counseling candidates gain a wealth of knowledge from the readings, analysis of current events and self appraisals to aid them in efforts to effectively facilitate the development, management, and coordination of school counseling programs.

In this global economy and age of demographic shifts, multicultural considerations are very significant in development in school counseling programs; therefore,

\* **Humanistic practitioners** must consider the unique norms, traditions and beliefs of persons of diverse races, ethnicities, cultures, geographic regions, sexual orientations, genders, handicapping conditions, economic backgrounds,

generations, etc. the professional must also reflect on his/her own perspectives relative to the counseling relationship to ensure an ethical, non-threatening atmosphere.

## **Learning Objectives**

### **Knowledge**

The Candidate will:

1. Know history and philosophy of the counseling profession, including significant factors and event.
2. Identify professional roles, functions, and relationships with other human service providers.
3. Understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
4. Be familiar with public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
5. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
6. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
7. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
8. Examine multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
9. Know professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
10. Obtain technological competence and computer literacy.
11. Review ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
12. Discuss the consultation process and identify skills necessary for effective consultation with teachers, parents, administrators and others in the school's environment.
13. Examine areas of concern in the secondary school, such as, but not limited to, Physical and Emotional Abuse, Substance Abuse, School Violence, and identify counseling strategies for each problem area.
14. Discuss family counseling approaches and parent education programs, which would be appropriate to use in an secondary school setting.
15. Recognize the legal and ethical implications of confidentiality in the use of school records and tests.

16. Analyze the ethical standards of the profession and interpret ethical guidelines in relationship to selected case studies.
17. Recognize career development theories and decision-making models.
18. *Know career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.*
19. *Understand career development program planning, organization, implementation, administration, and evaluation.*
20. *Be able to do career and educational planning, placement, follow-up, and evaluation.*
21. *Know assessment instruments and techniques that are relevant to career planning and decision making.*
22. *Know career counseling processes, techniques, and resources, including these applicable to specific populations.*

### **Skills**

The Candidate will:

1. Compare and evaluate historical, philosophical, theoretical, and professional foundations of counseling in general and of counseling students in the secondary schools in particular.
2. Examine current issues and trends in secondary school counseling and present relevant research findings in the field.
3. Describe the elements of a comprehensive developmental guidance and counseling program.
4. Demonstrate an awareness of and sensitivity to the cultural diversity of secondary children and their parents.
5. The student will demonstrate the beginning skills necessary for conducting group guidance activities.
6. The student will interview and shadow school counselors in the secondary school settings.

### **Dispositions**

The Candidate will:

1. Commit to analyzing the professional roles and functions of the developmental school counselor, including similarities and differences with other types of counseling professionals.
2. Commit to examine the benefits of joining counseling related student professional organizations.
3. Commit to organizing and administering a comprehensive developmental counseling program in secondary school including.

## **COURSE REQUIREMENTS**

### **Read and Study**

\*The S. C. Comprehensive Developmental Guidance and Counseling Program Model. (1999). Columbia, S. C. Department of Education

### **Participate in class discussions and activities.**

\*Attend class. You are expected to attend all classes during the session. After the first absence, and each additional absence, the final course grade will be lowered by one grade. You may make up one class, however, by writing an acceptable 3-5 page paper on the topic covered during your absence.

### **Technology**

Keep all assignments on computer diskette in word format only. Make sure your diskette is virus free! Ten percent of any assignment will be deducted for virus infected files. Put copies of your email in your portfolio to show use of technology.

**Your will have a library research day during the course.**

\*Each student must submit a portfolio of all assignment completed during the course by the instructor's assigned date. Portfolio must include all written work and your course disk and/or CD. \*The instructor will provide detail instructions for the project during class.

### **Article Summaries**

\*Read and provide summaries for four (4) current (within the last 5 years) professional journal articles on topics related to secondary school guidance and counseling

--At least two must be from the Journal of Professional School Counseling.

--At least one must be on a data based research study that supports the effectiveness of secondary school counseling.

--Each should be 1 to 2 pages, typed (12) font and double spaced.

### **FORMAT:**

--Cite the complete reference in the APA style. Publication manual of the American

Psychological association (4<sup>th</sup> ed.). Washington, DC: American Psychological Association.

--Provide a brief summary of article.

--Provide a brief evaluation (critique) of article.

--Describe the most useful or interesting part of the article.

**Professional organizations** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**Term paper and presentation:** Students will choose a topic of interest within secondary school counseling and prepare a five to seven-page term paper following the APA style. Students will make a professional presentation to the class on their topic. The instructor will provide detailed directions for this assignment.

**Ethics Paper:** A 3-page paper on an ethics issue in counseling. The instructor will provide detailed instructions during class.

**SCOIS video presentation** --Use the SCOIS Interest Inventory for your video presentation. The Instructor will provide detailed instructions during the class.

**Artifacts**--Submit eight (8) narratives of artifacts related to Counseling and Guidance in secondary school i.e. Occupational (learning to work), educational (learning to learn), and personal-social (learning to live) and 15 websites and place them on your diskette. You will be called on weekly, so be prepared when you are asked to share an artifact.

**ADEPT Counselor Evaluation Model**--The student will acquire information from his/her shadowing counselor on the ADEPT Counselor Evaluation Model used in S. C. schools. The student should use the model as a guide and produce an evaluation model of his or her experiences as a first-year counselor. This assignment is used as part of the mid-term test.

### **Comprehensive Developmental Guidance and Counseling Program Model**

- Obtain a copy of the Developmental Guidance Plan from the school district where you work or reside.
- Use this plan along with the SC Model to develop a guidance plan for a hypothetical school. You will work with two classmates in developing this school's guidance plan.
- The instructor will provide detail instructions for this assignment during class.

**Exams** You will have a mid-term and final exam during the session. All questions will be multiple choice.

## **METHOD OF EVALUATION/GRADING**

<b><u>Activity</u></b>	<b><u>Points</u></b>
Class participation & E-mails	100
Article Summaries (25 pts each)	100
Professional organizations	100
Video of Counseling Session (100)	
Portfolio, Artifacts (8) & Websites (15)	100
5 personal social, 5 career, 5 educational	
Research/Term Paper & Presentation	200
Comprehensive Developmental Guidance	200

And Counseling Program	
ADEPT Model	100
Final Exam	100

**Note: Get a copy of the SC Comprehensive Developmental Guidance and Counseling Program Model from the Counselor Education office room 317-D-Wing Turner Hall. Do this quickly because you need plenty of time to work on these assignments. You may discuss the ADEPT/STEP Model with the counselor you shadow. Be able to discuss this model in class.**

**Grading Scale:**

900-1000 A

899-800 B

799-700 C

699-Below FAIL

**PLAN AHEAD!!!!** Extra credit events must be approved **PRIOR** to the event or presentation, and the “Extra Credit Assignment” form must be submitted within **ONE WEEK** of the event or presentation. Also, a program or some other validating documentation must accompany the “Extra Credit Assignment” form. No extra credit forms will be accepted after midterm.

**CLASS SESSION FOCUS**

	<b>TOPICS</b>	<b>READING</b>
<b>1</b>	Introduction-Counseling: A response to human needs	Gibson, 1
<b>2</b>	Traditional and Current Activities of Counselors/ The School Counselor's role and functions	Gibson, 2 & 3 Appendix A
<b>3</b>	Due: Article summary #1 Ethical Standards and Issues Due: Ethics Paper	Gibson 15 Appendix B
<b>4</b>	Individual Counseling Due: Article 2 Summary	Gibson, 5
<b>5</b>	Multicultural Counseling Due: Article 3 Summary	Gibson, 6
<b>6</b>	Group Techniques for Counseling Due: Article 4 Summary	Gibson, 7
<b>7</b>	Assessment Standardized & Non-Standardized Assessment Demonstration	Gibson, 8 & 9
<b>8</b>	Midterm	



9	Program Management, Development & Leadership Due: S. C. Comprehensive Development Guidance & Counseling & Program Model Project	Gibson, 13 Appendix D, E, & F
10	The Counselor as Developmental & Educational & Consultant Due: Term Paper	Gibson, 11
11	Prevention and Wellness Due: Chapter Presentations	Gibson, 12
12	Accountability, Evaluation, Research Due: Field Experience project	Gibson, 14
13	Group Techniques for Chapter Presentations	Gibson, 7
14	Counseling for Career Planning & Decision Making Due: Chapter Presentations	Gibson, 10
15	Final Exam	

**Advanced Practicum Requirement In Secondary School Counseling.** (10 practicum hours will be awarded for this portion of the course upon completion of the activity log.) Field Based requirement during summer sessions. (Student should complete this assignment during the first week of the course.)

During the semester, students are required to spend a minimum of eight (8) hours visiting and observing school counselors in their work settings. At least three (3) hours should be spent visiting with and observing a middle school counselor, and at least four (4) hours should be spent with a high school counselor. In addition, at least one (1) hour should be spent performing a guidance activity with middle or high school students.

This activity must be video tapes and on a topic approved by your professor. Use a new video. Label your video with your name and CED 513 semester and year. Include an insert that identifies you and the assignment.

The field project should be written up and turned in later in the semester. This field project write-up will include a written interview, a shadowing report, a critique of the guidance activity and the activity log. The instructor will provide detailed directions for this assignment.

**The practicum activity log must be submitted to the program office after the signatures of the student, site counselor and course instructor are affixed.**

**REFERENCES**

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Burhans, L. L. (1999). A fable: Seven counselors and the "The Plan." *Professional School Counseling*, 3, 3-4.

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Cochran, J. L., & Cochran, N. H. (1999). Using the counseling relationship to facilitate change in students with Conduct Disorder. *Professional School Counseling*, 2, 395-403.

Dollarhide, Collette T. and Saginak, Keeli A. (2003) *School Counseling in the Secondary School*. Boston, MA: Allyn and Bacon.

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Gysbers, N. C., & Henderson, P. (1998). *Developing and Managing Your School Guidance Program*. Alexandria, VA: American Counseling Association.

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Marinoble, R. M. (1998). Homosexuality: A blind spot in the school mirror. *Professional School Counseling*, 1, 4-7.

McGlaufflin, H. (1998). Helping children grieve at school. *Professional School Counseling*, 1, 46-49.

Owen, D. W., & Weikel, W. J. (1999). Computer utilization by school counselors. *Professional School Counseling*, 2, 179-182.

Pryor, D. B., & Tollerud, T. R. (1999). Applications of Adlerian principles in school settings. *Professional School Counseling*, 2, 299-301.

Quigney, T. A., Studer, J. R. (1998). Touching strands of the educational web: The professional school counselor's role in inclusion. *Professional School Counseling*, 2, 77-82.

Sabella, R. A. (1998). World wide web resources for counseling children and adolescents. *Professional School Counseling*, 2, 47-53.

Scarborough, J. J., & Deck, M. D. (1998). The challenges of working for students with disabilities: A view from the front lines. *Professional School Counseling*, 2, 10-1.

Sealand, K., A., Schwiebert, V., Oren, T. A., & Weekley, J. L. (1999). Confidentiality and the law, *Professional School Counseling*, 3, 122-127.

Sommers-Flanagan, R., Elander, C., & Sommers-Flanagan, J. (2000). *Don't Divorce us: Kids' advice to divorcing parents*. Alexandria, VA: American Counseling Association.

Street, S., & Isaacs, M. (1998). Self-esteem: Justifying its existence. *Professional School Counseling*, 3, 46-50.

Tyson, L. E., & Pederson, P. B. (Eds.). (2000). *Critical incidents in school counseling* (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.

Wilcox, S. A., & Magnuson, S. (1999). Considerations for School counselor serving noncustodial parents: Premises and suggestions. *Professional School Counseling*, 2, 27-279.

## **HISTORICAL REFERENCES**

American School Counselor Association (1993). *Position statement*. Alexandria, VA: Author.

American School Counselor Association (1992). *Role Statements. The School Counselor*. Alexandria, VA: Author.

Borders, D. L., & Drury, S. M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.

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Pietrofesa, J. J., Hoffman, A. (1987). *Counseling: An Introduction*. Boston: Houghton-Mifflin.

Schmidt, J. J. (1993). *Counseling In Schools*. Boston: Allyn & Bacon.

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Stone, C., & Dyal, M. A. (1997). School counselors sowing the seeds of character education. *Professional School Counseling*, 1, 22-24.

### On-Line References

Adjunct ERIC Clearinghouse on School  
Counseling Services

<http://www.library.unt.edu/ericscs>

American Counseling Association

<http://www.counseling.org/>

American School Counselor Association

<http://www.schoolcounselor.org/>

Counseling Today Online

<http://www.counseling.org/ctonline>

ED Pubs (U. S. Dept. Of Educ.)

<http://www.ed.gov/pubs/edpubs.html>

Education Week

<http://www.edweek.com>

ERIC (Educational Resources

<http://www.accesseric.org/>

Information Center)

ERIC Clearinghouse on Counseling and  
Student Services (ERIC/CG)

<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library

<http://www.ericae.net/ftlib.htm>

Journal of Counseling and Development

<http://www.counseling.org/journals/jcd.htm>

ERIC Clearinghouse on Counseling and  
Student Services (ERIC/CG)

<http://www.unct.edu/edu/ericcass>

ERIC/AE Full Text Internet Library

<http://www.ericae.net/ftlib.htm>

Journal of Counseling and Development

<http://www.counseling.org/journals/jcd.htm>

South Carolina State

<http://www.s.c.teaching.org>

Department teaching website

<http://www.thescea.org>

**Course Syllabus**  
**CED 514 Counseling Theories and Techniques**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**DEPARTMENT:** Educational Leadership and Counselor Education

**INSTRUCTOR:** Dr. Charlotte Redden Hamilton

**LOCATION:** 337 Turner Hall D-Wing

**OFFICE HOURS:** Mon, Tues, Wed, Thurs, 2 – 5pm

**OFFICE NUMBER:** 803-536-8822

**CELL NUMBER:** 803-429-3335

**E-MAIL:** crhamilton@scsu.edu

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Required Text:** Corey, Gerald, (2001). *Theory and Practice of Counseling and Psychotherapy*. 6<sup>th</sup> Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.

Corey, Gerald. (2001, *Student Manual for Theory and Practice of Counseling and Psychotherapy*. 6<sup>th</sup> Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.

**COURSE CONTENT**

This is a survey course that is intended to provide an introduction to various counseling theories and helping approaches. It is further designed to lay the foundations for the development of professional behaviors and skills and the use of techniques and strategies necessary for counseling clients with various kinds of needs and concerns.

The course is most appropriate for those who intend to be counselors, but may be helpful to other professional helpers. The course will focus on the use of accepted theories and techniques appropriate to school counseling.

**COURSE RATIONALE**

This course is designed to introduce students to the major counseling theories, which are specialized theories of behavior change. These theories speculate on how humans adjust or adapt to the many challenges of life. The focus is on specific counseling approaches and competencies relevant to a diverse student population.

This course is beneficial to the professional community because it provides students with a theoretical knowledge base on well as the method of implementing these theoretical approaches.

### **COURSE OVERVIEW**

This course presents students with information on counseling theories from historical and philosophical foundations. This course incorporates professional roles and functions, ethical and legal issues, relevant research, cross cultural considerations and program development.

### **INSTITUTIONAL OUTCOMES**

The content area of Counseling Theories and Techniques develops effective performers capable of demonstrating comprehensive knowledge in content areas and implementation of that knowledge reflecting consistency with institutional, state and national standards.

#### **Reflective decision maker**

The centrality of reflection in the area of counseling Theories and Techniques lasting perspective counselors, abilities to utilize students background experiences in order to properly implement applicable theoretical information to provide meaningful learning experiences and helpful personal responses.

#### **Humanistic practitioners**

Perspective counselors work effectively with all students regardless of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status. They demonstrate sensitivity to all students counseling needs.

### **Learning Objectives**

#### **Knowledge**

The Candidate will:

1. Identify professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
2. Be familiar with public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
3. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
4. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal consideration in professional counseling.
5. Examine multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
6. Comprehend individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
7. Know counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and

- unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
8. Identify Theories of multicultural counseling, theories of identity development, and multicultural competencies; and
  9. Understand ethical and legal considerations
  10. Recognize counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills,
  11. Analyze the integration of technological strategies and applications within counseling and consultation processes; and
  12. Explain the basic ethical principles involved in helping clients with psychological problems.
  13. Be able to explain, the development of multicultural orientation to life.
  14. Summarize the different philosophical and theoretical foundations of counseling theories and approaches.
  15. Explore issues of diversity as they relate to counseling practice.

### **Skills**

The Candidates will:

1. Demonstrate their understanding of and, skills/competency in using relevant theories and techniques through role playing counseling sessions.
2. Demonstrate the ability to access and assess students' relevant background information prior to the counseling process.
3. Develop comprehensive written and oral knowledge base and demonstrate their ability to explain the dynamics of three (3) major theories of psychotherapy and counseling.

### **Dispositions**

The Candidates will:

1. Committed to employ self evaluation techniques for professional growth and development.
2. Commit to assume professional responsibility for incorporating effective culturally relevant counseling practices.
3. Commit to using accurate information for counseling diverse populations.

### **REQUIREMENTS:**

**Special Course Requirements:** All counselor education majors are expected to join the South Carolina School Counselor's Association, American School Counselor's Association, the American Counseling Association and Professional Liability Insurance

**Participation:** Student participation is crucial. It is important that ask questions if there is anything that you do not understand or need clarification on. You will be required to role play counseling sessions



using counseling approaches. You must be prompt. Tardiness is unacceptable and will result in lowered points off final participation grade.

**Portfolio:** Students will design a portfolio on the various counseling theories and approaches to include research paper, report summary, each chapter presentation critique, Quizzes, professional organizations documents, and current event articles.

**Professional Organizations:** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**Research Paper:** Students will write a research paper advancing their theoretical approach to counseling. Students will prepare a five-seven page paper following APA style with references.

**Report Summary:** Students will summarize and report on one research article that applies a counseling approach to an issue or concern related to specific populations.

**Role Play:** Students will demonstrate their comprehension of  
1. counseling theories via role playing actual counseling sessions of 15 minutes each.

**Quizzes:** Students will complete quizzes to determine the extent of their knowledge and conceptualization of counseling theories and techniques.

**Exams:** There will be a take home mid-term and final exam. Each will be multiple choice questions.

#### **Method of Evaluation/Grading**

Class participation, promptness, and presence	100
Report Summary	100
Mid-Term	100
Portfolio	100
Quizzes	100
Research Paper	100
Role Play (1)	100
Final Exam	200
Membership to Profession Organizations	100

**Total**            =                                  **1000**

**Grading Scale****900-1000 = A****800-899 = B****700-799 = C****Course Outline**

<b><u>Session</u></b>	<b><u>Topics</u></b>
Session 1	Introduction Chapters 1 and 2/Quiz
Session 2	Chapter 3: Review/Quiz
Session 3	Chapter 4 Lecture/Discussion <b>Due:</b> Report Summary Role Play/Quiz
Session 4	Chapter 5 Lecture/Discussion Role-Play/Quiz/Activity
Session 5	Chapter 6 Lecture/Discussion <b>Due:</b> Report Summary Role Play/Quiz
Session 6	Chapter 7 Lecture/Discussion Role Play/Quiz/Activity
Session 7	Chapter 8 Lecture/Discussion Role Play/Quiz/Activity
<b>Due: Turn in Take-Home Midterm Exam</b>	
Session 8	Chapter 9 Lecture/Discussion <b>Due:</b> Report Summary Role Play/Quiz
Session 9	Chapter 10 Lecture/Discuss Role Play/Quiz/Activity
Session 10	Chapter 11 Lecture/Discuss <b>Due:</b> Report Summary Role Play/Quiz
Session 11	Chapter 12 Lecture/Discuss Role Play/Quiz/Activity

Session 12	Chapter 13 Lecture/Discuss Role Play/Quiz/Activity <b>Due:</b> Turn in Research Paper
Session 13	Chapter 14 Lecture/Discuss <b>Due:</b> Turn in Portfolio
Session 14	Turn in Take Home Final <b>Exam</b>

### **Supervised Practicum Requirement**

Students will demonstrate their comprehension of 3 counseling theories via role-playing and actual counseling session. In addition, students will be required to spend a minimum of 10 hours visiting and observing school counselors in their work settings. Counseling should expose the student to individual and group counseling techniques and other guidance activities. Reactions to the counseling sessions and observations should be placed in the practicum portfolio.

### **REFERENCES**

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Lee, Courtland C. (1995). *Counseling for diversity*. Needham Heights, Massachusetts, Allyn and Bacon Pub. Co.

Okum, Barbara F. (1985). *Effective helping: Interviewing and counseling techniques*. New York, Harper and Row.

### **ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)

<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library

<http://ericae.net/ftlib.htm>

Journal of Counseling and Development

<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website

<http://www.thescea.org>

<http://www.s.c.teaching.org>

## **LISTSERVES**

Counseling Grads is an e-mail group

<http://www.egroups.com/list/counselinggrads/>

intended for counseling grad students

for the exchange of ideas and

information which pertains to counseling

education and counseling as a profession.

Information about joining is at website.

Graduate Students in Counseling

[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)

In the body of the message type subscribe

COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,

Counselor Education, School of Physical

Activity & Educational Services,

The Ohio State University

GUIDANCE -- S.C. K-12 Guidance

[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)

**Course Syllabus**  
**CED 516-Psychological Appraisal of the Individual**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**INSTRUCTOR:** Dr. Imogene L. Gouveia  
**LOCATION:** Counseling and Self-Development Center  
**OFFICE HOURS:** 8:30-5:30 P.M. M-F Upon Appointments  
**TELEPHONE:** (803) 536-8698  
**E-MAIL:** [gouveia@scsu.edu](mailto:gouveia@scsu.edu)  
**FAX:** (803) 536-8702

**School of Education Theme**  
*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Required Text:**

Cohen, R.J. & Swerdlik, M.E. (2002). Psychological Testing and Assessment (5<sup>th</sup> Edition). New York: McGraw-Hill.

**COURSE CONTENT**

In this course, a broad overview of psychological testing and assessment will be provided to promote the skills necessary to understand the technical terms in professional journals, test manuals, test reports and critically assess the psychometric characteristics of psychological tests. In addition, a laboratory activity will facilitate the development of skills in the selection, use and interpretation of a battery of psychological tests.

**COURSE RATIONALE**

The course provides professionals in Counseling, Education, and other human services with a broad overview of the testing and assessment process, including critical appraisal of its relevance for appropriate educational practices and emotional counseling interventions student's awareness about the users and abuses of psychological/educational tests will be enhanced, and the appropriate use of tests and assessment data reinforced. Furthermore, the content of the course will be structured to promote the development of professionals who are Effective, Reflective and Humane.

**COURSE OVERVIEW**

The content of the course is structured to highlight the application of psychological assessment techniques in promoting the development of students in the areas outlined in the S. C. Comprehensive Developmental Guidance and Counseling Program Model:

- (a) Personal/Social (learning to live); (b) Academic (learning to learning); and (c) Career (learning to work). Students are expected to read the textbook and other assigned readings, engage in group discussions on selected topics and ethical dilemmas pertaining to testing and assessment. Students will also be required to complete an individual psychological assessment, including scoring, interpreting and writing a psychological evaluation report.

## **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

The course content facilitates the development of effective performers capable of utilizing testing and assessment information in the formation of Individual Educational Plans (IEPs) and treatment plans to guide individual counseling interventions. Students will be introduced to concepts pertaining to educational testing, such as: performance –based assessment , authentic assessment, norm-referenced and criterion-referenced assessment.

Reflective decision makers are professionals who are sensitive to conditions and situations that could invalidate tests and assessment data. Multicultural issues will be critically examined, especially as these relate to cultural biases and historical misuse of test data.

Humanistic practitioners will be promoted through the open decision of theoretical assumptions and of ethical and competent use of psychological test data.

### **Learning Objectives**

#### **Knowledge**

The Candidates will:

1. Obtain historical perspectives concerning the nature and meaning of assessment
2. Have basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-references and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
3. Be able to use statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
4. Know the concepts of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).
5. Know the concepts of the validity (i.e., evidence of validity, types of validity and the relationship between reliability and validity).
6. Identify age, gender, sexual orientation, ethnicity language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations.
7. Recognize strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. Have an understanding of general principles and methods of case conceptualization, Know public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
9. Explain advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
10. Be familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
11. Examine multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
12. Obtain technological competence and computer literacy.
13. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
14. Define basic educational/psychological testing and assessment concepts.
15. Describe various approaches to conducting the assessment process.
16. Understand the conditions and situations that contribute to valid test results.
5. Compare and contrast different forms of assessment methods.
6. Understand the need for alternative assessment strategies in special population of clients.
7. Utilize research findings pertaining to the construction and validation of educational/psychological tests, and in making decisions about the appropriate use of these measures.

### **Skills**

The Candidates will:

1. Administer a battery of tests selected by the instructor.
2. Score the battery of tests as taught by the instructor.
3. Interpret the test results.
4. Develop appropriate plans and/or recommendations.
5. Complete a psychological evaluation report.

### **Dispositions**

The Candidates will:

1. Utilize research data in determining the reliability and validity of test material they plan to use with students/clients.
2. Understand the importance of using multicultural information in making decisions concerning students/clients, and on the appropriate use of tests with diverse cultural/ethnic groups.

## **COURSE REQUIREMENTS**

Students taking this course are expected to have completed in Human Growth and Development (ED 503), and have some understanding of statistical and psychological concepts.



**Professional Organizations:** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**Method of Evaluation/Grading**

Class participation and attendance	10 points
Summaries of 5 journals	25 points
Research paper/Midterm Exam	20 points
Group Presentation	15 points
Final Examination	<u>30 points</u>
Total	<b>100 points</b>

**Outline and Summary of Course Content and Objectives**

**Session I**

**Reading Assignment**

Introduction

**Chapter 1**

Method: Using the content of the text as a means of reflection, students' personal testing experiences will be explored to generate group discussion on issues in psychological testing and assessment.

Objectives: The student will be able to define psychological testing and assessment; demonstrate awareness of the theoretical assumptions and use the basic concepts reported in test manuals and journals.

- a) Overview of Psychological Testing and Assessment
- b) Tools of Psychological Assessment
- c) Assumptions of Psychological Testing and Assessment
- d) Types of settings in which assessments are done
- e) Evaluating the quality of tests

**Session II**

**Historical, Cultural, and Legal/Ethical Considerations**

**Chapter 2**

Method: Assign students to discussion groups on historical trends and the legal and ethical dilemmas in testing and assessment.

Objectives: Students will detect the legal and ethical dilemmas resulting from the utilization of test data to make decisions in various settings; compare and contrast past legal and ethical issues to current concerns.

- a) A Historical Perspective
- b) Cultural and Assessment
- c) Legal and Ethical Issues

**Session III****The Science of Psychological Measurement****Chapter 3**

Method: Overview of basic statistical concepts and the psychometrics of test development and scoring.

Objectives: Students will be able to employ statistical methods in scoring and reporting test results; in addition, they will restate test results in language that is appropriate for consulting and counseling with individual students and parents.

- a) Scales of Measurement
- b) Describing Data
- c) The Normal Curve
- d) Standard Scores

**Session IV****Norms, Correlation and Inference****Chapter 4**

Method: Written reviews of selective test manuals and summaries of test protocols reviewed in the Mental Measurement Yearbook will supplement the test; small group discussion on the effect of demographic variables on test performance, test results and on the decision-making process of the test user.

Objectives: Student will be able to critically examine test manuals for pertinent information; discover how test data are used to generate inferences; identify issues pertaining to the mediating effects of demographic variables.

- a) Standardization and Norming
- b) Types of Norms
- c) Norm-Referenced vs Criterion-Referenced Tests
- d) Inference from Measurement
- e) Culture and inference

**Session V & VI****Reliability****Chapter 5****Validity****Chapter 6**

Method: Material presented in the text will be supplemented by classroom exercises derived from test manuals and journal articles.

Objectives: Students will recognize the centrality of reliability and validity in ensuring the quality and utility of measuring instruments, and identify methods used to collect evidence that establishes the psychometric soundness of tests.

- a) The Concept of Reliability
- b) Reliability Estimates
- c) Using and Interpreting a coefficient of Reliability
- d) Reliability and Individual Scores
- i) Construct Validity
- e) The Concept of Validity
- f) Face Validity
- g) Content Validity
- h) Criterion-Related Validity
- j) Validity and Test Bias

## **Session VII**

### **Test Development**

#### **Chapter 7**

Method: Discuss and demonstrate components of test construction using the Test Developer Profiles in the text as a guide.

Objectives: Students will be able to describe basic steps in the test construction process of various types of tests.

- a) Test Conceptualization
- b) Test Construction
- c) Test Tryout
- d) Item Analysis
- e) Test Revision

## **Session VIII & VIX**

### **The Assessment of Intelligence**

#### **Chapter 8**

#### **Tests of Intelligence**

#### **Chapter 9**

Method: Small group project including research, planning, preparation and class presentation on the Assessment of Intelligence.

Objectives: Students will conduct independent research and report on their findings in oral group presentation on Intelligence assessment.

- a) What is intelligence
- b) Measuring Intelligence
- c) Issues on Intelligence
- d) The Stanford-Binet: 4<sup>th</sup> Edition
- e) The Weschler Tests
- f) Other measures of intelligence

**Session X & XIII****Preschool and Educational Assessment (including 10 hours of applied work)****Chapter 10****Clinical and Counseling Assessment****Chapter 11**

Method: In addition to studying the text, students will administer a battery of psychological tests to an individual/student. Classroom activities on selective scoring, interpreting, and writing up the results will complete this exercise. **A combined total of 10 hours will be expended on supervised classroom activities pertaining to this project.**

Objectives: Students will demonstrate the strategies for selecting, administering scoring, and interpreting test data and reporting the results.

- |                                       |   |
|---------------------------------------|---|
| a) Preschool Assessment               | g) Clinical and Counseling Assessment                             |
| b) Achievement Tests                  | h) The Interview  |
| c) Aptitude Tests                     | i) Case History data  |
| d) Diagnostic Tests                   | j) Psychological Tests  |
| e) Psycho educational Test Batteries  | k) Special application of Clinical measures                       |
| f) Other Educational Assessment Tools | l) The Psychological Report:<br>Write up of Individual Assessment |

**Session XI & XII****Personality Assessment****Chapter 12 & 14**

Method: Small group project including library research, planning, preparation and class presentation on Personality assessment.

Objectives: Students will conduct independent research and report on their findings in oral group presentation on Personality assessment.

- Definition of Personality and Personality Assessment
- Personality Assessment: who, what, where and how?
- Personality Assessment and Culture
- Personality Assessment Methods: Objective and Projective.
- Behavioral Assessment Methods

**Session XV****Assessment, Careers and Business****Chapter 15**

Method: Small group project including library research, planning, preparation and class presentation on Career Development.

Objectives: Students will conduct independent research and report on their findings in oral group presentation on Career Development assessment.

- a) Career Counseling
- b) Screening, selection, classification, and placement
- c) Assessment of Productivity, Motivation and Attitude
- d) Computerized-Assessment
- e) Review of Semester's material

### **Session XVI**

#### **Oral reports on assessment of clients**

**Method:** Oral presentation by individual students reporting test results on clients assessed during the semester.

Objectives: Students will be able to summarize test results and report in a coherent manner.

### **Session XVII Final Examination (Time and date to be arranged).**

### **SUPERVISE PRACTICUM REQUIREMENT**

Students will complete an individual psychological evaluation. During the semester, each student will be required to administer to an individual/student selected battery of test. Guided instructions on scoring, interpreting and writing up of the test results will be provided. A description of all test data and results should be included in the portfolio.

### **REFERENCES**

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Brannick, M., & Levine, E. (2002). *Job analysis: Methods, research and applications for human resource management in the new millennium*. Thousand Oaks, CA: Sage.

Campbell, D. (2002). The history and development of the Campbell Interest and Skill Survey. *Journal of Career Assessment*, 10, 150-168.

Gregory, R.J. (2004). *Psychological testing: History, principles, and applications*. Pearson Education Group, Inc.

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Schmitt, N., & Kuncze, C. (2002). The effects of required elaboration of answers to biodata questions. *Personnel Psychology*, 55, 569-587.

Wainer, H (Ed.). (2000). *Computerized adaptive testing: A primer* (2<sup>nd</sup> ed.). Mahwah, NJ: Erlbaum.

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Galassi, J. P. & Perat, A.R.(1992). What you should know about behavioral assessment. *Journal of Counseling and Development*. 70(5), 624-631.

Goldman, B. F. (1981, October). A primer on testing. *American Psychologist*, 36(10).

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Sackett, P. R., & Wilk, S.L. (1994). Within group norming and other forms of score adjustment in pre-employment testing. *American Psychologist*, 49, 929-954.

Sattler, J.M. (1990). *Assessment of Children*. San Diego: Jerome Sattler.

Sattler, J. M. (1992). *Assessment of Children: WISC III and WPPSI-R Twenty-two points, plus triple-word-score, plus fifty points for using all my letters. Game's over. I'm outta here. Supplement.* San Diego, CA.: Jerome Sattler.

Zunker, V.G.(1998). Using Assessment Results for Career Development. Pacific Grove, CA: Brooks/Cole Publishing Company.

### **ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

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American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

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Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

**LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
(Counselors List)



**Course Syllabus  
CED 518 – Consultation  
SUMMER ONLY  
DEPARTMENT OF EDUCATIONAL LEADERSHIP  
AND COUNSELOR EDUCATION  
School of Education  
South Carolina State University  
Orangeburg, South Carolina**

**Instructor:** Dr. Philip M. Scriven  
**Office:** 317 Turner Hall, D-Wing  
**Office Hours:** By Appointment  
**Phones:** (803) 536-7147 or 535-0682 or 347-3584  
**E-Mail:** pscriven@scsu.edu

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Textbooks:** Daugherty, A. Michael (2000). Psychological Consultation and Collaboration in School and "Community Settings (3<sup>rd</sup> ed.). Belmont, AC: Wadsworth/Thomson Learning.

**Supplementary Text:** South Carolina Comprehensive Developmental Guidance and Counseling Program Model. Columbia, SC: State Department of Education, 2000.

**COURSE CONTENT**

This course provides an overview of the theory, process, and content of consultation by counselors in various settings. Included within this framework will be discussions of change – agent strategies for counselors functioning as consultants. The role of the consultant as content expert or process facilitator, consultation within elementary, secondary, and post secondary schools and community agencies and mental health consultation will be explored.

**COURSE TOPICS**

Historical foundation Theoretical background  
Stages of Consultation and Collaboration  
Models of Consultation and Collaboration  
School-Based Consultation and Collaboration  
Consultation and the Comprehensive Developmental Guidance and Counseling Program Model  
Effective practices in Consultation  
Ethical, Professional, and Legal Issues  
Multicultural Aspects Related to Consultation

## INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES

The course content facilitates the development of *effective performers* capable of utilizing stages and models of consultation and collaboration in the school counseling realm.

Reflective decision makers are professionals with a historical foundation and theoretical background that prepares them to assist a diverse group of helpers.

Humanistic practitioners are professionals who practice effective consultation, while cognizant of ethical, professional, legal issues, and multicultural aspects related to Consultation.

### Learning Objectives

#### Knowledge

The Candidate will:

1. Know counselor and consultant characteristics and behaviors that influence helping processes indulging age, gender, and ethnic differences verbal and nonverbal behaviors and personal characteristic, orientations, and skills.
2. Have a general framework for understanding and practicing consultation.
3. Examine the historical development of consultation,
4. Explore the stages of consultation and the major models of consultation,
5. Apply the theoretical material to case presentations.
6. Develop a personal model of consultation.
7. Analyze the integration of technological strategies and applications within counseling and consultation.
8. Be familiar with public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
9. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
10. Examine multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
11. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
12. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
13. Become familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
14. Understand professional; credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
15. Obtain technological competence and computer literacy.

16. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
17. Distinguish between, consultation and collaboration and their practices from other counseling services.
18. Differentiate between consultation and collaboration in schools, social services, and mental health settings.
19. Explain the historical foundations of consultation in school, family counseling and community settings.
8. Identify the dynamics of successful consultation and program coordination processes.

### **Skills**

The Candidate will:

1. Discuss the ethical and legal guidelines of consultation and program coordination.
2. Specify the theory that undergirds consultation and collaboration.
3. Demonstrate counselor behaviors at the different stages of consultation
4. Integrate the current professional literature in their evaluation of the efficiency of consultation and collaboration.
5. Identify workable solutions to the most common program difficulties counselors encounter during consultation.

### **Disposition**

The Candidate will:

1. Commit to honest self-examination of personal beliefs and values in consultation.
2. Commit to on-going professional growth and to the school counseling profession as the related to consultation and collaboration.
3. Commit to ethical, legal, and multicultural aspects of consultation and collaboration.

### **COURSE REQUIREMENTS:**

Interview Paper: Student must interview a practicing consultation or collaboration.

Chapter Summaries

Each student will write a 1-2 page summary of each chapter from the course text.

Journal Reviews:

Students will read and provide summaries of two professional journal articles related to consultation/collaboration theory and/or practice. These abstracts will be presented in class and submitted for evaluation.

Speakers Reports:

Guest speakers will make presentations in class Students are to complete the speaker report forms.

**Final Examination** - The final exam will be comprehensive of all classes, reading, cases and other assignments.

**Professional Organizations:**

All counselor education majors **must** join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA), American School Counseling Association (ASCA) and the South Carolina Counselor Association. Active participation in these associations is essential for employment.

**METHOD OF EVALUATION**

<u><b>ASSIGNMENT</b></u>	<u><b>POINTS</b></u>
Attendance and Participation	150
Chapter Summaries	100
Case presentation	350
Article Summaries	200
Speaker reports	100
Final Examination	<u>100</u>
<b>Total points</b>	<b>1000</b>

**GRADING SCALE**

A = 900 - 1000
B = 800 - 899
C = 700 - 799
I = 699 - and below

**ATTENDANCE** - Students should attend every class meeting on time. **Twenty-five points** of the participation grade is earned for each class a student attends on time. Only **Fifteen points** is awarded to those who come to class late or leave early.

**COURSE OUTLINE**

<u><b>Session</b></u>	<u><b>Activity(ies)</b></u>
	<u><b>Lecture &amp; Discussions</b></u>
<b>Orientation</b>	<b>Chapter 1</b>
<b>Session 1</b>	<b>Chapters 2, 3, 4, Case 1</b>
	<b>Speaker</b>
<b>Session 2</b>	<b>Chapters 4, 5, 6</b>
<b>Session 3</b>	<b>Speaker</b>
<b>Session 4</b>	<b>Chapter 7</b>
<b>Session 5</b>	<b>Chapter 8</b>
<b>Session 6</b>	<b>Chapter 9</b>
<b>Session 7</b>	<b>Chapter 10</b>

<b>Session 8</b>	<b>Case 1</b>
<b>Session 9</b>	<b>Case 2</b>
<b>Session 10</b>	<b>Case 3</b>
<b>Session 11</b>	<b>Case 4</b>
<b>Session 12</b>	<b>Wrap-up</b>
<b>Session 13</b>	<b>Final Exam</b>

Case presentation:

The class will be divided into teams of presenters to present the cases from the supplementary Casebook. The cases outlined by the author will be presented in class. Students are encouraged to be CREATIVE in presenting the cases, Power point presentation, printed media, role play, audio visual, and guest speaker adds to the presentation. The plan should address the stages of consultation and collaboration. All team members will receive the same grade for the presentation. The following will be evaluated:

Presentation plan	200
Outline of presentation format	
Description of the activities	
Recommended reading list	50
Overall presentation of the case in class	<u>50</u>
<b>Total Points</b>	<b>350</b>

## REFERENCES

- Brown, D., Pryzwansky, W.B. & Schulte, A.C. (2001). *Psychological consultation: Introduction to theory and practice*. Allyn and Bacon.
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Sherridan, S. M., Kratochwill, T. R., and Bergan, Jr. R., (1996). *Conjoint behavioral consultation: A procedural manual*. New York: Plenum.

Swenson, L. C. (1997). *Psychology and law* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

## **JOURNALS**

Journals of Counseling and Development

Journal of Professional School Counseling

Consulting Psychology Journal: Practice and Research

Journal of Educational and Psychological Consultation

School Psychology Review

**ON-LINE REFERENCES**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericsec>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
S C Teachers.org  
<http://www.s.c.teaching.org>

**LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.

Information about joining is at website.

Graduate Students in Counseling  
listserver@lists.acs.ohio-state.edu

In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,

The Ohio State University

GUIDANCE -- S.C. K-12 Guidance

GUIDANCE@VM.SC.EDU

Counselors List)



**Course Syllabus**  
**CED 519 – Basic Counseling Practicum (Elementary)**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Dr. Carolyn J. Woodbury  
**E-Mail:** Cajwoodbury@hotmail.com  
**Telephone:** 803-536-8853 or 7147  
**Office Hours:** As posted and by appointment  
**Office:** Turner Hall D-Wing, Room 321

**School of Education Theme:**

*"The Professional Educator as an Effective Performer, Reflective Decision Maker and Humanistic Practitioner."*

**Course Text:** Thompson, C., & Rudolph, L. (2000). *Counseling Children (5th edition)*. Pacific Grove, CA. Brooks/Cole Publishing Co.

**Supplemental Text:** Leach, A., Cooke, K. and Henderson, D. (2000). *Student Manual for Thompson and Rudolph's Counseling Children (5<sup>th</sup> ed)*. Pacific Grove, CA: Brooks/Cole

CED 519.01; 3 Credit hours: Basic Counseling Practicum-Elementary.

**Prerequisite:** CED 514: Counseling Theories and Techniques

**COURSE CONTENT**

This course offers the counselor-in-training a review of theory and the integration of theory and practice in counseling with children. It introduces approaches for teaching children how to meet their own needs. Ideas from research and practice are provided for helping children with specific developmental, social, or behavioral problems. It presents specific suggestions for counseling children who are exceptional; who are experiencing divorce, death, abuse, homelessness, or alcoholism; or who are victims of AIDS, cults or violence. Strategies for helping children become responsible, fully functioning individuals are presented and cross-cultural research is included. The emphasis is on development of children with attention to self-esteem.

**COURSE RATIONALE**

This is a skill-building course in which theories methods and techniques of counseling are reviewed and integrated, critically examined, and practiced in order to help the student become more proficient and professional in counseling. Laboratory experiences provide structured learning situations in which students

learn to refine the skills acquired with didactic coursework. These experiences enhance the professional aspects of the student's behavior in the counseling situation.

This course emphasizes individual counseling, group guidance activities and other related experiences in school settings. Through these experiences, students will exercise skills in intake counseling, establishing counseling goals, implementing counseling interventions, and assessing counseling outcomes. This course is beneficial to the educational community because these experiences 1) enable the student to select counseling theories; 2) understand how to implement a general counseling model applying an appropriate theoretical approach; 3) establish a goal(s); 4) obtain a commitment from helpee to try a problem solving strategy and thus facilitating helpees development through counseling services. These tasks are consistent with the theme of the SOE conceptual framework: ***THE PROFESSIONAL EDUCATOR AS AN EFFECTIVE PERFORMER, REFLECTIVE DECISION MAKER, AND HUMANISTIC PRACTITIONER.***

The Basic Counseling Practicum course offers the counselor-in-training a chance to integrate his/her counseling knowledge and develop his/her approach to counseling under supervision. It consists of personal growth exercises, classroom discussions, role-playing and demonstrations, films, audio and video media, and establishing and maintaining and bringing closure to a counseling relationship with an elementary school age child.

### **COURSE OVERVIEW**

A strategy for changing children's behavior depends on many variables, including the severity of the problem, the resistance or cooperation of the child and significant adults, and the theoretical orientation of the counselors. Initially counselors-in-training are presented with possible causes of children's problems; the concept of resilient children; what effective counselors have in common; and categories of counseling, i.e., remedial, preventive, or developmental. Several developmental theories are evaluated for their relevance to how children develop and adjust to the demands of their present-day culture, which include Piaget's cognitive development and Erickson's psychosocial development. Counseling is defined and the process of counseling described. Practical questions that new counselors often asked are answered. There is a review of (10) established counseling theories that may be used in working with children. Emphasis is placed on play therapy techniques. Due to the cognitive development of young children play therapy techniques have proven to be an effective mode of communication with them about their concerns/problems. Play is "the child's natural medium of self expression" according to Virginia Axline (1947, p.9). Special topics for counseling with children include children from different cultures, consultation, group process with children, exceptional children, and legal and ethical considerations for counselors. Students will read the textbook and other assigned readings, participate in group discussions and supervision, develop a counseling plan, a classroom guidance

lesson plan, view and critique video and audio tapes, role play and video tape counseling interviews in dyads using the counseling laboratory.

### **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and expectations are significant for students and their development. The knowledge skills and dispositions experienced throughout the duration of the course are indicated below.

#### **Institutional Outcomes**

Elementary basic counseling practicum develops *effective performers* capable of implementing the responsive services component of a comprehensive developmental guidance and counseling program as it relates to individual counseling. Counselor trainees will have knowledge and understanding of how to assist helpees in identifying problems, causes, alternatives and possible consequences to facilitate appropriate action.

- ^ *Reflective decision makers* are professional educators/counselors who demonstrate the ability to make informed decisions and problem solve based on conscious consideration of their students' needs and the technical, educational, and ethical consequences of their decisions.

Reflection in the counseling process is imperative as helpers choose approaches and techniques appropriate to the counselor's conceptualization of the counseling issues. Further reflection is required as these decisions/selections will be based on cognitive, social and emotional development as well as data collected from observations and verbalizations of the helpee. Continuous reflection is required after each counseling session to monitor and evaluate the effects of helper's choices upon growth and progress of the helpee in the counseling process.

- ^ *Humanistic practitioners* demonstrate cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Counselor trainees are able to demonstrate the ability to understand and work effectively with culturally diverse populations the helping profession. This will include gender, age, race culture, socioeconomic background, physical ability or sexual orientation. Counselor trainees will acquire an awareness, knowledge, skills and a grasp of general principles for working ethically, sensitively, and effectively with helpees who differ from them.

#### **Learning Objectives**

##### **Knowledge**

The Candidate will:

1. Understand the essential interviewing and counseling skills
2. Be able to develop a therapeutic relationship,
3. Establish appropriate counseling goals,
4. Learn and design intervention strategies,
5. Evaluate client outcome,
6. Be able to successfully terminate the counselor-client relationship.

7. Understand and maintains appropriate professional boundaries.
8. Identify the counseling theories
9. Conceptualize client presentation
10. Apply theoretical material to case studies.
11. Develop a personal model of counseling.
12. Recognize a systems perspective that provides an understanding of family and other systems theories
13. Explain a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.
14. Integrate technological strategies and applications in counseling and consultation processes.
15. Become familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
16. Understand the child's cognitive, social, and emotional development.
17. Define counseling and what it can do.
1. Identify, compare, and contrast the key concepts, techniques, procedures, and cross-cultural applications of at least three counseling theories.
2. Be informed of the legal and ethical consideration for counselors working with elementary children.
3. Know the strategies needed in initiating and maintaining an effective counseling relationship with an elementary school age child.
4. Comprehend brief counseling: solution-focused counseling strategies.
5. Understand the significance of play counseling strategies for elementary school age children.
6. Identify appropriate resources needed to counsel children with special needs (I.e., child abuse, stepfamilies, etc.).
7. Understand the significance of consulting with teachers and parents when counseling elementary school age children.

### **Skill**

The Candidate will:

1. Use appropriate counseling theories, processes, and techniques for individual sessions.
2. Demonstrate the ability to maintain confidentiality and protect the rights of helpees.
3. Demonstrate the ability to structure counseling interviews appropriately by establishing rapport, defining the problem, defining a goal, exploring alternatives, and applying to real life.
4. Develop and implement a counseling plan for an elementary school age child.
5. Demonstrate the ability to attend to others and explain the benefits.
6. Demonstrate observation skills noting appearance and behavior and making inferences.
7. Demonstrate listening skills by listening for details and the gist of what is said.

8. Facilitate exploration through paraphrasing, reflection of content and feeling, using open-ended questioning and summarizing.
9. Demonstrate the ability to assist helpee to action steps.
10. Demonstrate the ability to reinforce, review, rehearse and revise action steps.
11. Demonstrate the ability to communicate skills to effectively reach individuals from diverse backgrounds.
12. Demonstrate the ability to consult with school personnel and parents.
13. Demonstrate the ability to write a case history report.
14. Demonstrate the ability to develop a group guidance lesson plan and implement that plan with a small group on an elementary school setting.

### **Dispositions**

The Candidate will:

1. Commit to an honest self examination of personal beliefs and values recognizing that who they are as a person is the most important instrument as a helper.
2. Commit to knowing and implementing appropriate counseling theories, process and techniques to meet developmental, preventive, and remedial needs of helpees.
3. Understand the importance of being open to learning and have a basic curiosity.
4. Appreciate and acknowledge the wide range of helpee's thoughts, feelings and behaviors
5. Commit to inspiring helpees to change and realize that it takes hard work to bring about change.
6. Commit to using effective communication skills to facilitate positive growth/movement in the helping process.
7. Commit to entering and experiencing the helpees world and see the world through their eyes.
8. Commit to offering support to helpees when needed and pointing out discrepancies when necessary.
9. Develop and implement classroom guidance lesson plans to address the developmental, preventive and remedial needs of helpees.
10. Understand the importance of research in monitoring and evaluating Counseling strategies and techniques that facilitate growth and development in helpees.
11. Demonstrate the ability to access a number of resources to enable helpees to move toward their goals.
12. Commit to on-going professional growth and to the school counseling profession.

### **COURSE REQUIREMENTS**

A) Simulate counseling sessions with fellow students and practice interview sessions with elementary school age students.

B) Develop and maintain a counseling relationship with one elementary student throughout the semester (8-10 sessions).

C) Counselor Trainees are expected to obtain the necessary parental permission with forms provided by the instructor. Collaboration with the school counselor is expected in coordinating the selection of a student, establishing a regular meeting time and place including consultation as needed. Individual and group supervision is provided by the instructor.

D) Counselor Trainees are expected to tape each session and complete a tape analysis form for six (6) of the sessions conducted.

E) Counselor Trainees will submit three (4) tapes of counseling sessions with an elementary school age student:

- a. Tape 1      Audio for review only
- b. Tape 2      Audio for evaluation
- c. Tape 3              Video of individual session
- d. Tape 4      Video of Classroom Guidance Session

F) Counselor Trainees will develop a lesson plan addressing one Of the three student development domains (learning to live, learning to work, learning to learn) of the comprehensive developmental guidance model. The plan will be implemented during a classroom guidance session and video taped.

E) Counselor Trainees will submit a transcript of one taped session for their mid-term evaluation (**TRANSCRIBE ONLY THE RESPONSES OF COUNSELOR TRAINEE**).

F) Counselor Trainers will write a theory paper (3-5 pages) advancing a counseling theory as your theory of choice when counseling children using APA style. A minimum of five references should be utilized (only **one CED-514** textbook reference please). Make sure to include in text references to give proper credit to the original author. Content of theory paper:

1. Introduction
2. Key Concepts (view of human nature, basic characteristics)
3. Therapeutic Process (counseling goals, helper's function/role, helpees experience in counseling, relationship between helper and helpee)
4. Application (techniques & procedures)
5. Cross-Cultural Application
6. How theory is being (will be) applied in your counseling sessions.

G) Counselor Trainees will obtain student's developmental case history (format provided by instructor) through an interview with a parent or guardian.

H) Students are expected **to type all assignments** done outside of the classroom. They will be graded on quality of content, degree to which outline or instructions were adhered to, i.e. APA format. Please edit your work for grammar, spelling, complete sentences, etc.

I) Professional Organizations: All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

J. Attendance at every class is required and promptness is expected. Ten (10) points are awarded for class participation. You cannot earn these points if you are absent. Five (5) points are awarded for class participation if you are tardy

### **METHOD OF EVALUATION**

A student can earn a total of six hundred-fifteen points during the semester as outlined below:

<b><u>Assignments</u></b>	<b><u>Points</u></b>
*Class Participation/Team Presentation	150
One audio tape @ 15pts	15
Two Videos @ 30pts	60
Tape Analyses/6 @ 10pts	60
Midterm (Tape Transcription)	100
Developmental History (written/oral)	50
Theory Paper	50
Team Reports	75
Final Exam	<u>100</u>
<b>Total</b>	<b>650</b>

### **GRADING SCALE**

A = 585 - 650	B = 520 - 584
C = 455 - 519	D = 390 - 454
F = 389 and Below	

**OUTLINE OF COURSE CONTENT****Session    Topic**

1. Introduction & Overview
2. Ch 1 Introduction  
Ch 2 Counseling Process  
Summarize chapters and note what most significant to you
3. Chapter 19 Legal & Ethical Issues  
Interview Skills  
Attending, listening, responding to content and feeling
4. Ch 6 Person Centered
5. Ch 14 Play Therapy
6. Play Therapy Cont'd
7. Ch 5 Brief Counseling
8. Ch 4 Reality Therapy
9. Ch 9 Behavioral Therapy
10. Ch 11 Individual Therapy
11. Ch 17 Children w/ Special Concerns (Team Report)
12. Ch 3 Psychoanalytic
13. Ch 13 Different cultures (Team Report)
14. Ch 16 Group Processes (Team Report)
15. Ch 18 Exceptional Children (Team Report)
16. Take Home Final

**SUPERVISED PRACTICUM REQUIREMENTS FOR CED 530/531**

Trainees will video tape simulated counseling sessions in the counseling laboratory with fellow students and review tapes in class. A counseling relationship will be established and maintained with one elementary school child during the course of the semester in a school setting. Trainees are expected to meet with the helpee weekly for 20 – 30 minutes each session (audio tape each session). Trainees will develop a counseling plan that indicated theoretical approach(s), goal(s), methods and techniques, evaluation and feedback. A developmental history will be obtained by trainee through an interview with helpee's parent/guardian. Six (6) tape analyses of sessions will be submitted for evaluation. Primary supervisions of trainees will be provided by the course instructor

**REFERENCES**

Brammer, L. M. & MacDonald, G. (1999). *The helping relationship: Process and skills*. (7<sup>th</sup> ed.). Boston: Allyn and Bacon.

Corey, C. (2001). *Theory and practice of counseling and psychotherapy*. Pacific Grove, CA: Brooks/Cole. (6<sup>th</sup> ed.)



Cromier, S. & Hackney, H. (2005). *Counseling strategies and interventions*. (6<sup>th</sup> ed.), Boston: Allyn & Bacon.

Helm, J.E. & Cook, D.A. (1999) Using race and culture in counseling and Psychotherapy: *Theory and process*. Boston: Allyn & Bacon.

Brems, C. (2001). Basic skill in psychotherapy and counseling. Belmont, CA: Wadsworth.

Egan, G. (2002). *The skilled helper: A problem management and opportunity development approach to helping* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks-Cole.

Egan, G. (2001). *The skilled helper*. (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks-Cole.

Dinkmeyer, D. & Sperry, L. (2000). *Counseling and psychotherapy: An integrated, individual psychology approach* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

McNeilly, R.B. (2000). *Healing the whole person*. New York: John Wiley & Sons.

Corsini R., & Wedding, D.(2000). *Current Psychotherapies*. 6<sup>th</sup> ed. Itasca, IL: F. Peacock.

MacDougall, C., & Arthur, N. (2001). Applying racial identity models in multicultural Counseling. *Canadian Journal of Counselling* 35(2):122-136.

Mulvey, E.D., & Cauffman, E. (2001). The inherent limits of predicting school Violence. *American Psychologist*, 56(10):797-802.

Phelps, R. R., Taylor, J.D., & Gerard, P.A. (2001). Cultural mistrust, ethnic identity, racial identity, and self-esteem among ethnically diverse black students. *Journal of Counseling and development*, 79(2):209-216/

Schlosberg, S.M., Morris, J.D., & Lieberman, M.G. (2001). The effects of a counselor-led Intervention on students' behaviors and attitudes. *Professional School Counseling*, 4(3):156-164

Tepper Jr., D. T., & Hasse, R.F. (2001). *Verbal and non-verbal communication of Facilitative conditions*. In C. Hill, ed. *Helping Skills: The Empirical Foundation* (pp. 211-223). Washington, DC: American Psychological Association.

**HISTORICAL REFERENCES**

Belkin, G.S. (1987). *Contemporary psychotherapies* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Bruckner-Gordon, F., Grange, B.K. & Wallman, G.U. (1988). *Making therapy work*. New York: Harper and Row.

Budman, S.H., & Curman, A.S. (1988). *Theory and practice of brief therapy*. New York: Springer.

Capuzzi, D. (1994). *Suicide prevention in the schools and high school settings*. Alexandria, VA: American Counseling Association.

Combs, A.W. & Gonzalez, D.M. (1994). *Helping relationships: Basic concepts for the helping profession*. (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

Corey, C., Corey, M.A., & Callahan, P. (1998). *Issues and ethics in the helping professions* (3<sup>rd</sup> edition). Pacific Grove, CA: Brooks/Cole.

Meier, S.T. (1989). *The elements of counseling*. Pacific Grove, CA: Brooks/Cole.

Parson, Richard. (1994). *The Skills of Helping*. Boston: Allyn & Bacon.

**ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>  
ERIC Clearinghouse on Counseling

and Student Services (ERIC/CG)

<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library

<http://ericae.net/ftlib.htm>

Journal of Counseling and Development

<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website

<http://www.thescea.org>

<http://www.s.c.teaching.org>

## **LISTSERVES**

Counseling Grads is an e-mail group

<http://www.egroups.com/list/counselinggrads/>

intended for counseling grad students

for the exchange of ideas and

information which pertains to counseling

education and counseling as a profession.

Information about joining is at website.

Graduate Students in Counseling

[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)

In the body of the message type subscribe

COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,

Counselor Education, School of Physical

Activity & Educational Services,

The Ohio State University

GUIDANCE -- S.C. K-12 Guidance

[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)

Counselors List)

**Course Syllabus**  
**CED 520 – Basic Counseling Practicum (SECONDARY)**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Dr. Carolyn J. Woodbury  
**E-Mail:** Cajwoodbury@hotmail.com  
**Telephone:** 803-536-8853 or 7147  
**Office Hours:** As posted and by appointment  
**Office:** Turner Hall D-Wing, Room 321

**School of Education Theme:**  
*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Prerequisite:** CED 514 – Counseling Theories and Techniques

**Assigned Texts:**

Carkhuff, R. R. (2000). *The art of helping*. (8<sup>th</sup> ed.). Amherst, MA: Human Resource Development Press, Inc.

Carkhuff, R., Anderson, D., Benoit, D., Linder, J., and McLaughlin, C. (2000). *The student workbook for the art of helping* (8<sup>th</sup> ed). Amherst, MA: Human Resource Development Press, Inc.

**COURSE DESCRIPTION**

The Basic Counseling Practicum course is designed to review, synthesize and critically examine theories, principles, tools, and techniques of counseling to assist the student in becoming more proficient and professional in the counseling process. It is intended for secondary school counseling majors and those seeking secondary school certification in South Carolina. Laboratory experiences (involving individual and group counseling sessions) provide structured learning situations in which student counselors learn and begin to practice the skills necessary to conduct effective counseling sessions.

**COURSE RATIONALE**

The Carkhuff Helping Skills Model is the core of this course. This model has been widely used to train individuals in the helping process. Interpersonal skills are operationally defined and therefore are learned and achievable. The following skill areas are emphasized: 1) attending skills, 2) responding skills, 3) personalizing skills, 4) initiating skills. The model is designed to train helpers to relate consciously and skillfully by entering the frames of reference of others. Learners are taught interpersonal skills or helping skills to facilitate the movement of helpees through exploring, understanding and acting to

improve their experience of some particular area of living, learning or working. Interpersonal processing skills are taught in order to help the learner become effective in developing and maintaining a counseling relationship with at least one high school age student. Laboratory and live counseling practice experiences are provided in which students initiate.

### **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and expectations are significant for students and their development. The knowledge skills and dispositions experienced throughout the duration of the course are indicated below.

#### **Institutional Outcomes**

Secondary basic counseling practicum develops *effective performers* capable of implementing the responsive services component of a comprehensive developmental guidance and counseling program as it relates to individual counseling. Counselor trainees will have knowledge and understanding of how to assist helpees in identifying problems, causes, alternatives and possible consequences to facilitate appropriate action.

- ^ ***Reflective decision makers*** are professional educators/counselors who demonstrate the ability to make informed decisions and problem solve based on conscious consideration of their students' needs and the technical, educational, and ethical consequences of their decisions.  
Reflection in the counseling process is imperative as helpers choose approaches and techniques appropriate to the counselor's conceptualization of the counseling issues. Further reflection is required as these decisions/selections will be based on cognitive, social and emotional development as well as data collected from observations and verbalizations of the helpee. Continuous reflection is required after each counseling session to monitor and evaluate the effects of helper's choices upon growth and progress of the helpee in the counseling process.
- ^ ***Humanistic practitioners*** demonstrate cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Counselor trainees are able to demonstrate the ability to understand and work effectively with culturally diverse populations the helping profession. This will include gender, age, race culture, socioeconomic background, physical ability or sexual orientation. Counselor trainees will acquire an awareness, knowledge, skills and a grasp of general principles for working ethically, sensitively, and effectively with helpees who differ from them.

**Learning Objectives****Knowledge**

The Candidate will:

1. Understand the essential interviewing and counseling skills
2. Be able to develop a therapeutic relationship,
3. Establish appropriate counseling goals,
4. Know and design intervention strategies,
5. Evaluate client outcome,
6. Be able to successfully terminate the counselor-client relationship.
7. Understand and maintains appropriate professional boundaries.
8. Identify the counseling theories
9. Conceptualize client presentation
10. Apply the theoretical material to case studies.
11. Develop a personal model of counseling.
12. Recognize a systems perspective that provides an understanding of family and other systems theories
13. Explain a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.
14. Integrate technological strategies and applications in counseling and consultation processes.
15. Become familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
16. Understand the adolescent's cognitive, social, and emotional development.
17. Define counseling and what it can do.
18. Identify, compare, and contrast the key concepts, techniques, procedures, and cross-cultural applications of at least three counseling theories.
19. Be informed of the legal and ethical consideration for counselors working with secondary children.
20. Comprehend the strategies needed in initiating and maintaining an effective counseling relationship with a secondary school age adolescent.
21. Know brief counseling: solution-focused counseling strategies.
22. Understand the significance of play counseling strategies for secondary school age adolescents.
23. Identify appropriate resources needed to counsel adolescents with special needs (i.e., child abuse, stepfamilies, etc.).
24. Understand the significance of consulting with teachers and parents when counseling secondary school age adolescents.

**Skill**

The Candidate will:

1. Use appropriate counseling theories, processes, and techniques for individual sessions.
2. Demonstrate the ability to maintain confidentiality and protect the rights of helpees.
3. Demonstrate the ability to structure counseling interviews appropriately by establishing rapport, defining the problem, defining a goal, exploring alternatives, and applying to real life.
4. Develop and implement a counseling plan for secondary school age adolescents.
5. Demonstrate the ability to attend to others and explain the benefits.
6. Demonstrate observation skills noting appearance and behavior and making inferences.
7. Demonstrate listening skills by listening for details and the gist of what is said.
8. Facilitate exploration through paraphrasing, reflection of content and feeling, using open-ended questioning and summarizing.
9. Demonstrate the ability to assist helpee to action steps.
10. Demonstrate the ability to reinforce, review, rehearse and revise action steps.
11. Demonstrate the ability to communicate skills to effectively reach individuals from diverse backgrounds.
12. Demonstrate the ability to consult with school personnel and parents.
13. Demonstrate the ability to write a case history report.
14. Demonstrate the ability to develop a group guidance lesson plan and implement that plan with a small group on a secondary school setting.

**Dispositions**

The Candidate will:

1. Commit to an honest self examination of personal beliefs and values recognizing that who they are as a person is the most important instrument as a helper.
2. Commit to knowing and implementing appropriate counseling theories, process and techniques to meet developmental, preventive, and remedial needs of helpees.
3. Understand the importance of being open to learning and have a basic curiosity.
4. Appreciate and acknowledge the wide range of helpee's thoughts, feelings and behaviors
5. Commit to inspiring helpees to change and realize that it takes hard work to bring about change.
6. Commit to using effective communication skills to facilitate positive growth/movement in the helping process.
7. Commit to entering and experiencing the helpees world and see the world through their eyes.

8. Commit to offering support to helpees when needed and pointing out discrepancies when necessary.
9. Develop and implement classroom guidance lesson plans to address the developmental, preventive and remedial needs of helpees.
10. Understand the importance of research in monitoring and evaluating counseling strategies and techniques that facilitate growth and development in helpees.
11. Demonstrate the ability to access a number of resources to enable helpees to move toward their goals.
12. Commit to on-going professional growth and to the school counseling profession.

### **COURSE REQUIREMENTS**

- A. Attend Class. Students are expected to attend all classes during the semester. If more than one hour of class is missed, a student is considered absent.
- B. Participate in class discussions as needed.
- C. Participate in demonstrations and role playing activities.
- D. Use skills in supervised practice experiences.
- E. View “The Art of Helping” skills video series.
- F. Use the skills in real-life helping situations with a secondary school student.
- G. Complete the assigned series of exercises from the workbook designed to give practice using the helping skills.

### **ASSIGNMENTS**

- A. Students are expected to complete all assigned activities from the Student Workbook.
- B. Submit a paper (APA Style) on your theory/theorist of choice. Indicate how you incorporate your individual style of counseling within this theoretical approach.
- C. Present a case history of the client that you will use for the taping of counseling sessions. A format will be given.



- D. Beginning with week five, establish and maintain one counseling session per week **taping all sessions**. Four (4) tapes will be submitted for review. Of the four (4) taped sessions, two will be video. One of which will be a classroom guidance video session and the other will be a video of an individual counseling session. The other two (2) tapes will be audio. You are to submit your **first session with the client for review only** by the instructor and one more audio tape at midterm. However, six (6) tape analyses will be submitted for feedback.

### RECOMMENDATION:

Students in CED 520 will be required to join a national organization related to the counseling profession that makes available liability insurance. You are encouraged to join local and state counseling associations. Bonus points **may be** awarded for memberships and attendance at local, state, and national conferences.

**PROFESSIONAL ORGANIZATIONS:** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

### EVALUATION

Recorded sessions will be evaluated by a skills checklist. Individual conferences will be scheduled for mid-term evaluations.

- A. Theory paper will be evaluated on the basis of inclusion of theory concepts and techniques, and application to your style (proposed style) of counseling clients.
- B. Students will earn points during the semester as outlined below:

Class Participation	150
Workbook	150
Tape Analysis Forms –6 @ 10 pts	60
Audio Tapes-1 @ 15 pts	15
Video Tapes-2 @ 30 pts	60
Developmental Case History	75
Midterm- Tape Transcription	100
Theory Paper	<u>50</u>
<b>Total</b>	<b>660</b>

**GRADING SCALE**

<b><u>Grade</u></b>	<b><u>Points</u></b>
A	594-660
B	528-593
C	462-527
D	396-461
F	Below 396

**COURSE SCHEDULE AND ACTIVITIES**

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Resource</u></b>
<b>One</b>	Orientation Group Interaction Activity Pre-Test of current abilities to communicate and discriminate helpful responses.	Syllabus Student Workbook
<b>Two</b>	Overview and Introduction/Helping Process Introduction of Carkhuff Helping Model Phases of Intrapersonal/Interpersonal processing	Text pp. 1-49 Workbook Exercise 1 & 2 Overview Video
<b>Three</b>	<b>Attending Skills:</b> (1) Discuss <u>preparing</u> for attending others, self, physical context. Reinforce with workbook activities; (2) <u>Attending personally</u> , demonstrate physical attending skills – squaring, leaning, making eye contact. Practice skills in pairs. Activity: Experiencing Physical Attending	Text 55-70 Attending Video Exercises 3-11
<b>Four</b>	<b>Attending Skills:</b> (1) <u>Observing</u> – noting appearance behavior and making inferences. Activities: Introduction to Observing Skills, Observing/Discrimination Assessment (2) <u>Listening</u> – listening for details and the gist of what is said. Identifying the who, what, when, where, why and how 5WH). (3) Activity: Using the listening skills (4) students will respond to a (5) communications assessment exercise. (6) Live demonstrations and practicing skills (7) in pairs. (8) (9)	Text 71-78  Trainer's Guide Exercise 12-14  Text 79-87 Exercise 17-23  Trainer's Guide
<b>Five</b>	<b>Responding</b> <u>Content</u> – Show and tell about formulating and communicating accurate empathic responses to the content that another is expressing  <u>Feeling</u> – Show and tell about formulating and communicating accurate empathic responses to feelings expressed by another. Practice using the “You feel” formula.	Video Responding Text 87-103 Workbook Exercise 17-23  Text 104-116

	Build feeling word vocabulary. <b>Submit Tape # Analysis</b>	
<b>Six</b>	<p><b>Responding</b>  <u>Meaning</u> – formulate and communicate accurate empathic responses to the meaning (content and feeling).    <u>Interchangeable Bases &amp; Common Themes</u>  Formulate and communicate multiple, accurate empathic interchangeable responses to meaning and identify communication of a “common theme.” Practice skill in teams.  <b>Submit Tape # Analysis</b></p>	Text 117-126 Exercise 31-35
<b>Seven</b>	<p><b>Personalizing Skills</b>  Show and tell about the skills of personalizing, formulating responses that are “additive” or “go beyond” expressions of another person.    <u>Personalizing Meaning</u>  Formulate and communicate personalized responses that “add” to meaning of an experience for another person. Practice skill in teams.  <b>Submit Tape # Analysis</b></p>	Text 131-162 Personalizing Skills Video Exercise 36  Text 139-144 Exercise 39, 40
<b>Eight</b>	<p><u>Personalizing Problem</u>  Tell how to formulate and communicate personalized responses that expand and clarify another person’s understanding of his/her problem(s).    <u>Personalizing Goals</u>  Tell how to formulate and communicate goals for another person. Practice skill in teams.  <b>Submit Taped # (Video) Analysis</b></p>	Text 145-155 Exercise 41, 42  Text 156-165 Exercise 43-45
<b>Nine</b>	<p><b>Personalizing Skills</b>  <u>Changing Feelings</u>  Formulate and communicate personalize responses to another person’s changing feelings. Practice skills in teams.    <u>Personalizing Decision Making</u>  Tell and show the skills of systematic decision making. Students will use these skills to make a decision about a personal problem.</p>	Text 147 Exercise 46  Text 166-172 Exercise 47
<b>Ten</b>	<p><u>Practicing Personalizing</u>  Review skills of personalizing <u>meaning, problem(s) and goal(s)</u> reinforce with exercises.  <b>Submit Tape # Analysis</b></p>	Text 145-165 Exercise 48-50

<b>Eleven</b>	<p><b>Initiating</b> Discuss what is involved in initiating to help another person to act. Share successful and unsuccessful experiences at achieving goals.</p> <p><u>Initiating – Defining Goals</u> Tell and show what is involved formulating and communicating operational goals. Show examples of operational goals. <b>Submit Tape # Analysis</b></p>	<p>Initiating Skills Video Exercise 51 Text 181-185</p> <p>Text 186-189 Exercise 52-54</p>
<b>Twelve</b>	<p><u>Initiating – Developing Programs</u> Tell and show the steps involved in developing programs. Show examples of developed programs. <b>Presentation/Developmental Case History</b></p>	<p>Text 190-194 Exercise 55-57</p>
	<p><u>Initiating – Developing Schedules &amp; Reinforcement</u> Tell and show what is involved in designing schedules (start &amp; end) and reinforcements (positive and negative). Show examples of developed schedules, show examples of positive and negative reinforcements. <b>Submit Tape # Analysis</b> <b>Presentation/Developmental Case History</b></p>	<p>Text 195-202 Exercise 58-60</p>
<b>Fourteen</b>	<p><u>Preparing to Implement Steps</u> Tell and show what is involved in reviewing, rehearsing, and revising programs steps, schedules, and reinforcement. <b>Submit Tape # (Video) Analysis</b> <b>Presentation/Developmental Case History</b></p>	<p>Text 203-206 Exercise 54-66</p>
<b>Fifteen</b>	<p><u>Planning Check Steps</u> Tell and show what is involved in planning check (before, during, and after.) Post-Test and Wrap Up <b>Presentations/Developmental Case History</b></p>	<p>Text 207-210 Exercise 67</p>

### SUPERVISED PRACTICUM REQUIREMENTS (CED-530)

- A. Complete forty-five (45) hours of individual and group secondary counseling practicum experiences.
- B. Use South Carolina Comprehensive Guidance and Counseling Program Model in making and executing a plan of action for practicum experience.
- C. Will know the components of and understand Performance Dimension 4 (Providing Counseling Services to Facilitate Student Development) of the ADEPT for School Guidance Counselors.

- D. Demonstrate the ability to effectively incorporate sixty percent(60%) of behavioral objectives outlined in Performance Dimension 4 for School Guidance Counselors.
- E. Develop portfolio highlighting activities of practicum experiences

## REFERENCES

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- Bratton, S., & Ray, D. (2000). What the research shows about play therapy. *International Journal of Play Therapy*, 9, 47-88.
- Berk, L. E. (2001) *Development through the lifespan* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon
- Baruth, L. G., & Manning, M. L. (2003). *Multicultural counseling and psychotherapy: a lifespan perspective* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill.
- Brazelton, T. B., & Greenspan S. I. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish*. Cambridge, MA: Perseus.
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Seligman, L. (2001). *Systems, strategies, and skills for counseling and psychotherapy*. Upper Saddle River, NJ: Merrill.

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Oates, M. D. (1993). *Death in the school community: A handbook for counselors, teachers, and administrators*. Alexandria, VA: American Counseling Association.

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Vargas, L.A. & Koss-Chivino, S. D. (1992). *Working with culture: Psychotherapeutic intervention with ethnic minority children and adolescents*. Alexandria, VA: American Counseling Association.

## **ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

## **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
    [GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
(Counselors List)

**Course Syllabus**  
**CED 525 Cross Cultural Consideration in Counseling**  
**COUNSELOR EDUCATION PROGRAM**  
**Department of Human Services**  
**South Carolina State University**  
**Orangeburg, SC 29117**

**Instructor:** Dr. James C. Robinson  
**Office:** 323 Turner Hall D-Wing  
**Office Hours:** M & W 1-5

**Phone:** 803-536-8892  
**Fax:** 803-516-4540

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Required Text:** Sue, Derald Wing; Sue, David. (4<sup>th</sup> Ed.). (2003)  
Counseling The Culturally Diverse Theory and Practice, John Wiley  
and Sons Inc.

**COURSE CONTENT**

The major focus of this course will be on developmental counseling in culturally pluralistic settings. Intervention strategies and techniques for counseling consultation, classroom guidance, and coordination for promoting the development of racially / ethnically diverse groups will be a major consideration. This course will also provide direction for evaluating the effectiveness of culturally responsive developmental counseling programs.

**COURSE RATIONALE**

This course will place emphasis on the concepts and (theories, which interface with the transcultural counseling, model in a multilateral context. In addition, it will be brought out that different existing theoretical approaches can be extrapolated to meet the emerging needs of the transcultural counseling scheme in various counseling environments. The students will understand that the transcendent approach for transcultural counseling focuses on the learning process wherein the counselor uses teaching, motivating, and setting examples to capture the clients perception in order to change the clients lifestyle. This course is beneficial to the professional community because it helps students to understand how to create and implement transcultural counseling in order to help others cope with the psychological and emotional subsystems and demarcation within society.

**Course Overview**

This course will present historical approaches to the emerging emphasis on transcultural counseling, and introduce the stylistic model, which is a technique developed in response to the needs for counseling in pluralistic societies.



In addition, this course will address the concepts, goals, techniques, and prospects of transcultural family counseling with a systems approach.

### **Institutional Outcomes**

The content area of Cross Cultural Considerations in Counseling develops effective performers capable of presenting a depth of knowledge and understanding of transcultural counseling in pluralistic societies. This knowledge is consistent with institutional, state and national standards of comparison. Meaningful learning and assessment will be developed through an understanding of the impact of transcultural counseling on students.

### **Reflective Decision Makers**

Demonstrate the ability to make informed decisions based on the needs of students and ethical consequences of their decisions. Transcultural counseling provides perspective counselors the opportunity to utilize student information in helping students to help themselves.

### **Humanistic Practitioners**

Demonstrate cross cultural understanding and appreciation of other peoples values and beliefs. Perspective counseling are able to demonstrate the ability to understand, and incorporate diverse issues related to socioeconomic, and historical experiences of individuals and/or groups critical of transcultural counseling. Perspective counselors work effectively with all students regardless of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or marital status.

## **Learning Objectives**

### **Knowledge**

The Candidate will:

1. Identify theories of multicultural counseling, theories of identity development, and multicultural competencies
2. Examine multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
3. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
4. Analyze the integration of technological strategies and applications within counseling and consultation processes.
5. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
6. Know counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behavioral and personal characteristic, orientations, and skills.

7. Become familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
8. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
9. Increase their awareness of their own culture and cultural values and biases, which may interfere with effective transcultural counseling.
10. Become familiar with the theoretical and research literature on race and culture as a factor in counseling ethnic groups in majority and minority environments.
11. Develop skills, which will increase their awareness of the clients' world view, which will facilitate effective counseling of diverse populations.
12. Become knowledgeable about the history and culture as well as the social and psychological needs of ethnic minority groups.

### **Skill**

The Candidate will:

1. Develop and implement the transcultural counseling procedure to diverse populations.
2. Access and assess background behavior and experiences to use in the transcultural counseling model.
4. Implement systems theories and family counseling within the transcultural counseling community in order to help individuals and families become all that they can be.

### **Dispositions**

The Candidate will:

1. Employ effective self-evaluative techniques for professional growth and development.
2. Be knowledgeable of and assume the responsibility for implementing a code of ethics and standards of practice.
3. Assume professional responsibility for incorporating effective culturally relevant counseling practices.

### **Requirements**

1. Special Course Requirements: All counselor education major are expected to join the South Carolina School Counselor's Association, American School Counselor's Association, The American Counseling Association and get Professional **Liability** Insurance.
2. Attendance and participation is required.
3. Midterm Exam
4. Each student will be required to develop a position papers on two topics being considered in the course. The papers should be no more 10 pages and should include appropriate references and citations. It is expected that the groups of students with position papers on related topics will be responsible for leading a class discussion on the issues surrounding the topic. The

papers will be submitted for evaluation and will be a major part of the course grade. These discussions will permit the class to focus on a variety of issues important in multicultural counseling.

5. Each discussion group will develop a single annotated bibliography for the discussion. This bibliography will be distributed to the entire class one class meeting prior to the discussion on the topic. The expectation is that each class member will have the opportunity to read on the topic being considered beyond the information provided in the textbook.
6. Final Exam
7. **PROFESSIONAL ORGANIZATION** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**Method of Evaluation**  
**GRADING**

1.	Mid-Term Exam	25%
2.	Final Exam	25%
3.	Papers and presentations	25%
4.	Supervised practicum requirement	25%
Total=		<u>100%</u>

**Course Outline**

**Topics**

<b>1</b>	Course introduction and overview/lecture/discussion
<b>2-3</b>	Lecture/Discussion/Group Activity-Developmental school counseling: a multicultural perspective and diversity.
<b>4</b>	Lecture/Discussion/Group Activity-Counseling Interventions with African American Youth.
<b>5</b>	Lecture/Discussion/Group Activity-Counseling youth of Arab ancestry.

- 6                      Lecture/Discussion/Group Activity - Counseling Asian American Students.
- 7                      Lecture/Discussion/Group Activity - Counseling Hispanic Children.
- 8                      Lecture/Discussion/Group Activity-Counseling Native American Children.
- 9                      **Mid-Term Examination.**  
**Multiple Choice, Short Answers, and True/False.**
- 10                     Lecture/Discussion/Group Activity-  
Cross Cultural School  
Consultation.
- 11                     Lecture/Discussion/Group Activity-  
Multicultural Classroom Guidance.
- 12                     Lecture/Discussion/ Group Activity  
Coordination of Counseling services in a culturally pluralistic school environment.
- 13                     Lecture/Discussion/Group Activity-Accountability in a culturally pluralistic school setting.
- 14                     Lecture/Discussion/Group Activity-  
Multicultural literacy: imperatives  
for culturally responsive school counseling.

**FINAL EXAM.**  
**Multiple Choice, Short Answers, and True/False,**

**SUPERVISED PRACTICUM REQUIREMENTS (CED 530/531)** Each student will develop their abilities and practice counseling skills and techniques to improve their multicultural counseling competence. Their proficiency will be ascertained by submitting two videotapes and one case study. One videotape will be made with a classmate serving as the client and the counselor- in training serving as the

counselor. The second videotape will be made with the counselor-in-training and a school age client. The case study will present the school age client.

## REFERENCES

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Pedersen, P.B. & Carey, J.C. (2003). *Multicultural counseling in schools: A practical handbook* (2<sup>nd</sup> ed.). Pearson Education, Inc.

Robinson, T.L. (1999). The intersections of dominant discourses across race, gender, and other identities. *Journal of Counseling & Development*, 77, 73-79.

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## HISTORICAL REFERENCES

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Ball, Edward . (1998) *Slaves in the Family*. Alexandria, VA: ACA Publications

Kiselica, Mark. (1999). *Confronting Prejudice and Racism During Multicultural Training*. Alexandria, VA: ACA Publications

Lee, Courtland C. (1997). *Multicultural Issues in Counseling*. Alexandria, VA: ACA Publications.

McFadden, Johnnie. (1999). *Transcultural Counseling*. Alexandria, VA: ACA Publications.

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Ponterotto, J. G., Casas, J.M., Suzuki, L.A., & Alexander, C.M. (1995). *Handbook of multicultural counseling*. Sage Publications, Inc. thousand Oaks, California.

Sandhu, D. S. and Aspy, C. B. (1997). *Counseling for Prejudice Prevention and Reduction*. Alexandria, VA; ACA Publication.

Vontress, C. E., Johnson, J. A., and Epp, L. R. (1999). *Cross Cultural Counseling: A Casebook*. Alexandria, VA: ACA Publications

Wehrly, Bea. (1996). *Counseling Interracial Individuals and Families*. Alexandria, VA: ACA Publications

#### **ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

### **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
(Counselors List)

**Course Syllabus**  
**CED 530 - Advanced Counseling Practicum (Elementary)**  
**COUNSELOR EDUCATION PROGRAM**  
**DEPARTMENT OF HUMAN SERVICES**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Philip Scriven, Ph.D.

**Phone:** 803-536-7147

**E-Mail:** pscriven@scsu.edu

**Office:** Room 321

**Office Hours:** By Appointment

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
 Reflective Decision Maker and Humanistic Practitioner."*

**Required Texts:**

Bowers, Judy L. Hatch, Patricia A. (2003). *The National Model for School Counseling Programs*. Alexandria, VA: American School Counselor Association.

Department of Educational Leadership & Counselor Education (2001). *Counselor Education Practicum Manual* (Revised edition). Orangeburg, SC: South Carolina State University.

Fischer, Louis (2001) *School Law for Counselors, Psychologist, and Social Workers* (3<sup>rd</sup> ed). White Plains, NY: Longman Publishers.

*The S.C. Comprehensive Developmental Guidance and Counseling Program Model*. (1999). Columbia, S.C.: S.C. Dept. of Education.

**COURSE CONTENT**

This course is designed as a culminating course open to students who have completed at least 100 hours of documented field based experiential learning in a **elementary** school setting while completing the course work for the M.Ed. in Counselor Education. Prerequisites: Completion of all Counselor Education courses and approved electives. Open only to degree-seeking candidates who have achieved the required passing score on the Praxis II exam in School Guidance and Counseling and have developed a portfolio highlighting their counseling and guidance, experiences. Students must apply for this course by mid-term of the last full semester preceding the semester in which they desire to enroll in the course. Registration is only by application and permission of the **program director**.



## COURSE RATIONALE

The course is one of two courses that serve as a capstone for the school counseling program in that it is a culminating experience for those students who plan to work as professional school counselors in elementary and middle schools where they have gained experience working with counselors, instructors, administrators, supervisors and students and others that reflect the diverse nature of our society. School Counseling programs are to reach every student, are comprehensive in scope, preventive in design, developmental in nature, an integral part of the total the total educational program, and includes a delivery system. Our goal is to graduate students who are effective, reflective humanistic practitioners. We believe that school counselors serve a scholar practitioner role as human development specialist sensitive to existing social, economic, political, and pedagogical realities while remaining sensitive to and responsive to the developmental needs of students within a multicultural technologically sophisticated, and rapidly changing society.

## COURSE OVERVIEW

The course consists of two phases: (1) a field work period where the student becomes oriented and complete, under supervision, an array of counseling and guidance functions in an **elementary** school and (2) a supervised practicum in which the student engages in classroom/laboratory experiences geared toward strengthening their counseling and guidance skills. Students must have documented 100 clock hours of field based experience in an elementary school. Of these forty (40) must have been in direct service which includes individual counseling, group counseling, family counseling, consultation with parents and teachers to include guidance prevention and intervention activities with **elementary** students present. Students enrolled in this course must have completed these activities under the supervision of a certified elementary school counselor and a course instructor.

### A. Prerequisites

1. All foundation core courses, subject-matter, and elementary counseling courses.
2. A passing score on **Praxis II: School Guidance and Counseling**.

## Institutional Outcomes and Learning Objectives

Institutional outcomes and expectations are significant for candidate and student development. The objectives are related to each of the following unit outcomes and offer a brief plan for integrating technology and diversity into university's efforts to develop practitioners for comprehensive developmental guidance and counseling programs.

The practicum course develops **effective performers** capable of demonstrating skills in managing a school counseling program that is comprehensive in scope, preventative in design and developmental in nature through exercising reflective thinking, a depth of knowledge and understanding of counseling skills and techniques consistent with institutional, state, and national models. Meaningful learning experiences and assessing capabilities such as authentic assessment, and

performance-based assessment are fostered through diversity and technology skills and understanding of methods and strategies relevant of how the counselor-in-training learn to meet clients' needs.

**Reflective decision makers** are professional school counselors who demonstrate the ability to make informed decisions and problem solve based on conscious consideration of their clients' needs and the education, ethical and technical consequences of their decisions. Counselors-in-training draw upon a depth of knowledge and understanding and are capable of continually monitoring and evaluating the effects of their decisions and actions related to clients progress in learning to learn, learning to work, and learning to live.

**Humanistic practitioners** demonstrate cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Counselor-in-training are able to demonstrate the ability to help clients with diverse issues related to sociopolitical, economic, and historical experiences critical to living and prospering in a global society. Counselors-in-training work effectively with clients regardless of their race, sex, age, socio-economic level or exceptionalities. Counselors-in-training provide preventive and intervention strategies that promote education, career, and personal/social development.

## **Learning Objectives**

### **Knowledge**

The Candidate will:

1. Understand the essential interviewing and counseling skills
2. Be able to develop a therapeutic relationship,
3. Establish appropriate counseling goals,
4. Design intervention strategies,
5. Evaluate client outcome,
6. Be able to successfully terminate the counselor-client relationship.
7. Understand and maintains appropriate professional boundaries.
8. Identify the counseling theories
9. Conceptualize client presentation
10. Apply the theoretical material to case studies.
11. Develop a personal model of counseling.
12. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
13. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
14. Know public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
15. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

16. Be familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
17. Understand professional; credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
18. Identify multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
19. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
20. Obtain technological competence and computer literacy.
21. Know the historical foundations of school counseling.
22. Comprehend the role and functions of school counselors.
23. Know where school counselors work.
24. Understand the ethical and legal guidelines the govern school counseling.
25. Recognize the most prevalent counseling theories.
26. Know school counseling research methods

### **Skills**

The Candidate will:

1. Plan, develop, and implement appropriate counseling intervention plans for clients.
2. Plan, develop and demonstrate portions of a comprehensive school counseling plan.
3. Determine, gather, and disseminate information appropriate for clients' needs.
4. Conduct a student group.
5. Administer academic, career, personality inventories.
6. Consult with school and community leaders.

### **Disposition**

The Candidate will:

1. Commit to becoming effective helpers.
2. Know the value of critical thinking and problem solving skills.
3. Recognize the importance of a positive school culture.
4. Assume the responsibility to keep abreast of current research and best practices.
5. Use client feedback and reflection in making intervention plans.
6. Use self-evaluation and reflection to improve intervention and professional growth..

**The portfolio must reveal that**

- A. The student practiced the following skills in a elementary school setting: individual counseling skills and group counseling skills.
- B. The student established and maintained of supportive counseling relationships with elementary students.
- C. The student specified and used school and community resources.
- D. The student reviewed, reflected upon, analyzed, and presented about counseling sessions.
- E. The student exhibited professional working relationships with supervisors and colleagues.
- F. The student participated in professional development activities.
- G. The student incorporated *The S.C. Comprehensive Developmental Guidance and Counseling Program Model* in making and executing a plan of action for practicum activities.
- H. Professional Organizations: All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**EVALUATION OF STUDENTS**

<b>ORAL EXAMINATION</b>	<b>PASS/FAIL</b>	<b>50%</b>
<b>CLASS PARTICIPATION</b>	<b>PASS/FAIL</b>	<b>10%</b>
<b>PROTFOLIO</b>	<b>PASS/FAIL</b>	<b>10%</b>
<b>REACTION PAPERS</b>		<b>10%</b>
<b>MIDTERM EXAM</b>		<b>10%</b>
<b>FINAL EXAM</b>		<b>10%</b>

ALL COMPONENTS OF THIS COURSE MUST BE PASSED  
FOR STUDENTS TO RECEIVE CREDIT FOR CED 530.

**COURSE SCHEDULE****CLASS SESSION****TOPICS****WEEK ONE**

Counseling

The Profession of School

**WEEK TWO**

National Standards for  
School Counseling Programs  
The Elementary School  
Counseling Curriculum

**WEEK THREE**

A. Anatomy of the Law

	B. Confidentiality and The Duty to Warn C. Liability: Civil and Criminal
<b>WEEK FOUR</b>	A. Education Records and the Students Rights to Privacy B. Legal issues Related to Assessing and Grouping Students
<b>WEEK SIX</b>	Students with Special Educational Needs
<b>WEEK SEVEN</b>	Behavior Control and Student Discipline
<b>WEEK EIGHT</b>	Child Abuse and Neglect
<b>WEEK NINE</b>	Education Law and Parental Rights
<b>WEEK TEN</b>	Subject Matter Comprehensive Faculty Oral Examination
<b>WEEK ELEVEN</b>	Parent involvement in Education
<b>WEEK TWELVE</b>	Overview of School-Based Consultation
<b>WEEK THIRTEEN</b>	Crisis theory And Intervention
<b>WEEK FOURTEEN</b>	Portfolio Presentation
<b>WEEK FIFTEEN</b>	Portfolio Presentation

### **SUPERVISED PRACTICUM REQUIREMENTS**

This course provides a summative evaluation of the student's completed supervised elementary practicum experience that totaled a minimum of **100 clock hours**.

1. The student will submit **original activity logs** signed by the site supervisors, the counselor-in-training, and university professor. The activity logs must reflect a **minimum of 100 hours** of supervised practicum experience.
2. The student must successfully complete an oral examination on his/her practicum experience, and the counselor education program course work administered by the Counselor Education program faculty.
3. The student must present a portfolio that highlights the activities completed in the **100 clock** hour field based practicum

## REFERENCES

- Axelson, J. A. (1999). *Counseling and development in a multicultural society* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Baker, Stanley B. (2000). *School Counseling for the Twenty-first Century* (3<sup>rd</sup> ed.) Upper Saddle River, NJ: Prentice-Hall, Inc.
- Capuzzi, David and Gross, Douglas R. (2003). *Counseling and Psychotherapy: theories and interventions* (3<sup>rd</sup> ed.). Upper Saddle River NJ: Pearson Education, Inc.
- Cobia, Debra and Henderson, Donna (2003). *Handbook of School Counseling*. Upper Saddle River, N: Pearson Education, Inc
- Davis, Mary Ellen (2002). *Standard-Based Counseling in the Middle School* (1<sup>st</sup> ed.) First Book Library.
- Day, Susan X. (2004). *Theory and Design in Counseling and Psychotherapy*. Boston, MA. Houghton Mifflin Co.
- Farley, Janet E. (2002). *Managing Clinical Supervision*. Pacific Grove CA: Brook/Cole
- Gibson, Robert L. and Mitchell, Marianne H. (2003). *Introduction to Counseling and Guidance*. Columbus, Ohio: Merrill/Prentice Hall.
- Kahn, B. B. (1999). Priorities and practices in field supervision. *Professional School Counseling*, 3, 128-136.
- Kampwirth, Thomas J. (1999) *Collaborative Consultation in the Schools*. Columbus, Ohio: Merrill/Prentice Hall.
- Okum, Barbara F. (2002) *Effective Helping: Interviewing and Counseling Techniques* (6<sup>th</sup> ed.) Pacific Grove, CA: Brook/Cole.
- Olsen, Glenn and Fuller, Mary L. (2003). *Home-School Relations: Working Successfully with Parents and Families* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

## HISTORICAL REFERENCES

Brill, N. (1998). *Working with people: The helping process* (5th ed.). New York: Longman.

Chiaferi, R., & Griffin, M. (1997). *Developing fieldwork skills*. Pacific Grove, CA: Brooks/Cole.

Corey, G., Corey, M. S., & Callanan, P. (1998). *Issues and ethics in the helping professions* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, M. A., & Corey, G. (1998). *Becoming a helper* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Dykeman, Cass (1988). *Maximizing School Guidance Program Effectiveness*. Greensboro, NC: ERIC/CASS Publication.

## ON-LINE RESOURCES

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website

<http://www.thescea.org>

<http://www.s.c.teaching.org>

## **LISTSERVES**

Counseling Grads is an e-mail group

<http://www.egroups.com/list/counselinggrads/>

intended for counseling grad students

for the exchange of ideas and

information which pertains to counseling

education and counseling as a profession.

Information about joining is at website.

Graduate Students in Counseling

[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)

In the body of the message type subscribe

COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,

Counselor Education, School of Physical

Activity & Educational Services,

The Ohio State University

GUIDANCE -- S.C. K-12 Guidance

[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)

Counselors List)



**Course Syllabus**  
**CED 531 - Advanced Counseling Practicum (Secondary)**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Philip Scriven, Ph.D.

**Phone:** 803-536-8822

**Address:** Post Office Box 7456

**E-Mail:** pscriven@scsu.edu

**Office:** Room 321

**Office Hours:** By Appointment

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Required Texts:**

Bowers, Judy L. Hatch, Patricia A. (2003). *The National Model for School Counseling Programs*. Alexandria, VA: American School Counselor Association

Department of Educational Leadership & Counselor Education  
(2001). *Counselor Education Practicum Manual* (Revised edition).  
Orangeburg, SC: South Carolina State University.

Fischer, Louis (2001) *School Law for Counselors, Psychologist,  
and Social Workers* (3<sup>rd</sup> ed). White Plains, NY: Longman  
Publishers.

*The S.C. Comprehensive Developmental Guidance and Counseling  
Program Model*. (1999). Columbia, S.C.: S.C. Dept. of Education.

**COURSE CONTENT**

This course is designed as a culminating course open to students who have completed at least 100 hours of documented field based experiential learning in a **secondary** school setting while completing the course work for the M.Ed. in Counselor Education. Prerequisites: Completion of all Counselor Education courses and approved electives. Open only to degree-seeking candidates who have achieved the required passing score on the Praxis II exam in School Guidance and Counseling and have developed a portfolio highlighting their counseling and guidance, experiences. Students must apply for this course by mid-term of the last

full semester preceding the semester in which they desire to enroll in the course. Registration is only by application and permission of the **program director**.

### **COURSE RATIONALE**

The course is one of two courses that serve as a capstone for the school counseling program in that it is a culminating experience for those students who plan to work as professional school counselors in elementary and middle schools where they have gained experience working with counselors, instructors, administrators, supervisors and students and others that reflect the diverse nature of our society. School Counseling programs are to reach every student, are comprehensive in scope, preventive in design, developmental in nature, an integral part of the total the total educational program, and includes a delivery system. Our goal is to graduate students who are effective, reflective humanistic practitioners. We believe that school counselors serve a scholar practitioner role as human development specialist sensitive to existing social, economic, political, and pedagogical realities while remaining sensitive to and responsive to the developmental needs of students within a multicultural technologically sophisticated, and rapidly changing society.

### **COURSE OVERVIEW**

The course consists of two phases: (1) a field work period where the student becomes oriented and complete, under supervision, an array of counseling and guidance functions in an **secondary** school and (2) a supervised practicum in which the student engages in classroom/laboratory experiences geared toward strengthening their counseling and guidance skills. Students must have documented 100 clock hours of field based experience in an elementary school. Of these forty (40) must have been in direct service which includes individual counseling, group counseling, family counseling, consultation with parents and teachers to include guidance prevention and intervention activities with **secondary** students present. Students enrolled in this course must have completed these activities under the supervision of a certified elementary school counselor and a course instructor.

#### **Prerequisites**

1. All foundation core courses, subject-matter, and secondary counseling courses.
2. A passing score on **Praxis II: School Guidance and Counseling**.

### **Institutional Outcomes and Learning Objectives**

Institutional outcomes and expectations are significant for candidate and student development. The objectives are related to each of the following unit outcomes and offer a brief plan for integrating technology and diversity into university's efforts to develop practitioners for comprehensive developmental guidance and counseling programs.

The practicum course develops **effective performers** capable of demonstrating skills in managing a school counseling program that is comprehensive in scope, preventative in design and developmental in nature through exercising reflective thinking, a depth of knowledge and understanding of counseling skills and techniques consistent with institutional, state, and national models. Meaningful

learning experiences and assessing capabilities such as authentic assessment, and performance-based assessment are fostered through diversity and technology skills and understanding of methods and strategies relevant to how the counselor-in-training learn to meet clients' needs.

**Reflective decision makers** are professional school counselors who demonstrate the ability to make informed decisions and problem solve based on conscious consideration of their clients' needs and the education, ethical and technical consequences of their decisions. Counselors-in-training draw upon a depth of knowledge and understanding and are capable of continually monitoring and evaluating the effects of their decisions and actions related to clients progress in learning to learn, learning to work, and learning to live.

**Humanistic practitioners** demonstrate cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Counselor-in-training are able to demonstrate the ability to help clients with diverse issues related to sociopolitical, economic, and historical experiences critical to living and prospering in a global society. Counselors-in-training work effectively with clients regardless of their race, sex, age, socio-economic level or exceptionalities. Counselors-in-training provide preventive and intervention strategies that promote education, career, and personal/social development.

## **Learning Objectives**

### **Knowledge**

The Candidate will:

1. Understand the essential interviewing and counseling skills
2. Be able to develop a therapeutic relationship,
3. Establish appropriate counseling goals,
4. Design intervention strategies,
5. Evaluate client outcome,
6. Be able to successfully terminate the counselor-client relationship.
7. Understand and maintains appropriate professional boundaries.
8. Identify the counseling theories
9. Conceptualize client presentation
10. Apply the theoretical material to case studies.
11. Develop a personal model of counseling.
12. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
13. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
14. Know public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
15. Recognize advocacy processes needed to address institutional and social

- barriers that impede access, equity, and success for clients.
16. Be familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
  17. Understand professional; credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
  18. Identify multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
  19. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
  20. Obtain technological competence and computer literacy.
  21. Know the historical foundations of school counseling.
  22. Comprehend the role and functions of school counselors.
  23. Know where school counselors work.
  24. Understand the ethical and legal guidelines the govern school counseling.
  25. Recognize the most prevalent counseling theories.
  26. Know school counseling research methods

**Skill**

The Candidate will:

1. Plan, develop, and implement appropriate counseling intervention plans for clients
2. Plan, develop and demonstrate portions of a comprehensive school counseling plan
3. Determine, gather, and disseminate information appropriate for clients' needs.
4. Conduct a student group.
5. Administer academic, career, personality inventories.
6. Consult with school and community leaders.

**Disposition**

The Candidate will:

1. Commit to becoming effective helpers
2. Know the value of critical thinking and problem solving skills
3. Recognize the importance of a positive school culture
4. Assume the responsibility to keep abreast of current research and best practices
5. Use client feedback and reflection in making intervention plans
6. Use self-evaluation and reflection to improve intervention and professional growth.

**The portfolio must reveal that**

- A. The student practiced the following skills in a elementary school setting: individual counseling skills and group counseling skills.
- B. The student established and maintained of supportive counseling relationships with elementary students.
- C. The student specified and used school and community resources.
- D. The student reviewed, reflected upon, analyzed, and presented about counseling sessions.
- E. The student exhibited professional working relationships with supervisors and colleagues.
- F. The student participated in professional development activities.
- G. The student incorporated *The S.C. Comprehensive Developmental Guidance and Counseling Program Model* in making and executing a plan of action for practicum activities.
- H. Professional Organizations: All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**EVALUATION OF STUDENTS**

SIGNED LOG SHEETS	PASS/FAIL
ORAL EXAMINATION	PASS/FAIL
CLASS PARTICIPATION	PASS/FAIL
PORTFOLIO	PASS/FAIL

ALL COMPONENTS OF THIS COURSE MUST BE PASSED  
FOR STUDENTS TO RECEIVE CREDIT FOR CED 530.

**COURSE SCHEDULE****CLASS SESSION****TOPICS****WEEK ONE**  
Counseling

The Profession of School

**WEEK TWO**

National Standards for  
School Counseling Programs  
The Elementary School  
Counseling Curriculum

**WEEK THREE**

- A. Anatomy of the Law
- B. Confidentiality and The  
Duty to Warn

## C. Liability: Civil and Criminal

**WEEK FOUR**

## A. Education Records and the

Students Rights to Privacy

B. Legal issues Related to Assessing  
and Grouping Students**WEEK SIX**Students with Special  
Educational Needs**WEEK SEVEN**Behavior Control and  
Student Discipline**WEEK EIGHT**

Child Abuse and Neglect

**WEEK NINE**Education Law and Parental  
Rights**WEEK TEN**Subject Matter Comprehensive  
Faculty  
Oral Examination**WEEK ELEVEN**Parent involvement in  
Education**WEEK TWELVE**Overview of School-Based  
Consultant**WEEK THIRTEEN**

Crisis theory And Intervention

**WEEK FOURTEEN**

Portfolio presentation

**WEEK FIFTEEN**

Portfolio presentation

**CLINICAL COURSE REQUIREMENTS**

This course provides a summative evaluation of the student's completed supervised elementary practicum experience that totaled a minimum of **100 clock hours**.

1. The student will submit **original activity logs** signed by the site supervisors, the counselor-in-training, and university professor. The activity logs must reflect a **minimum of 100 hours** of supervised practicum experience.

2. The student must successfully complete an oral examination on his/her practicum experience, and the counselor education program course work administered by the Counselor Education program faculty.
3. The student must present a portfolio that highlights the activities completed in the **100 clock** hour field based practicum.

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- Olsen, Glenn and Fuller, Mary L. (2003). *Home-School Relations: Working Successfully with Parents and Families* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

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Corey, M. A., & Corey, G. (1998). *Becoming a helper* (3rd ed.) Pacific Grove, CA: Brooks/Cole.

Dykeman, Cass (1988). *Maximizing School Guidance Program Effectiveness*. Greensboro, NC: ERIC/CASS Publication

## ON-LINE RESOURCES

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>



Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>  
South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

## **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
(Counselors List)

**Course Syllabus**  
**CED 540 – Career Lifestyle and Development**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**INSTRUCTOR:** Dr. Linda D. Lee and Dr. Philip Scriven  
**LOCATION:** 320 Turner Hall  
**OFFICE HOURS:** By Appointment Only  
**TELEPHONE:** (803) 536-7147  
**E-MAIL:** DCCSLee@aol.com  
**FAX:** (843) 563-9038 (WORK) or (803) 536-2070 (HOME)

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
 Reflective Decision Maker and Humanistic Practitioner."*

**TEXTBOOK/RESOURCES:**

Brown, D. (2003). Career Information, Career Counseling, and Career Development. Boston: Allyn & Bacon

S. C. Dept. of Education. (1999). *The S. C. Comprehensive Developmental Guidance And Counseling Practicum Model*. Columbia, S. C.: S. C. State Department of Education.

**COURSE CONTENT**

The course provides theory, research and opportunities for application appropriate for school and other counselors working with children and individuals responding to life transitions. Theory and research will be included to help students acquire knowledge about the sources of occupational, educational, and personal/social information needed by counselees in career and life development, improvement and transition.

**COURSE RATIONALE**

This course contributes to the development of competent counselors through enhancing their ability to select, evaluate, interpret, use, and disseminate career, academic, and personal-social information to meet the developmental needs of students. This includes acquiring the ability to make various kinds of information available to counselees and the skill to make the materials meaningful to the individual.

This course is most appropriate for those who plan to work as counselors in comprehensive developmental guidance and counseling programs or other professional helpers who want to enhance their skills and abilities in providing career, academic, and personal-social information to students/clients to maximize the individual's development over the life span.

Candidates are familiarized with historical developments, up-to-date labor market trends, government services and resources, theoretical bases and multicultural considerations to help them develop a thorough understanding of the importance of information for counselors and those they support and/or serve. They are expected to utilize traditional and technology-driven approaches to acquire and disseminate information in class presentations and with clients during practicum experiences.

## INSTITUTIONAL OUTCOMES

Institutional outcomes and objectives are significant for thoroughly grasping an understanding of career choice and development for the overall success of the student or client. Technology, particularly the Internet, and an appreciation for multicultural diversity, particularly in these times, are integral components.

### Institutional Outcomes

**\*Effective performers** are developed via the course's focus on theoretical conclusions about career choice and development; labor market trends; the world of work; occupational structure; use of technology; appreciation of individual and multicultural differences; and curriculum standards relative to career, academic and personal/social development.

**\*Reflective decision makers** are professional educators and/or career veterans who are capable of making rational decisions and solve problems relative to students' knowledge/skill/ability levels, degree of interest in/understanding of the career counseling domain and generational perspectives. Counseling candidates gain a wealth of knowledge from the readings, analysis of current events and self-appraisals to aid them in efforts to effectively facilitate the career decision-making processes.

In this global economy and age of demographic shifts, multicultural considerations are very significant in career choice and development; therefore, **\*humanistic practitioners** must consider the unique norms, traditions and beliefs of persons of diverse races, ethnicities, cultures, geographic regions, sexual orientations, genders, handicapping conditions, economic backgrounds, generations, etc. The professional must also reflect on his/her own perspectives relative to the counseling relationship to ensure an ethical, non-threatening atmosphere.

## **Learning Objectives**

### **Knowledge**

The Candidate will:

1. Identify career development theories and decision-making models.
2. Effectively use and understand career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.
3. Master career development program planning, organization, implementation, administration, and evaluation.
4. Discern interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.
5. Understand career and educational planning, placement, follow-up, and evaluation.
6. Review assessment instruments and techniques that are relevant to career planning and decision-making.
7. Know technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world wide web sites.
8. Identify career counseling processes, techniques, and resource, including those applicable to specific populations.
9. Know public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
10. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
11. Obtain technological competence and computer literacy.
12. Become familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
13. Understand professional; credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
14. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
15. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
16. Describe the historical, philosophical and theoretical foundations of career development.
17. Analyze the factors that influence the world of work.
18. Discuss career development (K-12) and explain the career development needs of special groups.

19. Identify the major components of School- to-Work and Tech Prep and explain how they are integrated into the school's program.
20. Examine the professional roles and functions of the developmental school counselor in career, academic, and life planning.
21. Interpret data dealing with occupational/industrial structure.
22. Analyze labor market information and predict outcomes from the analysis.
23. Describe classification systems, such as, but not limited to, *DOI: GOE, O\*NET*.
24. Identify computer-assisted career guidance systems and will use S. C. *Occupational Information System (SCOIS)* in a simulated career guidance activity with middle or high school students.
25. Know the use of role-play in major career development theories.
26. Correctly utilize O\*NET.
27. Be able to use of the *Occupational Outlook Handbook* to provide career information to elementary, middle, or high school students.

### **Skill**

The Candidate will:

1. Explain the career counseling process.
2. Exhibit technical competency as established for school counselors.
3. Describe the use of tests and assessments in career development.
4. Use the college information resources, such as, but not limited to the *College Blue Book*, to provide academic information to high school students.
5. Employ professional, ethical and legal standards in case study presentations.

### **Disposition**

The Candidate will:

1. Commit to using the review curriculum standards for career, academic, and personal/social development in the S.C. Comprehensive Developmental Guidance and Counseling Program Model.
2. Recognize how academic and personal/social issues impact career development in the school setting.
3. Examine multicultural issues in career development and career counseling.

### **COURSE REQUIREMENTS:**

Student participation is crucial. This course includes a number of experiential activities. It is important that you ask questions if there is anything that you do not understand or need clarification on. Class time is particularly important since many of the activities we will do are not in a text.

**Professional Organizations:** All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American

Counseling Association (ACA) and American School Counseling Association (ASCA).

\* (150 points) Summary of Research Articles:

To further your understanding of the three course domains: career, academic, and personal/social development, provide one summary from each domain: (3 total, 50 points each). All written work is to be completed in AP A style, typed, 2-3 pages, and submitted on the due date.

\* (100 points) Guidance Information Project:

Each student and/or student group (max: 3 students) will plan, organize, and present information concerning materials which address one curriculum standard from the S.C. Comprehensive Developmental Guidance and Counseling Program Model. The demonstrated activity may be appropriate for use in an individual counseling session, a small group counseling session, or a group guidance (classroom) activity. The presentation will include materials, which represent one of the three course domains: career, academic, or personal/social development. Materials will be chosen at the level of the student's/students' concentration for a major, i.e., elementary or secondary. A plan/proposal for the **Guidance Information Project** will be submitted to the instructor for approval.

**BE CREATIVE! BE PROFESSIONAL!**

- \* (50 points) Portfolio Presentation
  - \* (100 points) Occupational Information Network Activity/Summary (1-2 pages)
  - \* (100 points) Occupational Outlook Handbook Activity/Summary
  - \* (100 points) College Blue Book/Other College Resource Activity/Summary
  - \* (100 points) South Carolina Occupational Information System (SCOIS) Activity/Summary
  - \* (100 points) Guidance Information Portfolio
  - \* (100 points) Chapter Activities (may be combined with exams/50 points each)
  - \* (100 points) Supervised Practicum Requirement
  - \* (100 points) Mid-term Exam
  - \* (100 points) Final Exam
- Total= 1000

**NOTE: MAKE CERTAIN WRITTEN WORK IS CHECKED FOR GRAMMATICAL AND SPELLING ERRORS.**

SUPERVISED PRACTICUM REQUIREMENTS FOR CED 530/531

1	Use the Occupational Outlook Handbook to provide career information to elementary, middle, or high school students	3hr
2.	Use S.C. Occupational Information System (SCOIS) in a simulated career guidance activity with middle or high school students	3hrs
3	Use college information resources, such as, but not limited to, the <i>College Blue Book</i> , to provide academic information to high school students	3hrs

**ACQUIRE SIGNATURE(S) OF SUPERVISOR(S) AS VERIFICATION.****METHODS OF EVALUATION:**Grading Scale

1035 – 1150 = A

920 - 1034 = B

805 – 919 = C

**PLAN AHEAD!!!** Extra credit points **MUST BE APPROVED** by the professor prior to the event, and, if approved, the Extra Credit Assignment form **MUST** be submitted no later than **ONE WEEK** after the event or presentation. Also, a program or some other validating documentation must accompany the **Extra Credit** Assignment form.

**OUTLINE OF COURSE CONTENT\***

<u>Session</u>	<u>Topic</u>
One:	Introduction to Career Information, Counseling, and Development B, Ch. 1 Career, Academic, and Personal/Social Information S.C. Pro Mod.
Two:	Lecture/Discussion. Theories of Career Choice and Development B, Ch. 2 Factors Influencing Workers and Their Careers B, Ch. 3

- Three: Lecture/Discussion. Traditional/On-line Counseling B, Ch. 4  
Testing and Assessment B, Ch. 5
- Four: Lecture/Discussion. Client Groups with Special Needs B, Ch. 6
- Five: Lecture/Discussion. Career and Labor Market Information B,  
Ch 7 Due: Article 1: Career Information
- Six: Lecture/Discussion. Technology: The Internet and Computer-Assisted Guidance B, Ch 8 Due: Guidance Information  
Project: Plan/Proposal
- Seven: Lecture/Discussion. Preparing for Work B, Ch 9  
Job Placement/Outplacement/Job Search Procedures  
B, Ch 10
- Eight: Lecture/Discussion. Career Dev.  
Programming/Elm./Middle/High Schools B, Ch. 11,12  
Due: Article II: Academic Information
- Nine: Lecture/Discussion. S. C. Comprehensive Developmental  
Guidance Model Pro Model  
Career Dev./Postsecondary Settings:  
B, Ch 13
- Ten: Lecture/Discussion. Occupational Structure: Present and  
Future B, Ch 14  
Classification of Occupations B, Ch 15  
Due: Article III: Personal/Social Information
- Eleven: Lecture/Discussion. Career Development in Business &  
Industry B, Ch 16 Career Counselors in Private  
Practice B, Ch. 17 Trends & Issues B, Ch 18
- Twelve: Lecture/Discussion. Professional, Ethical and Legal Issues  
Selected Guidance Information Project Presentations
- Thirteen: Guidance Information Project Presentations, Cont. Selected
- Fourteen: Guidance Information Project Presentations, Cont. Selected
- Fifteen: Guidance Information Portfolio Due:  
Life Line Summaries of Resources (4) - O\*Net, OOH, CBB, SCOIS  
(One page minimum for each summary)  
Project Summary



Multicultural Consideration Summary  
 Copies of Three Articles  
 Handouts from Class, etc.

## REFERENCES

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Super, D. E. (1993). The two faces of counseling: Or is it three? *Career Development Quarterly*, 42, 132-136.

### **ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse on School Counseling Services	<a href="http://www.library.unt.edu/ericscs">http://www.library.unt.edu/ericscs</a>
American Counseling Association	<a href="http://www.counseling.org/">http://www.counseling.org/</a>
American School Counselor Association	<a href="http://www.schoolcounselor.org">http://www.schoolcounselor.org</a>
Bureau of Labor Statistics	<a href="http://bls.gov/">http://bls.gov/</a>
Career Development Quarterly Journal	<a href="http://www.counseling.org/journals/cdq.htm">http://www.counseling.org/journals/cdq.htm</a>
College Board Online	<a href="http://www.collegeboard.org/">http://www.collegeboard.org/</a>
College NET	<a href="http://www.collegeNET.com/">http://www.collegeNET.com/</a>
Counseling Today Online	<a href="http://www.counseling.org/online">http://www.counseling.org/online</a>
The Definitive Guide to Internet Career Resources	<a href="http://Phoenix.oakland.edu/career/internet.html">http://Phoenix.oakland.edu/career/internet.html</a>
ED Pubs (U.S. Dept. Of Educ.)	<a href="http://www.ed.gov/pubs/edpubs.html">http://www.ed.gov/pubs/edpubs.html</a>
Education Week	<a href="http://www.edweek.com">http://www.edweek.com</a>
ERIC (Educational Resources Information Center)	<a href="http://www.accesseric.org">http://www.accesseric.org</a>
ERIC Clearinghouse on Counseling and Student Services (ERIC/CG)	<a href="http://www.uncg.edu/edu/ericcass">http://www.uncg.edu/edu/ericcass</a>
ERIC/AE Full Text Internet Library	<a href="http://ericae.net/ftlib.htm">http://ericae.net/ftlib.htm</a>
Journal of Counseling and Development	<a href="http://www.counseling.org/_journal/s/_icd.htm">http://www.counseling.org/_journal/s/_icd.htm</a>
NOICC	<a href="http://www.noicc.gov/">http://www.noicc.gov/</a>
Occupational Employment Statistics	<a href="http://stats.bls.gov/oeshome.htm">http://stats.bls.gov/oeshome.htm</a>
Occupational Outlook Handbook	<a href="http://stats.bls.gov/ocohome.htm">http://stats.bls.gov/ocohome.htm</a>
U.S. Department of Labor	<a href="http://www.dol.gov">http://www.dol.gov</a>
What Color Is Your Parachute?	<a href="http://www.washingtonpost.com/nachute">http://www.washingtonpost.com/nachute</a>

**LISTSERVES**

South Carolina State Department teaching website

<http://www.thescea.org>

<http://www.s.c.teaching.org>

Counseling Grads is an e-mail group

<http://www.egroups.com/list/counselinggrads/>

intended for counseling grad students

for the exchange of ideas and

information which pertains to counseling

education and counseling as a profession.

Information about joining is at website.

Graduate Students in Counseling

[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)

In the body of the message type subscribe

COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,

Counselor Education, School of Physical

Activity & Educational Services,

The Ohio State University

GUIDANCE -- S.C. K-12 Guidance

[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)

Guidance Counselors List

**Course Syllabus**  
**CED 541 – Analysis and Interpretation of Group Testing**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Dr. Melvin Ransom and Dr. James C. Robinson  
**Phone:** 536-8892  
**Office:** Turner Hall 317D  
**E-Mail:** pscriven@scsu.edu  
**Office Hours:** 1-5 pm, By appointment

**School of Education Theme:**  
*"The Professional Educator as an Effective Performer,  
 Reflective Decision Maker and Humanistic Practitioner."*

**Required Text:** Nitko, Anthony J. (2001) Educational Assessment of Students, 2<sup>nd</sup> Ed. Englewood Cliffs: Merrill, Prentice Hall.

The S.C. Comprehensive Developmental Guidance and Counseling Program Model (1999). Columbia, SC: SC Department of Education.

**COURSE DESCRIPTION (CED 541), three (3) credit hours**

This course is systematic study of the evaluation, selection, administration, analysis, interpretation, and use of group tests of general ability, special ability, achievement, interest, and personality. Concepts such as validity, reliability, norms, various derived scores, and expectancy tables are part of the course, as well as descriptive and inferential statistics needed in-group testing. Communication of test information to others is an important consideration, as well.

**GENERAL INFORMATION**

Tests can and should be used effectively to promote learning. The public schools are accountable for using test data to enhance the total growth of students. Therefore, each teacher and counselor should present evidence periodically that students have made progress in learning. Parents and other interested persons are more concerned with the product than the process, as they would like to see evidence of growth in students. This course will prepare graduate students in the essential skills for educational testing so that they may work successfully in schools. Competent counselors are informed users of standardized measurement instruments in school, mental health, and marriage and family counseling.

Competent counselors must have knowledge of how to choose, use, read and interpret achievement and psychological tests. They must be able to communicate the results in a manner that adds to the understanding of the student/client, parents, and other professionals.

### **Institutional Outcomes and Learning Objectives**

The course content facilitates the development of effective performers capable of utilizing testing and assessment information in the formation of Educational plans to guide counseling interventions. Students will be introduced to concepts pertaining to educational testing, such as: performance-based assessment, authentic assessment, norm-referenced and criterion-referenced assessment.

\*Reflective decision makers are professionals who are sensitive to conditions and situations that could invalidate tests and assessment data. Multicultural issues will be critically examined, especially as these relate to cultural biases and historical misuse of test data.

\*Humanistic practitioners will be promoted through the open decision of theoretical assumptions and of ethical and competent use of educational test data.

### **Learning Objectives**

#### **Knowledge**

The Candidate will:

1. Identify the basic educational/psychological testing and assessment concepts.
2. Know various approaches to conducting the assessment process.
3. Realize the conditions and situations that contribute to valid test results.
4. Compare and contrast different forms of assessment methods.
5. Understand the need for alternative assessment strategies in special population of clients.
6. Know how to utilize research findings pertaining to the construction and validation of educational/psychological tests, and in making decisions about the appropriate use of these measures
7. Review historical perspectives concerning the nature and meaning of assessment
8. Have basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-references and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
9. Use statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
10. Know the concepts of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).

11. Know the concepts of validity (i.e., evidence of validity, types of validity and the relationship between reliability and validity).
12. Identify age, gender, sexual orientation, ethnicity language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations.
13. Recognize strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
14. Have an understanding of general principles and methods of case conceptualization, Know public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
- 15.. Explain advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
16. Be familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
17. Examine multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
18. Obtain technological competence and computer literacy.
19. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
20. Define basic educational/psychological testing and assessment concepts.
21. Describe various approaches to conducting the assessment process.
22. Understand the conditions and situations that contribute to valid test results.
23. Compare and contrast different forms of assessment methods.
24. Understand the need for alternative assessment strategies in special population of clients.
25. Know how to utilize research findings pertaining to the construction and validation of educational/psychological tests, and in making decisions about the appropriate use of these measures.
26. Define basic educational/psychological testing and assessment concepts.
27. Describe various approaches to conducting the assessment process.
28. Understand the conditions and situations that contribute to valid test results.
29. Compare and contrast different forms of assessment methods.
30. Understand the need for alternative assessment strategies in special population of clients.
31. Know how to utilize research findings pertaining to the construction and validation of educational/psychological tests, and in making decisions about the appropriate use of these measures.



**Skill**

The Candidate will:

1. Develop an assessment plan.
2. Administer a battery of tests selected by the instructor.
3. Score the battery of tests as taught by the instructor.
4. Interpret the test results.
5. Develop appropriate plans and/or recommendations.

**Dispositions**

The Candidate will:

1. Present in a coherent manner content of reading assignments.
2. Utilize research data in determining the reliability and validity of test material they plan to use with students/clients.
3. Demonstrate that they understand the importance of using multicultural information in making decisions concerning students/clients, and on the appropriate use of tests with diverse cultural/ethnic groups.

**COURSE OVERVIEW****Major Concepts to be Taught**

- \*Difference between Evaluation, Measurement and Testing
- \*Accountability in Education
- \*The Marriage between Objectives and Evaluation
- \*Domains in Educational Objectives
- \*Legal Issues in Testing
- \*Characteristics of Standardized Testing
- \*Types of Standardized Test Scores
- \*Norms
  - Difference between Norm-referenced and Criterion-referenced Testing
  - Specific Types of Tests: Achievement, Ability, Aptitude, Interest and Personality, Validity and Reliability
  - Interpretation of Test Results
  - Test Construction: Item Writing, Item Difficulty, and Item Discrimination
  - Selection and Evaluation of Tests for Testing Programs
  - Planning for Administration
  - Test Security
  - Use of Test Results in Grading Cognitive and Affective Behaviors
  - Learning Styles and Testing
  - Working with Special Populations
  - Test-taking Skills
  - Limitations of Testing
  - Ethics in Testing

**PROFESSIONAL VOCABULARY**

Provide an example of each term

1. age-equivalent scores
2. alpha coefficient
3. alternate forms
4. bias
5. bimodal distribution
6. central tendency
7. certification testing
8. checklists
9. computer-assisted testing
10. concurrent validity
11. content validity
12. correlation coefficient
13. criterion-referenced
14. criterion related validity
15. cut-off scores
16. diagnostic testing
17. discrimination
18. distractor equivalent forms
19. equivalent forms
20. essay tests
21. formative evaluation
22. frequency distribution
23. grade equivalent
24. grades
25. group-referenced
26. guessing
27. halo effect
28. higher order thinking skills
29. holistic scoring
30. item analysis
31. item bank
32. item stem
33. item weighting
34. instructional objectives
35. kurtosis
36. mastery testing
37. mean
38. median
39. mode
40. minimum competence
41. mental age

- 42. normal curve equivalents
- 43. normal distribution
- 44. nominative data
- 45. norm referenced
- 46. objective tests
- 47. ordinal data
- 48. percentile
- 49. percentile rank
- 50. performance assessment
- 51. performance test
- 52. population
- 53. predictive validity
- 54. profile
- 55. quartile
- 56. range
- 57. rating scales
- 58. ratio data
- 59. raw score
- 60. readiness tests
- 61. rote learning
- 62. scatter plot
- 63. standard deviation
- 64. standard error of measurement
- 65. standardized
- 66. standard scores
- 67. stanines
- 68. taxonomy
- 69. test bias
- 70. testwiseness
- 71. trait
- 72. treatment
- 73. T-score
- 74. validation
- 75. variability
- 76. Z-score

## **COURSE REQUIREMENTS**

- A. Major requirement in this course is for the student to develop a group testing portfolio and to continue to build the practicum portfolio which is required for CED 530/531.

All Tests, Exams, and Portfolio are Mandatory and Attendance is Mandatory.  
Tests/Exams/Portfolio/Mandatory Attendance Mandatory

30pts:

**The class will be divided into different cooperative-type groups of 4 or 5 weekly.** Each class will begin with a short test on the previous week's discussion. Only one test paper will be turned in per group with all members' names on the test paper. If your group score averages to 96 then your score for this section will be 96% of 30.

20pts:

**Comprehensive Midterm Exam.** You will be allowed two pages of personal notes. Individually administered.

30pts:

**A Portfolio (is required of each student a week before the course ends. It must be typed and professional in appearance. This requires the portfolio to be illustrative, attractive and informative. It should begin with your philosophy on testing.**

20pts:

**Comprehensive Final Exam.** You will be allowed two pages of personal notes. Individually administered. You will need a blue book(s) to write your exam.

### **PORTFOLIO PARTICULARS**

#### **I. Professional Vocabulary (listed earlier in this syllabus)**

-Definitions (Detailed; Related to Education and Testing) and in your own professional vocabulary with an example that further explains the term.)

#### **II. Sample of Group Tests (3 tests) (Try to get a protocol or a copy of an old version of the test or an alternate version of the test protocol. PACT, Exist Exam, Terra Nova, etc.**

##### **Name of Test**

- Edition
- Publishers
- Date of Publication
- Purpose for which test was designed
- How it is being used in SC
- Population Sampled
- Validity
- Reliability
- Any Biases Mentioned in Test Manual
- Personal/Professional Impressions of the Measure strengths
- Weaknesses
- Usability

III. Sample of Individually Administered Tests  
NRTs and CRTs 3 NRTs and 2 CRTs

- **Name of Test**
- Publishers
- Date of Publication
- Purpose for which test was designed
- How it is being used in SC
- Population Sampled
- Validity – Biases
- Reliability
- Any Biases Mentioned in Test Manual
- Personal/Professional Impressions of the Measure
  - \*Strengths
  - \*Weaknesses
  - \*Usability

IV. Test Construction  
From a unit of instruction prepared for this portfolio, design a cognitive instrument using data from part II of the text. (You must include an item specification table.)

V. Website Investigation

- Find at least (5) five websites from which you can get information on standardized tests.
- Print information and source.
- Evaluate information.
- How will it apply to job
- Evaluate information as to usefulness, thoroughness, practicality, and application to your current or future career.

VI. Critique/Summarize at least 5 Journal Articles related to Educational Testing. Include the article and your (1) one page, typed write-up in your portfolio.

VII. Professional Organizations: All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**GRADING SYSTEM**

A = 91-100

B = 80- 90

I = 70- 79

**LEARNING TIPS**

1. Note taking during lectures is encouraged.
2. Study groups are encouraged.

If you need help, please schedule an appointment with me. Call me at the number listed on the front.

**COURSE OUTLLINE**

<b>Week</b>	<b>Topics</b>	<b>Reading Activity(ies)</b>
1	Introduction and Overview of Course Policies Lecture/Discussion and Practices Key Terms and Concepts	Chapters 1 & 2  Demonstration
2	Validity and Reliability of Assessment Results Lecture/Discussion Summaries, pp. 59-60 Writing & 76 Key Terms and Concepts	Chapters 3 & 4  Practice Behavioral objectives
3	Professional Responsibilities Lecture/Discussion pp. 94 & 95 Key Terms and Concepts	Chapter 5 Lecture
4	Planning Key Terms and Concepts	Chapter 6 Lecture
5	Implementation  Key Terms and Concepts	Chapter 7  Lecture

6	Multiple – Choice and Matching Key Terms and Written	Chapter 8  Questions
7	Essay Assessment Tasks Scoring Lecture/Discussion Rubrics Key Terms and	Chapter 9
8	Concepts Higher-Order Thinking, Problem Solving, Lecture/Discussion And Critical of Each Thinking Summary pp. 213215, 318 & 319 Key Terms and Concepts	<b>MIDTERM EXAM</b> Chapter 10 Chapter 15  Item Analysis
9	Alternative Varieties of Lecture/Discussion Objectively Scored Items Summary pp. 235 & 236 Key Terms & Concepts	Chapter 11
10	Performance, Alternative, and Lecture/Discussion Authentic Assessments Summary pp. 258 & 259 Key Terms and Concepts	Chapter 12
11	Performance Tasks, Portfolios, Rating Lecture/Discussion Scales and Scoring	Chapter 13

12	Rubrics Standardized Achievement Tests Lectures/Discussion Key Terms and Concepts	Chapter 17
13	Interpreting Norm Referenced Scores	Chapter 18 Role Play
14	Model Key Terms and Concepts	Test Reports
15	Current Issues in Journals, Educational Testing News Reports, PACT in S.C.	Research Newspapers, Due
16	FINAL EXAM	

### **Supervised Counseling Practicum Requirement (10 Hours)**

1. Interview a seasoned guidance counselor (at least 5 years experience) and a seasoned school psychologist or special education teacher. Ascertain their familiarity with tests, why they chose this field, likes and dislikes, etc by designing and administering an interview scale. Obtain a copy of their job descriptions, workdays and play scales for your portfolio.
2. Select, administer, score, and interpret at least one (1) individual test to a school age child (based on your major option). Place a copy of the test, care study, assessment plan and results in your practicum portfolio.
3. Select administer, score and interpret at least one (1) group test for three (3) school age children (based on your major option-elementary or secondary). Place a copy of the test core studies, assessment plan and result in your practicum portfolio.

### **REFERENCES**

- Deuschle, C., Burreson, C., and Bramlett-Jackson, E. (2000). *Stop the bus, a handbook for assessing children*. Lanham, MD: University Press of America.
- Flanagan, Dawn, Genshaft, Judy, and Harrison, Patti (2000). *Contemporary intellectual assessment, theories, tests, and issues*. Los Angeles, CA: Western Psychological Services Publishing Co.
- Greenberg, K. R. (2003). *Group counseling in K-12 school: A handbook for school counselors*. Pearson Education, Inc.



Groth-Marnat, Gray (1999). *Handbook of psychological assessment*. Los Angeles, CA: Western Psychological Services Publishing Co.

Kramer, J. J. & Conoley, J. C. (Eds.). *The Mental Measurement Yearbook*. Lincoln, NE: Buros Institute on Mental Measurement.

Napier, R., & Gershenfeld, M.K. (2004). *Groups: Theory and experience* (7<sup>th</sup> ed.). Lahaska Press.

Silverlake, A. C. (1999). *Comprehending Test Manuals*. Los Angeles, CA: Pyrezak. Publishing.

Sonstegard, M.A., Bitter, E., & Pelonis, P. (2004). *Adlerian group counseling and therapy*. Brunner-Routledge.

Truch, Steve (1999). *The WISC III companion: a guide to interpretation and educational intervention*. Los Angeles, CA: Western Psychological Services Publishing Co.

Whitworth, Rugh and Sutton, Dorothy (1999). *WISC III compilation*. Los Angeles, CA: Western Psychological Services Publishing Co.

## **HISTORICAL REFERENCES**

Anastasi, A. (1988). *Psychological testing*. (6<sup>th</sup> Ed.) New York: MacMillan.

Goleman, Daniel (1998). *Working with emotional intelligence*. New York: Bantam Books.

Gruber, Gary R. (1998). *Gruber's completion for the new SAT*. New York: Harper Perennial: Harper Collins Publishers.

Bloom, B. S. (1971). *Handbooks on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill.

Drummond, R. J. (1992). *Appraisal procedures for counselors and helping professionals* (2<sup>nd</sup> Ed.). New York: Merrill.

Educational Testing Service (1990). *Making the Classroom Test: A Guide for Teachers*. Princeton, NJ: ETS.

Goleman, Daniel (1995). *Emotional intelligence*. New York: Bantam Books.

Graziuno, A. G. (1982). "Examiners' Race and Effects on the Validity of Intelligence Tests". *Review of Educational Research*. Pp. 52, 469-497.

Gronlund, N. E. & Linn, R. L. (1990). *Measurement and Evaluation in Teaching*. (6<sup>th</sup> Ed.). New York: MacMillan.

Kramer, J. J. & Conoley, J. C. (Eds.). *The Mental Measurement Yearbook*. Lincoln, NE: Buros Institute on Mental Measurement.

Mitchell, J. V. (ed.) (1983). *Tests in Print*, Vol. 11. Lincoln, NE: University of Nebraska Press.

Mitchell, J. V. (ed.) (1985). *The Ninth Mental Measurement Yearbook*. Lincoln, NE: Buros Institute of Mental Measurement.

Nunally, J. C. (1977). *Psychometric Theory*. New York: McGraw-hill.

*On Telling Parents About Tests Results* (1990). Test Service Notebook 154. New York: the psychological Corporation.

Prunki, P. i. (1979). *The Psychological Testing Workbook*. Champaign, IL: The Institute for Personality and Ability Testing.

### **ON-LINE RESOURCES**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericcs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>  
Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development

<http://www.counseling.org/journals/jcd.htm>  
Measurement and Evaluation in Counseling and Development.  
Alexandria, VA: The Association for Assessment in Counseling.

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

### **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
Counselors List)

### **Videos**

How we study children (1996). New York: Insight Media.

Anecdotal records and observations (1994). New York: insight  
Media.

**Course Syllabus**  
**CED-543: Group Dynamics: Techniques and Procedures**  
**DEPARTMENT OF EDUCATIONL LEADERHSIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Ms. Sharon Givens and Dr. Philip Scriven

**Phone:** (803) 536-7147

**Office hours:** **By appointment**

**Fax:** (803) 536-4540

**Office:** 317D Turner Hall

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Course Text:** Capuzzi, David and Gross, David. (2003).  
*Introduction to Group Counseling*, (3<sup>rd</sup> ed.). Denver Co.: Love  
Publishing Co.

**Supplementary Text:** Greenberg, Kenneth. *Group Counseling in  
K-12 Schools. A Handbook for School Counselors*

**Course Description:**

This course is design to reinforce, provides practices, and to access students mastery of individual counseling and apply them to counseling in groups. The course will review the history and influence of group work theory and practice, but will emphasizes the practical knowledge and techniques for effective group leadership and counseling. Topic range from definition of groups, group work, group dynamics, leadership and membership issues to include ethics, research, training standards, and applications to group work methods to a wide array of populations and issues.

This course is most appropriate for those who intend to be school counselors (K-12), since it will focus on group counseling in a comprehension developmental guidance and counseling setting. Ultimately, the course helps students move toward becoming effective, reflective and humanistic group counselors/leaders.

**COURSE OVERVIEW**

This course gives an exposition of group dynamics theory and techniques. This course consists of two portions: interactive lecture and a laboratory part. Students are required to complete the readings for the lecture and are required to participate in groups to examine in depth their own interaction and motives and to process groups. (F.S.)

The model that under girds this course is competency/performance-based. The content and requirements reflect the overall theme of the education program, The Professional Educator as Effective Performer, Reflective Decision Maker and Humanistic Performer. Consistent with the purpose evidenced in this theme, the course seeks, through a series of learning activities, to produce students who are (1) reflective decision makers, (2) effective performers, (3) humanistic practitioner.

### **COURSE RATIONALE**

This course contributes to the development of competent counselors, and others in related disciplines, by providing theory and practice in the dynamics and techniques of leading of small groups, to include diversity issues, leadership issues, decision-making, group goals, communication within groups, dealing with controversy, creativity, conflicts of interest, the use of power, and problem solving in group work.

### **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and expectations are significant for counselor trainees and client development. The objectives are related to each of the following unit outcomes and offer a brief plan for integrating technology and diversity into university and school-based guidance centers In addition, each includes knowledge, skills, and dispositions experienced throughout the duration of the course are provided below:

The group dynamics course develop **effective performers** that are professional helpers who possess a wealth of knowledge and skill modalities in which group work specialist must be proficient when working with diverse client populations. They are aware that group work is demanding and possess the theoretical knowledge and practical strategies that rest on a foundation in individual counseling and supervised practice and are able to use state-of-the-art technological resources to reach students/clients of diverse backgrounds who may benefit from group counseling.

**Reflective decision makers** are professional helpers who are capable of helping clients/students make rational decisions and solve problems relative to learning to live, learning to work and learning to learn based on their knowledge/skill/ability levels through psychoeducational groups, group counseling, or group therapy. Counselor trainees gain a wealth of knowledge and application techniques through practice, reading and analysis of current research related to group dynamics, and leadership issues with group work practice under supervision.

In this global economy and age of demographic shifts, multicultural considerations are significant in group work and group dynamics. **Humanistic practitioners** must consider the unique norms, traditions and beliefs for persons of diverse ethnicities, cultures, economic backgrounds, generations, etc. The professional counselor must also reflect on his/her own perspectives relative to group work to ensure an ethical and non-threatening group experience.

## **Learning Objectives**

### **Knowledge**

The Candidate will:

1. Know the historical, philosophical, and theoretical foundations of group work and group counseling.
2. Describe the stage that groups progress through from inception to closure.
3. Identify the personal characteristics of effective group leaders.
4. Be informed of the legal and ethical guidelines of group work.
5. Know principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
6. Explain group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
7. Understand theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
8. Identify group methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
9. Explain approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
10. Know professional preparation standards for group leaders; and
11. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
12. Explain the historical, philosophical, and theoretical foundations of group work and group counseling.
14. Describe the stage that group progress through from inception to closure.
15. Identify the personal characteristics of effective group leaders.
16. Identify the types of groups.
17. Discuss the legal and ethical guidelines of group work.
18. Identify theories of multicultural counseling, theories of identity development, and multicultural competencies.

### **Skill**

The Candidate will:

1. Demonstrate successful skills and techniques in small group counseling.
2. Apply the Ethical guidelines for group counselors “and American Counseling Association Code of Ethics” in demonstrating Classroom guidance activities and small group activities.
3. Assess school level environments and design strategies to effect behavior change through group counseling.
4. Demonstrate their knowledge of the S.C. Comprehensive Developmental Guidance and Counseling Program model use of classroom guidance activities and small group counseling by

accurately identifying children needs and conducting groups in the following three broad areas.

- A. learning to live (knowledge of self and others)
- B. learning to learn (education and academic knowledge)
- C. learning to work (career planning and knowledge)
- 5. Integrate the current professional literature in their evaluation of the efficacy of group work.
- 6. Investigate and discuss how consultation enhances group works.

### **Disposition**

The Candidate will:

- 1. Adhere to all professional ethical standards
- 2. Assume responsibility to adjust plan and strategies based on client feedback and reflections.
- 3. Recognizes and accepts individual differences within students, including persons with exceptionalities.
- 4. Are aware of the importance of membership in and affiliation with professional organizations.
- 5. Candidates are able committed to becoming effective leaders

### **EVALUATION OF STUDENTS:**

- A. Interview practicing group counselor and prepare an interview report to be shared with class members.
- B. Each student still will design and present a group guidance activity with school age children aimed at preventing some anticipated behavior.
- C. Each student will design and conduct an in class group.
- D. Read and provide summaries of two professional journal articles related to group theory or practice. One article should come from the Journal of Specialists in Group Work and the second from the Journal of Professional School Counseling. A copy should be provided for each class member.
- E. Prepare a vocabulary journal of group work jargon.
- F. Complete a comprehensive objective exam.
- G. Professional Organizations: All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**METHODS OF EVALUATION:****Activity****Possible Points**

Attendance and participation	200	_____
Interview report	200	_____
Group guidance activity	100	_____
In class group	100	_____
Article summaries	100	_____
Vocabulary Journal	100	_____
Comprehensive Exam	200	_____
Total	1000	_____

**Grading Scale**

A = 901 –1000

B = 801 – 900

C = 701 –800

D = 601 –700

F = 600 and below

**Attendance:** Student should attend every class meeting on time. Ten points of the participation is earned for each class a student attends on time. Five points is awarded to those who come to class late or leave early.

**COURSE OUTLINE**

**All class sessions will be conducted through  
lecture/discussions/small group activities and /pr videos**

<b>Session</b>	<b>Activity</b>
Week 1 and 2	Course introduction and the History of Group Work
Week 3	Elements of Effective Leadership Chapters 1, 3, and 6 - the importance of leadership lecture/discussion, leadership styles, personal characteristics of group



Week 4	<p>Chapter 4 Theoretical Approaches Applied to Groups</p> <p>lecture/discussion</p> <ul style="list-style-type: none"><li>- Adlerian Theory</li><li>- Gestalt Theory</li><li>- Person-Centered Theory</li><li>- Rational Emotive Behavior</li><li>- Transactional Behavior</li><li>- Psychodramatic Behavior</li></ul>
Week 5	<p>Chapter 7 Legal and Ethical Consideration in Group Work</p> <ul style="list-style-type: none"><li>- Purpose of Ethical guidelines</li><li>- Ethical Codes for Group Workers</li><li>- Code of Ethics and Standards of</li><li>- Ethical decision making</li><li>- other issues purpose of group</li></ul>
Week 6 and 7	<p>Video-“Gadza on groups”</p> <p>Student discuss their agency interview paper in groups</p>
Week 8 and 9	<p>S.C. Comprehensive Developmental</p> <p>lecture/discussion</p> <p>Guidance and Counseling Program</p> <ul style="list-style-type: none"><li>- students will</li><li>- Program and components</li><li>- Counselor’s role and competencies</li><li>- Students will conduct</li><li>- Students will share</li></ul>
Week 10	<p>Group Work in Specific Settings</p> <p>Students will discuss in</p> <ul style="list-style-type: none"><li>- Alternative School</li><li>- Nonprofit Community</li><li>-University settings</li><li>- Private practice</li><li>- Family groups</li><li>- Hospital programs</li></ul>
Week 11	<p>Professional Issues</p> <p>Students share their article abstracts from the Journal of Specialist in Group Work</p>

Week 12	Theme Focused Groups Lecture/Discussion <ul style="list-style-type: none"> <li>- Career and Lifestyle Issues</li> <li>- Students will</li> <li>- Loss and Grief</li> <li>- Suicide</li> <li>- Guest presentations</li> </ul>
Week 13 and 14	Group Work with Special <ul style="list-style-type: none"> <li>-People with addictions</li> <li>- People with physical</li> <li>- Gays, Lesbians, and Bisexuals</li> <li>- Elderly people</li> </ul>
Week 15	Final Exam

#### **METHOD OF EVALUATION**

Class Participation	150
Vocabulary Journal	100
Abstract I	100
Abstract II	100
Interview	100
Quizzes	200
Group Leadership	50
Mid-Term Exam	100
Final Exam	100

#### **GRADING SYSTEM**

A = 1000-901

B = 900-801

C = 800-899

**Supervised Practicum Requirement:** Each student will identify a professional to interview during the course. The professional should be a school counselor who leads groups or an agency counselor who is currently leading groups. Students are to write a summary of the interview. Each student will develop a group plan that will be used to conduct three sessions of a Guidance/pyschoeducationl, counseling, or task/work group. The plan should outline at least three and submitted for supervision and class discussion. All groups must be conducted with school age children. The plan and evaluation should be placed in the practicum portfolio.

## REFERENCES

- Brown, N.W. (2003). *Psychoeducational groups: Process and practice* (2<sup>nd</sup> ed.). Brunner-Routledge.
- Corey, Gerald (2000). *Theory and practice of group counseling* (5<sup>th</sup> ed). Pacific Grove. Brooks/Cole.
- Corey, M. S. & Corey, G. (2002). *Groups: Process and practice* (6<sup>th</sup> Ed). Pacific Grove, CA: Brooks/Cole
- Corey, G. (2004). *Theory and practice of group counseling* (6<sup>th</sup> ed.). Pacific Grove. Pacific Grove. Brooks/Cole.
- Corey, G., Corey, M.S., Callanan, P., & Russell, J.M. (2004). *Group techniques* (3<sup>rd</sup> ed.). Brooks/Cole.
- Corey, M.S. & Corey, G. (2002). *Groups: Process and practice* (6<sup>th</sup> ed.). Pacific Grove. Brooks/Cole.
- Corey, G. & Corey, M.S. (2000). *Evolution of a group student video and workbook*. Pacific Grove. Brooks/Cole.
- Greenberg, K. R. (2003). *Group counseling in K-12 school: A handbook for school counselors*. Pearson Education, Inc.
- Napier, R., & Gershenfeld, M.K. (2004). *Groups: Theory and experience* (7<sup>th</sup> ed.). Lahaska Press.
- Sonstegard, M.A., Bitter, E., & Pelonis, P. (2004). *Adlerian group counseling and therapy*. Brunner-Routledge.

## HISTORICAL REFERENCES

- Babes, R. F. (1950). *Interaction process analysis: A method for the study of small groups*. Canterbury, MA: Addison & Wesley
- Brigman, Grey & Earley, B. (1991). *Group Counseling For School Counselors*. Portland, ME: J. Weston Walch, Publisher
- Carroll, M. & Wiggins, J. D. (1997). *Elements of Group Counseling*. Back to the basics (2<sup>nd</sup> ed). Denver, CO.: Love Publishing Co.
- Carroll, M., Bates, M., & Johnson, C. (1997). *Group Leadership*. Denver, CO.: Love Publishing Co.

Davis, L. E. and Proctor, E. K. (1989). *Race, gender, and class: Guidelines for practice with individuals, families, and groups*. Englewood Cliffs, NJ.: Princeton Hall.

Gazda, G. (1989). *Group counseling: A developmental approach (4<sup>th</sup> Ed.)*. Boston: Allyn and Bacon.

Schmuck, R. A. and Schmuck, P. A. (1997). *Group Process in the classroom (7<sup>th</sup> ed.)*. Dubuque, IA: Brown and Benchmark.

### **On-Line References**

Association of Specialist in Group Work

<http://coe.colstate.edu/asgw/>

American Counseling Association <http://www.counseling.org/>

Counseling groups

<http://www.uark.edu/Aladdin/artexplio/groups.html>

Ethics and disclosure

<http://www.mariposatherhapy.com/ethics.htm>

Adjunct ERIC Clearinghouse  
of School Counseling Services

<http://www.library.unt.edu/ericscs>

American Counseling Association

<http://www.counseling.org/>

American School Counselor Association

<http://www.schoolcounselor.org/>

Counseling Today Online

<http://www.counseling.org/ctonline>

Education Week

<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)

<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)

<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

## **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
(Guidance Counselors List)

**Course Syllabus**  
**CED 550: Internship in Elementary School Counseling**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Dr. Charlotte Redden Hamilton and Dr. Robert Johnson  
**Office:** Turner Hall, D-Wing, Room # 337  
**Office Hour:** Tuesday, 12-5pm, Wed, 1 – 3, Thursday, 1-5pm  
**Office number:** 803-536-8822  
**Fax number:** 803-750-0580  
**Email address:** crhamilton@scsu.edu

**School of Education Theme:**  
*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Required Texts:**

Counselor Education Internship Handbook (Revised edition).  
(2002). Department of Educational Leadership and Counselor  
Education, South Carolina State University.

Sweitzer, H. & King, M. (1999). The successful Internship:  
Transformation and Empowerment. Pacific Grove, CA:  
Brooks/Cole Publishing Co.

The S. C. Comprehensive Developmental Guidance and Counseling  
Program Model. (1999). Columbia, S. C.: S. C. Department of  
Education.

**Supplemental Texts:**

Meier, S. T. & Davis, S. R. (1997). The Elements of Counseling  
(3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

**COURSE DESCRIPTION**

**Credit hours: 1-6 (Each credit hour requires 100 clock hours of  
field based experience)**

This course is designed to provide the student with an opportunity to gain actual  
experience as a professional school counselor in an elementary school setting.  
Students enrolled in this course will join the staff of a school guidance and  
counseling departments and render services, under the supervision of a certified  
counselor and the internship instructor, to the school as a school counselor intern.

In this course, students have the opportunity to assist with planning, and implementing, and evaluating a comprehensive developmental guidance and counseling program. The intern will use strategies based upon the major counseling theories and techniques to provide at least 240 hours of direct services to students through individual and group counseling and consultation. The scope of the course addresses relevant diversity issues as well as appropriate technology applications.

### **COURSE RATIONALE**

This course emphasizes the implementation of the Guidance Comprehensive Developmental and Counseling program model components. The first one of these components is the guidance curriculum. The course will give counselor trainees the opportunity to provide guidance content in a systematic way to all students through groups and classroom activities. The second program component to be emphasized is individual planning. Counselor trainees will be given the opportunity to assist students in monitoring and understanding their development for next step decisions. The third program component is responsive services. Counselor trainees will be given a chance to conduct workshops with parents, speak to community leaders, and collaborate with administrators to assist in an emergency or aid in helping other become more aware of school functions and duties. These are services that address immediate concerns of students or identified by a Needs Assessment. Involvement by counselor trainees will also be in the area of system support, which will include program support activities and services.

### **COURSE OVERVIEW**

This course consists of an observation period in which the student becomes oriented to the school to which he/she has been assigned and a field based internship period in which the student, under supervision, assumes responsibility for executing an array of guidance and counseling functions in the school. Students will also engage in experiences that strengthen their individual and group counseling skills during the internship.

Students must apply for this course before mid-term of the last full semester proceeding the semester in which they desire to enroll in the course. Registration is only by application and permission of program director.

### **Prerequisites**

- A.
  1. Completing all foundation core courses, subject matter, and elementary counseling courses.
  2. A passing score on Praxis II: School Guidance and Counseling.
  3. Proof of professional liability insurance coverage.
- B. This course is intended for Elementary counseling majors and those persons seeking elementary school counselor certification.

## **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and expectations are significant for students and their development. The knowledge skills and dispositions experienced throughout the course are indicated below.

### **Institutional Outcomes**

The Internship in Elementary School Counseling develops *effective performers* capable of implementing the four components of a comprehensive developmental guidance and counseling program as they relate to the foundations of counseling. Counselor trainees will have knowledge and understanding of issues in school counseling ranging from trends in school counseling program, school counseling relationship to the school academic and student service programs to ethical and legal issues in the practice of school counseling.

**1. *Reflective decision makers*** are professional counselors who demonstrate the ability to make informed decisions and problem solve related to the coordination of the school counseling program components as they relate to the total school community, conscious consideration of their students' needs and the technical, educational, and ethical consequences of their decisions. Further reflection is required, as the professional school counselor advocates for all students and for an effective school counseling program and plans, develops, implements, monitors, and evaluates and presents this program to students, administrators, teachers, parents and the community. Continuous reflection is required as the counselors-in-training assist students through individual and small-group counseling approaches with academic, career and personal/social development.

**2. *Humanistic practitioners*** demonstrate consultative strategies in promoting, developing, and enhancing effective teamwork that assist with cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Counselor trainees are able to demonstrate the ability to understand and work effectively with culturally diverse populations that include student, teachers, administrators, other school personnel, parents, community groups, and agencies as helping professional.

### **Learning Objectives**

#### **Knowledge**

The Candidate will:

1. Understand the essential interviewing and counseling skills
2. Be able to develop a therapeutic relationship,
3. Establish appropriate counseling goals,



4. Design intervention strategies,
5. Evaluate client outcome,
6. Be able to successfully terminate the counselor-client relationship.
7. Understand and maintains appropriate professional boundaries.
8. Identify the counseling theories
9. Conceptualize client presentation
10. Apply theoretical material to case studies.
11. Know how to develop a personal model of counseling.
12. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
13. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
14. Know public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
15. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
16. Be familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
17. Understand professional; credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
18. Identify multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
19. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
9. Obtain technological competence and computer literacy.
10. Understand the legal and ethical considerations for counselors when working with students.
11. Comprehend the counselor's role.
12. Know the school setting and curriculum.
13. Know and have an understanding of the school's community.
14. Have knowledge of current technology.
15. Know when to refer students for specialized help.
16. Know how to advocate for the guidance and counseling program throughout the total school community.
17. Effectively use surveys, interviews and needs assessments.
18. Have knowledge of prevention and crises intervention strategies.
19. Identify student academic, career, and personal/social, competencies.
20. Have knowledge of individual and group counseling strategies.
21. Have knowledge of issues pertaining to child welfare.

**Skills**

The Candidate will:

1. Practice the following skills in a school setting:  
individual counseling skills and group counseling skills.
2. Demonstrate the establishment and maintenance of supportive counseling relationships with students.
3. Specify and use school and community resources.
4. Review, reflect upon, analyze, and present about counseling sessions.
5. Exhibit professional working relationships with supervisors and colleagues.
6. Participate in professional development activities.
7. Incorporate the S. C. Comprehensive Developmental Guidance and Counseling Program Model in making and executing a plan of action for internship activities.

**Disposition**

The Candidate will:

1. Counselor trainees will be committed to short and long-range planning, which will continually evaluate a comprehensive developmental guidance and counseling program.
2. Counselor trainees will appreciate and employ self-monitoring, self-evaluation and self-direction for professional growth and student development.
3. Counselor trainees will experience the positive effects of accommodating cultural differences in the counseling environment, e.g., ethnicities, gender, religion, disabilities and life style and etc.
4. Counselor trainees will commit to exhibiting professional working relationships with supervisors and colleagues.
5. Counselor trainees will be committed to knowing and implementing appropriate theoretical counseling theories processes and techniques to meet developmental, preventive, and remedial needs of helpees.
6. Counselor trainees will be committed to on-going professional growth and to the school counseling profession.
7. Counselor trainees will be an advocate for the school guidance counseling program.

**METHOD OF EVALUATION**

- A. The student will tape a minimum of four (4) individual and/or group counseling sessions. The student will review each tape, complete tape analysis, and review tape analysis with the university professor and/or colleagues.
- B. The student will be evaluated in writing by the site supervisor at mid-term and at the end of the semester.
- C. The student will employ a plan of action, which is illustrated, on the log sheets. The original log sheets must be signed by both the site

supervisor and the student counselor and accepted with approval by the university professor.

- D. The student will submit original time sheets, which have been signed by both the site supervisor and the student counselor and approved by the university supervisor. The time sheet must reflect a minimum of 100 hours spent at the student counselor's internship site for each credit hour awarded for the course.
- E. Professional Organizations: All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

**CLASS ATTENDANCE/PROMPTNESS:** Attendance is expected at every class. Only excused absences are acceptable per Instructor's approval in writing. Student promptness is expected for every class period. Tardiness is unprofessional and will result in 1 point for every minute the student is late.

#### **GRADING SCALE**

	Audio and video tapes	20%
	Evaluation by Site Supervisor	50%
	Evaluation by University Professor	30%
a.	Completion of Time Sheet	
b.	Completion of Log Sheet	
c.	Completion of Practicum Forms	
d.	Class participation and class promptness	
e.	Case Conceptualization of audio/video tapes	

#### **OUTLINE OF COURSE CONTENT**

<b>Session</b>	<b>Topic</b>
1	Course Introduction/overview S&K 1 Due: Verification p. 32
2	Lecture and discuss - S&K 2-3 Internship Handbook Due: Schedule, p. 33 Direction to internship p. 37
3	Lecture and discuss – S&K 4 Due: Summary Report p. 35-36 Due: Tape #1 or Live observation Due: Case Conceptualization

- 4 Lecture and discuss – S&K 5  
Due: Case Conceptualization  
Due: Time sheet
- 5 Group supervision  
Due: Tape #2 or Live observation
- 6 Lecture and discuss – S&K 6  
Due: Time sheet  
Due: Case Conceptualization
- 7 Group Supervision  
Due: Case Conceptualization
- 8 Lecture and discuss-S&K 7  
Due: Case Conceptualization with video/audio tape
- 9 Mid-Term Review  
Due: Log, hand in copy  
Due: Time sheet  
Due: Case Conceptualization with video/audio tape
- 10 Group Supervision  
Due: Case Conceptualization with video/audio tape
- 11 Lecture and discuss –S&K 8  
Due: Log  
Due: Time sheet
- 12 Group supervision  
Due: Case Conceptualization with video/audio tape
- 13 Lecture and discuss S&K 9  
Due: Log and Time sheet
- 14 Lecture and discuss S&K 10  
Due: Case conceptualization with video/audio tape
- 15 Case presentations  
Due: Final Time Sheet, Hand in original  
All original logs signed by site supervisor and student counselor. Counselor Performance Rating Scale (Handbook, p.55-60); Sent to University Instructor via U.S. Postal Service or carried by students in a sealed envelope; Student counselor's evaluation of supervising counselor (handbook, p. 61-63); Supervising counselor evaluation of university instructor.

## CLINICAL COURSE REQUIREMENTS

This program requires students

## CLINICAL COURSE REQUIREMENTS

This program requires students to complete internship experiences that total a minimum of **600 clock hours** (A log sheet and time sheet signed bi-weekly by the site supervisor must be maintained). The internship provides for further development of individual and group counseling proficiency under supervision by the site supervisor and university instructor (The university supervisor will make periodic visits to the school site during the internship period). It also provides for the student to become proficient in the use of SCOIS (middle school level). Formative evaluations of the student's performance throughout the internship including a summative evaluation at the completion of the internship will be provided. The student is expected to demonstrate the following:

- A. To be in your assigned school setting a minimum of 6 - 8 hours per week for each credit hour to be earned. There is no maximum number of hours for a student counselor to be in a school. Keep a record of your hours and the activities in which you are involved and have this signed weekly by your site supervisor. Submit logs and time sheets to your university supervisor on a bi-weekly basis.
- B. To work with a variety of students who are representative of the age and grade span within your school setting. Diversify the contacts you make according to age/grade/gender/race/ability (**240 direct contact hours are required**).
- C. To work with students in both individual and group settings.
- D. To video-and/or audiotape a minimum of three (3) counseling sessions. At least three (2) tapes of individual sessions need to be with the **same** student. The student counselor is expected to thoroughly critique and analyze tapes (Tape Analysis Form) **prior** to reviewing tapes with the university supervisor.
- E. To present a case study to the class on a student who has been counseled during at least three (2) sessions. A written Interview Report (Handbook, p. 47-49) summarizing **all** sessions with the case study will be submitted to the professor.
- F. To utilize the resources of both school and community.
- G. To attend professional development activities provided by the school, district, university, and/or other appropriate professional organizations

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- Grobman, L.M. (Ed.) (2002). *The field placement survival guide*. Harrisburg, PA: White Hat Communications.
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- Kiser, P.M. (2000). *Getting the most from your human service internship: Learning from experience*. Belmont, CA: Wadsworth.

## HISTORICAL REFERENCES

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Brill, N. (1998). *Working With People: The Helping Process* (5<sup>th</sup> ed.). New York: Longman.

Corey, G. (Ed.). (1991). *Theory and Practice of Counseling and Psychotherapy* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Corey, M. A., & Corey, G. (1998). *Issues and Ethics in The Helping Professions* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Corey, M. A., & Corey, G. (1998). *Becoming a Helper* (3<sup>rd</sup> ed.) Pacific Grove, CA: Brooks/Cole.

Green, J. W. (1995). *Cultural Awareness in The Human Services*. Upper Saddle River, NJ: Prentice Hall.

Hendrick, S. S. (1990). A Client Perspective on Counselor Disclosure (brief report). *Journal of Counseling and Development*, 69, 184-185.

Johnson, D. W. (1990). *Reaching out: Interpersonal Effectiveness and Self Actualization* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Matthes, W. A. (1992). Induction of counselors to The Profession. *The School Counselor*, 39, 245-250.

Skovholt, T. M., & Ronnestad, M. H. (1995). *The Evolving Professional Self: Stages And Themes In Therapist And Counselor Development*. New York: Wiley.

Tentoni, S. C. (1995). The Mentoring Of Counseling Students: A Concept In Search Of A Paradigm. *Counselor Education And Supervision*, 35, 32-41.

Tryson, g. S. (1996). Supervisee Development During The Practicum Year. *Counselor Education And Supervision*, 35, 287-294

Yager, G. G., & Beck, T. D. (1985). Beginning Practicum: It Only Hurt Until I Laughed. *Counselor Education And Supervision*, 25, 149-157.

Yuen, H. K. (1990). Fieldwork Students Under Stress. *American Journal Of Occupational Therapy*, 44 (1), 80-81.

**Online References**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>

South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

**LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.



Information about joining is at website.

Graduate Students in Counseling

listserver@lists.acs.ohio-state.edu

In the body of the message type subscribe

COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,

Counselor Education, School of Physical

Activity & Educational Services,

The Ohio State University

GUIDANCE -- S.C. K-12 Guidance

GUIDANCE@VM.SC.EDU

Counselors List)

**Course Syllabus**  
**CED 551: Internship in Secondary School Counseling**  
**DEPARTMENT OF EDUCATION LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**Instructor:** Dr. James C. Robinson

**Office:** 323 Turner Hall, D-Wing

**Office Phone:** (803) 536-8892

**Fax:** (803) 536-8841

**Office Hours:** M, T, W, R, Friday by appointment

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
Reflective Decision Maker and Humanistic Practitioner."*

**Required Texts:**

Counselor Education Internship Handbook (Revised edition). (200).  
Department of Educational Leadership and Counselor Education,  
South Carolina State University.

Sweitzer, H. & King, M. (1999). The successful Internship:  
Transformation and Empowerment. Pacific Grove, CA:  
Brooks/Cole Publishing Co.

The S. C. Comprehensive Developmental Guidance and Counseling  
Program Model. (1999). Columbia, S. C.: S. C. Department of  
Education.

**Supplemental Texts:**

Meier, S. T. & Davis, S. R. (1997). The Elements of Counseling  
(3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Gysbers, N. C., and Henderson, P. (1998). Developing and  
Managing Your School Guidance Program. Alexandria, VA:  
American Counseling Association.

**COURSE DESCRIPTION**

**Credit hours: 1-6 (Each credit hour requires 100 clock hours of field based experience)**

This course is designed to provide the student with an opportunity to gain actual experience as a professional school counselor in a secondary school setting. Students enrolled in this course will join the staff of a school guidance and counseling departments and render services, under the supervision of a certified counselor and the internship instructor, to the school as a school counselor intern.

In the course students have the opportunity to assist with planning, and implementing, and evaluating a comprehensive developmental guidance and counseling program. The intern will use strategies based upon the major counseling theories and techniques to provide at least 240 hours of direct services to students through individual and group counseling and consultation. The scope of the course addresses relevant diversity issues as well as appropriate technology applications.

**COURSE RATIONALE**

This course emphasizes the implementation of the Guidance comprehensive Developmental and Counseling program model components. The first one of these components is the guidance curriculum. The course will give counselor trainees the opportunity to provide guidance content in a systematic way to all students through groups and classroom activities. The second program component to be emphasized is individual planning. Counselor trainees will be given the opportunity to assist students in monitoring and understanding their development for next step decisions. Thirdly, the opportunity will be provided to become involved in responsive services. These are services that address immediate concerns of students or identified by a Needs Assessment. Involvement by counselor trainees will also be in the area of system support, which will include program support activities and services.

**COURSE OVERVIEW**

The course consists of an observation period in which the student becomes oriented to the school to which he/she has been assigned and a field based internship period in which the student, under supervision, assumes responsibility for executing an array of guidance and counseling functions in the school. Students are also to engage in experiences that strengthen their individual and group counseling skills during the internship.

Students must apply for this course before mid-term of the last full semester preceding the semester in which they desire to enroll in the course. Registration only by application and permission of Instructor. This course is not offered during Summer Session. (F,S)

### Prerequisites

- A.
  - 1. All foundation core courses, subject matter, and secondary counseling courses.
  - 2. A passing score on Praxis II: School Guidance and Counseling.
  - 3. Proof of professional liability insurance coverage.
- B. This course is intended for Secondary counseling majors and those persons seeking secondary school counselor certification.

### INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES

Institutional outcomes and expectations are significant for students and their development. The knowledge skills and dispositions experienced throughout the duration of the course are indicated below.

#### **Institutional Outcomes**

The Internship in Secondary School Counseling develops *effective performers* capable of implementing the four components of a comprehensive developmental guidance and counseling program as it relates to the foundations of counseling. Counselor trainees will have knowledge and understanding of issues in school counseling ranging from trends in school counseling, school counseling relationship to the school academic and student service programs to ethical and legal issues in the practice of school counseling.

*Reflective decision makers* are professional counselors who demonstrate the ability to make informed decisions and problem solve related to the coordination of the school counseling program components as they relate to the total school community, conscious consideration of their students' needs and the technical, educational, and ethical consequences of their decisions.

Further reflection is required, as the professional school counselor advocates for all students and for an effective school counseling program and plans, develops, implements, monitors, and evaluates and presents this program to administrators, teachers, parents and the community. Continuous reflection is required as the counselors-in-training assist students through individual and small-group counseling approaches with academic, career and personal/social development.

*Humanistic practitioners* demonstrate consultative strategies in promoting, developing, and enhancing effective teamwork that assist with cross-cultural understanding, open-mindedness, and appreciation of other peoples' values, beliefs, and points of view. Counselor trainees are able to demonstrate the ability to understand and work effectively with culturally diverse populations that include teachers, administrators, other school personnel, parents, community groups, agencies and students as appropriate helping profession.

**Learning Objectives****Knowledge**

The Candidate will:

1. Understand the essential interviewing and counseling skills
2. Be able to develop a therapeutic relationship,
3. Establish appropriate counseling goals,
4. Design intervention strategies,
5. Evaluate client outcome,
6. Be able to successfully terminate the counselor-client relationship.
7. Understand and maintains appropriate professional boundaries.
8. Identify the counseling theories
9. Conceptualize client presentation
10. Apply theoretical material to case studies.
11. Know how to develop a personal model of counseling.
12. Be informed of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
13. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
14. Know public and private policy processes, including the role of the professional counselor advocating on behalf of the profession.
15. Recognize advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
16. Be familiar with professional organizations, primarily ACA, its divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases.
17. Understand professional; credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues.
18. Identify multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.
19. Know individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
22. Obtain technological competence and computer literacy.
23. Understand the legal and ethical considerations for counselors when working with students.
24. Comprehend the counselor's role.
25. Know the school setting and curriculum.
26. Know and have an understanding of the school's community.
27. Have knowledge of current technology.
28. Know when to refer students for specialized help.
29. Know how to advocate for the guidance and counseling program throughout the total school community.

30. Effectively use surveys, interviews and needs assessments.
31. Have knowledge of prevention and crises intervention strategies.
32. Identify student academic, career, and personal/social, competencies.
33. Have knowledge of individual and group counseling strategies.
34. Have knowledge of issues pertaining to child welfare.

### **Skills**

The Candidate will:

1. Practice the following skills in a school setting: individual counseling skills and group counseling skills.
2. Demonstrate the establishment and maintenance of supportive counseling relationships with students.
3. Specify and use school and community resources.
4. Review, reflect upon, analyze, and present about counseling sessions.
5. Exhibit professional working relationships with supervisors and colleagues.
6. Participate in professional development activities.
7. Incorporate The S. C. Comprehensive Developmental Guidance and Counseling Program Model in making and executing a plan of action for internship activities.

### **Dispositions**

The Candidate will:

1. Commit to long-range plan, which will continually evaluate a comprehensive developmental guidance and counseling program.
2. Appreciate and employ self-monitoring, self evaluation and self-direction for professional growth and student development.
3. Experience the positive effects of accommodating cultural differences in the counseling environment, e.g., ethnicities, gender, religion, disabilities and life style.
4. Commit to exhibiting professional working relationships with supervisors and colleagues.
5. Commit to knowing and implementing appropriate counseling theories processes and techniques to meet developmental, preventive, and remedial needs of helpees.
6. Commit to on-going professional growth and to the school counseling profession.

## METHOD OF EVALUATION

- A. The student will tape a minimum of six (6) individual and/or group counseling sessions. The student will review each tape, complete tape analysis, and review tape analysis with the university professor.
- B. The student will complete all reflection papers.
- C. The student will be evaluated in writing by the site supervisor at mid-term and at the end of the semester
- D. The student will employ a plan of action, which is illustrated, on the log sheets. The original log sheets must be signed by both the site supervisor and the student counselor and accepted with approval by the university professor.
- E. The student will submit original time sheets, which have been signed by both the site supervisor and the student counselor and approved by the university supervisor. The time sheet must reflect a minimum of 100 hours spent at the student counselor's internship site for each credit hour awarded.
- G. Professional Organizations: All counselor education majors should join the following organizations: South Carolina Counseling Association (SCCA). Contact Mrs. Linwood Floyd, P.O. Box 723, Clinton, South Carolina 29325; American Counseling Association (ACA) and American School Counseling Association (ASCA).

## GRADING SCALE

Audio and video tapes	30%
Evaluation by Site Supervisor	50%
Completion of Time Sheet	----
Completion of Log Sheet	----
Completion of Practicum Forms	----
Evaluation by University Professor	20%

## OUTLINE OF COURSE CONTENT

Session	Topic
1	Course Introduction/overview S&K 1 Due: Verification p. 32
2	Lecture and discuss - S&K 2-3 Internship Handbook Due: Schedule, p. 33 Direction to internship p. 37

- 3  
Lecture and discuss – S&K 4  
Due: Summary Report p. 35-36  
Due: Tape #1 or Live observation  
Due: Case Conceptualization
- 4  
Lecture and discuss – S&K 5  
Due: Case Conceptualization  
Due: Time sheet
- 5  
Individual supervision or site supervision  
Due: Tape #2 or Live observation
- 6  
Lecture and discuss – S&K 6  
Due: Time sheet  
Due: Case Conceptualization
- 7  
Individual Supervision or Site Visit  
Due: Case Conceptualization
- 8  
Lecture and discuss-S&K 7  
Due: Case Conceptualization with video/audio tape
- 9  
Mid-Term Review  
Due: Log, hand in copy  
Due: Time sheet  
Due: Case Conceptualization with video/audio tape
- 10  
Individual Supervision or Site Visit  
Due: Case Conceptualization with video/audio tape
- 11  
Lecture and discuss –S&K 8  
Due: Log  
Due: Time sheet
- 12  
Individual supervision or site visit  
Due: Case Conceptualization with video/audio tape
- 13  
Lecture and discuss S&K 9  
Due: Log and Time sheet
- 14  
Lecture and discuss S&K 10  
Due: Case conceptualization with video/audio tape



15

Case presentations

Due: Final Time Sheet, Hand in original

All original logs signed by site supervisor and student counselor. Counselor Performance Rating Scale (Handbook, p.55-60); Sent to University Instructor via U.S. Postal Service or carried by students in a sealed envelope; Student counselor's evaluation of supervising counselor (handbook, p. 61-63); Supervising counselor evaluation of university instructor.

## CLINICAL COURSE REQUIREMENTS

This program requires students to complete internship experiences that total a minimum of **600 clock hours** (A log sheet and time sheet signed bi-weekly by the site supervisor must be maintained). The internship provides for the further development of individual and group counseling proficiency under supervision (The university supervisor will make periodic visits to the school site during the internship period). It also provides for the student to become proficient in the use of SCOIS (middle school level). Formative evaluations of the student's performance throughout the internship including a summative evaluation at the completion of the internship will be provided. The student is expected to demonstrate the following:

- A. To be in your assigned school setting a minimum of 8-10 hours per week for each credit hour to be earned. There is no maximum number of hours for a student counselor to be in a school. Keep a record of your hours and the activities in which you are involved and have this signed weekly by your site supervisor. Submit logs and time sheet to your university supervisor on a bi-weekly (every two weeks) basis.
- B. To work with a variety of students who are representative of the age and grade span within your school setting. Diversify the contacts you make according to age/grade/gender/race/ability (**240 direct contact hours are required**).
- C. To work with students in both individual and group settings.
- D. To video-and/or audio-tape a minimum of six (6) counseling sessions. At least three (3) tapes of individual sessions need to be with the **same** student. The student counselor is expected to thoroughly critique and analyze tapes (Tape Analysis Form) **prior** to reviewing tapes with the university supervisor.
- E. To present a case study to the class on a student who has been counseled during at least three (3) sessions. A written Interview Report (Handbook, p. 45-47) summarizing **all** sessions with the case study will be submitted to the professor.

- F. To utilize the resources of both school and community.
- G. To attend professional development activities provided by the school, district, university, and/or other appropriate professional organizations

## REFERENCES

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- Horejsi, C.R., & Garthwait, C.L. (2002). *The social work practicum: A guide and workbook for students* (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn & Bacon.
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- Kiser, P.M. (2000). *Getting the most from your human service internship: Learning from experience*. Belmont, CA: Wadsworth.

## HISTORICAL REFERENCES

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- Belson, B. N. (1992). Therapist Burnout. *Family Therapy Networker*, 22.
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- Hendrick, S. S. (1990). A Client Perspective on Counselor Disclosure (brief report). *Journal of Counseling and Development*, 69, 184-185.
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Yuen, H. K. (1990). Fieldwork Students Under Stress. *American Journal of Occupational Therapy*, 44 (1), 80-81.

### **Online References**

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>  
South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

## **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
Counselors List)

**Course Syllabus**  
**ED-500 Introduction to Statistical Analysis**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
 Reflective Decision Maker and Humanistic Practitioner."*

**Instructor:** Dr. Christopher Mathis and Dr. Don Small

**Office Hours:** By appointment

**Office number:** 536-8974, fax-533-3972

**Email:** cmathis@scsu.edu

**Course Text:** *Evans, Michael J. and Rosenthal, Jeffrey S.*  
*Probability and Statistics: The Service of Uncertainty (2004).* New  
 York: W. H. Freeman and Company.

**Supplemental Readings**

These reading will be assigned to students by the professors periodically throughout the semester. In addition, students are required to review completed Dissertations or Master's Thesis at South Carolina State University and/or other Universities libraries, as part of the class preparation.

**Course Description**

This course is designed for the master degree student taking their first course in statistics. This course offers the foundational knowledge and competencies of educational research, where one learn, understand, and gain knowledge of applications and structure.

The course of data analysis and statistical methodology provides students with the conceptual introduction to the field of statistics and its many applications, from data analysis to interpretation; and enable the students to use this knowledge to provide insights to decisions and solutions to current/past challenges.

**Rationale:**

Statistics allows the researchers to summarize data and to distinguish between chance and systematic effects. Thus, to improve existing practices it equips or inform personnel to make important policy issues with hard numbers, as well as, build ones skills set, as it relates to research. Therefore, educational leaders who are to become effective performer, reflective decision maker, and humanistic practitioner, must understand how to access, and evaluate critical issues in an ever-evolving complex diverse local, state, and international community. Finally, this course is aimed makes students become critical thinkers, objective evaluators,

informed decision makers. Therefore, becoming proficient users of research in education, both in theory and practice.

### **Institutional Outcomes**

The content area of understanding statistical analysis will use instructional tools to prepare students to become **effective performers** that focus on the following three items: (1) Provide students with the basic information needed to understand the research process, from idea formulation through data analysis and interpretation; and (2) Enable the students to use this knowledge to design their own research investigation on a topic of personal interest; and (3) Permit students to read and understand the literature in educational research.

### **Reflective decision maker**

This introductory statically analysis course provides a route for future researchers in education, science, business, academia, and/or industry/corporations. More importantly, the course helps students to understand that statistics is a formal, approach to study a problem solving and decision-making.

### **Humanistic practitioners**

Students will learn to respect and appreciate that statistic analysis is a systematic approach, which requires documented and trustworthy information about educational problems, issues, and topics. Finally, this course aims to make students become critical thinkers, objective evaluators and, informed decision makers. Thereby, enhancing their skills in using research in education.

### **Learning Objectives**

#### **Knowledge**

The Candidate will:

1. Understand basic statistical terminology.
2. Realize how statistics aids in educational research.
3. Know probability models.
4. Know sampling distributions and limits.
5. Be familiar with the studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation;
6. Discern the importance of research and opportunities and difficulties in conducting research in the counseling profession;
7. Comprehend the research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
8. Effectively use technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
9. Understand how statistics aids in educational research.
10. Understand random variables and distributions.
11. Understand statistical inference.

**Skill**

The Candidate will:

1. Compete elementary probability problem..
2. Illustrate Venn diagrams.
3. Compete random variable equation.
4. Compile sampling equation.
5. Demonstration statistic

**Disposition**

The Candidate will:

1. Learn to respect and appreciate statistical analysis.
2. Become trustworthy about statistics analysis problems, issues, and topics.
3. Become critical thinkers, objective evaluators, and informed decision makers.

**COURSE REQUIREMENTS**

Students are expected to satisfactorily complete the following assignments and activities:

1. Assigned Readings. Students are expected to complete all assigned readings, and complete a one page summary.
2. Class Participation. Students are expected to actively participate in class discussions, group activities, and simulations.
3. Examinations. Three (3) Examinations will be administered to students; Consisting of multiple choice, matching, and/or True/False questions. For information regarding examination content, class meetings, and dates of examinations, please refer to the "Schedule of Class Meetings and Assignments".
4. Group Project. Students will design and complete a project including data collection, data entry, analyses, and write no more than (5-10) pages using the APA Style results sections.
  - a. All work must be written using the American Psychological Association latest (AP A) Style Manual,
  - b. Written assignments should be typed (double-spaced). Five (5) points will be deducted from assignments that are not double-spaced. Font should be Time Romans or Garamond.
  - c. Written assignments should be submitted on time and free of spelling and grammatical errors. Five (5) points will be deducted from assignments that late or contain spelling and/or grammatical errors.



d. Written assignments should contain a cover page with the following information:

Name of Student Group number

#### 5. Attendance

Students are expected to adhere to the attendance requirements set forth by South Carolina State University:

- a. Class attendance is expected of all students.
- b. Students are expected to report to class on time.

#### **Method of Evaluation.**

A.	Class Participation	150
B.	Three (3) Exams	600
C.	Group Projects	200
D.	Summary of Reading	50
<b>TOTAL</b>		<b>1000</b>

*System of Grading Grade (Points) 900 - 1000 A 800 - 899 B*  
Below 800 (Student will have to repeat the class)

#### **Course Outline**

*All class sessions will follow the lecture/discussion and demonstrations method of instruction.*

#### **Session 1**

Introduction

#### **Session 2**

Data Analysis Descriptive Statistics: Ch.1& Ch.2  
Tabular & Graphical Methods Power-Point Handouts

#### **Session 3**

Descriptive Statistics: Numerical Methods Ch. 3

#### **Session 4**

Test #1 Examination (Ch. 1-3)

#### **Session 5**

Beginning of SPSS Training Learning how to code and For Class  
project Evaluate data

#### **Session 6**

SPSS Training Cont. Cont. from class session #13

**Session 7**

Introduction to Probability Power-Point Handouts, (*Chps. 4-6*) Ch.4

**Session 8**

Discrete Probability Distributions Ch. 5

**Session 9**

Continuous Probability Distributions Ch. 6

**Session 10**

Test #2 Examination (Ch. 4-6)

**Session 11**

Sampling & Sampling Distributions Power-Point Handouts (*Chps. 7-9*) Ch.7

**Session 12**

Interval Estimation Ch. 8

**Session 13**

Test #3 Examination (Ch. 7-9)

**Session 14**

Comparisons Involving Proportions & a Ch. 11  
Test of Independence

**Session 15**

Presentation of Class Project Written Presentation

**Session 16**

Evaluation and Presentation, of course

**REFERENCES**

Butcher, J.N., Williams, C.L., & R.D. Fowler. (2000). *Essentials of MMPI-2 and MMPI-A interpretation*, (2<sup>nd</sup> ed.). University of Minnesota Publishing.

Cronk, B. C. (2004). *How to use spss: A step-by-step guide to analysis and interpretation* (3<sup>rd</sup> ed.). Pyrczak Publishing.

Friedman, A.F., Lewak, R., Nichols, D.S., & Webb, J.T. (2000). *Psychological assessment with the MMPI-2*. Lawrence Erlbaum Associates.

Gravetter, F.G., & Wallnau, L. B. (2001). *Essentials of statistics for the behavioral sciences* (4<sup>th</sup> ed.). Wadsworth Publishing.

Holcomb, Z.C. (2001, January). *Interpreting Basic Statistics: A guide and workbook based on excerpts from journal articles*, (3<sup>rd</sup> ed.). Pyrczak Publishing.

Hood, A.B., & Johnson, R.W. (2002). *Assessment in counseling: A guide to the use of psychological assessment instruments* (3<sup>rd</sup> ed.). American Counseling Association.

Kirkpatrick, L.A., & Feeney, B.C. (2000). *A Simple guide to SPSS for windows: Versions 8.0, 9.0, and 10.0*, (4<sup>th</sup> ed.). Wadsworth Publishing.

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Rickman, R.M. (2003). *Theories of personality with infotrac*, (8<sup>th</sup> ed.). Wadsworth Publishing.

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## HISTORICAL REFERENCES

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Finn, S.F. (1996). *Manual for using the mmpi-2 as a therapeutic intervention*. University of Minnesota Press.

Graham, J.R. (1999). *Mmpi-2: Assessing Personality and Psychopathology*, (3<sup>rd</sup> ed.). Oxford Press.

Hunsucker, P.F., Nelson, R.O., & Clark, R.O. (1986). Standardization and evaluation of the classroom adaptive behavior checklist for school use. *Exceptional Children*, 53, 69-71.

Karmos, A.H., & Karmos, J.S. (1984). Attitudes toward standardized achievement tests and their relation to achievement test performance. *Measurement and Evaluation in Counseling and development*, 17, 56-66.

U.S. Bureau of the Census (1989). *Statistical abstract of the United States*. Washington, U.S. Government Printing Office. DC:

## Online References

Adjunct ERIC Clearinghouse  
of School Counseling Services  
<http://www.library.unt.edu/ericscs>

American Counseling Association  
<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>  
South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

**LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
listserver@lists.acs.ohio-state.edu  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.

The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University

GUIDANCE -- S.C. K-12 Guidance  
GUIDANCE@VM.SC.EDU

Counselors List

**Course Syllabus**  
**ED-501 Understanding Educational Research**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
 Reflective Decision Maker and Humanistic Practitioner."*

**Instructors:** Dr. Cash J. Kowalski and Dr. Christopher Mathis

**Phone:** (803) 536-8974

**Fax:** (803) 533-3972

**Email:** ckowalski@scsu.edu

**Course Textbook:**

Fraenkel, J.R. & Wallen, N.E. (2001). *How to Design & Evaluate Research in Education, 5th Edition*. New York: McGraw-Hill.

**Supplemental Readings:**

Throughout the semester periodic reading assignments should be expected from the professors. In addition, students are required to review completed Dissertations or Master's Thesis located in the Miller F. Whittaker Library at South Carolina State University and/or other university libraries, as part of the class preparation.

**Course Description:**

This course is designed for the master degree student taking their first course in research. This course offers the foundational knowledge and competencies of educational research, where one learns, understands, and gains experience in completing a research proposal. Because the field continues to grow so rapidly with regard to knowledge, it contains methodologies that are employed by current researchers.

**Rationale:**

research adds to knowledge about educational issues, improve existing practices and/or develop new ones, inform personnel on important policy issues, as well as, build one skills set, as it relates to research. Educational research contributes both to theory and to the educational practice. Thus, providing guidance and understanding of practices such as grouping, testing, and ways to access, and evaluate complex issues such as, data collection, and interpretation of current trends and issues facing today society. Understanding educational research beneficial skill for future and current educational leaders. It makes practitioners accountable to their constituents on all levels as practitioner disseminates sound methodological research to the broader community.

## **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

The content area of understanding educational research will use instructional tools to help students become **effective performers** through (1) providing students with the basic information needed to understand the research process, from idea formulation through data analysis and interpretation; (2) Enabling the students to use this knowledge to design their own research investigation on a topic; and (3) Adding to their skills of reading and understanding the literature of educational research. Therefore, educational leaders must understand how to access, and evaluate critical issues of an ever-evolving complex, diverse local, state, and international community.

### **Reflective decision maker**

This introductory research course provides a route for future researchers to understand that research is a formal, systematic application of the scientific and disciplined inquiry approach to study a problem.

### **Humanistic practitioners**

Students will learn to respect and appreciate that educational research is a systematic application of their commitment to ethnics, which require documented and trustworthy information about educational problems, issues, and topics. Finally, this course aims to make students become critical thinkers, objective evaluators, informed decision makers. It provides classroom activities to increase the knowledge/skill set necessary to become proficient users of research in education, both in theory and practice.

## **Learning Objectives**

### **Knowledge**

The Candidate will:

1. Understand the studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation;
2. Realize the importance of research and opportunities and difficulties in conducting research in the counseling profession;
3. Comprehend research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
4. Effectively use technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy

### **Skill**

The Candidate will:

1. Design a research proposal using standard research methods on a current issue in school counseling.
2. Determine what statistical analysis is needed to answer research questions.
3. Incorporate the use of technology in analyzing raw data.

**Disposition**

The Candidate will:

1. Learn to respect and appreciate educational research.
2. Become trustworthy about educational problems, issues, and topics.
3. Become critical thinkers, objective evaluators, and informed decision makers.
4. Appreciate the value of research in delivering quality school counseling programs in schools.
5. Commit to data driven school counseling programs.
6. Commit to using innovative research approaches.

**COURSE REQUIREMENTS**

- A. Exams: Three (3) Examinations will be administered to students, consisting of multiple choice, matching, and/or True/False questions. For information regarding examination content, class meetings, and dates of examinations, please refer to the “Schedule of Class Meetings and Assignments”.

However, students who do not make at least 160/200 will be allowed to take the re-test version of exam (1 & 2) only. Which the second test will count as a grade (*for one can only make 160 on the exam*), regardless of what one might score.

- B. Critique of Research Article or Study. Students will write 2-5 page critiques of two research articles. The critique should contain information related to the following (as available): Introduction, Purpose of Study, Research Question, Significance of Study, Limitations, Selection of Sample, Procedures, Development of Instrument, Collection of Data, Analysis of Data, and Findings.

The source of the information (Reference) should be placed at the end of the critique, using the acceptable format specified by the American Psychological Association (APA) Style Manual 5th Edition.

- C. Research Proposal. Students will design and develop their own individual research proposal of at least twenty (20) and not more than twenty-five (25) pages. The research proposal will be presented in both oral and written format. Additional information on this assignment will be provided by the course instructor.

**WRITTEN ASSIGNMENTS REQUIREMENTS**

- A. All work must be written using the American Psychological Association (APA) Style Manual, Fifth Edition. A copy of this publication may be found in the library. Please refer to the “handout”, “American Psychological Association Guidelines for Term Papers”, which will be provided by the instructor.



- B. Written assignments should be typed (double-spaced). Five (5) points will be deducted from assignments that are not double and Font should be Times Roman and/or Garamond, Point size 12.
- C. Written assignments should be submitted on time and free of spelling and grammatical errors. Five (5) points will be deducted from all assignments late, or contain spelling and/or grammatical errors.
- D. Written assignments should not be placed in folders, report covers, or binders; but instead, should be stapled in the top left-hand corner.
- E. Written assignments should contain a cover page with the following information: Name of Student \ Date 2. Attendance  
Students are expected to adhere to the attendance requirements set forth by South Carolina State University: Class attendance is expected of all students (sign in sheet), and report to class on time.

### **METHOD OF EVALUATION**

The final grade for the semester or summer session will be determined by professor's evaluation of class participation, student performance on assigned reports and student achievement on textbook chapters.

Examination:	40%
Critiques	20%
Research Proposal	40%

### **Grading System**

900-1000 = A

801- 899 = B

701-800 = C

### **COURSE OUTLINE:**

All Class sessions will be lectures/discussions and demonstration methods of instruction.

#### **Session 1**

Introduction, Pre-Knowledge Assessment survey, Overview of Syllabus Demographic Sheet

#### **Session 2**

The Nature of Educational Research Ch. 1: The Nature of Educational Research, The Research Problem Ch. 2: The Research Problem

#### **Session 3**

Professors Power-Point Handouts (Chps.1-4) 3 Variables & Hypothesis Ch. 3: Variables & Hypothesis

**Session 4**

Ethics in Research Ch 4: Ethics in Research Group, Examination #1  
Library

**Session 5**

Group 2 Examination No.1 (Chapters (1-4) Retest of Exam #1 Ch. 5:  
Review of Literature Review of Literature Ch. 6: Sampling  
Sampling Power-Point Handouts (Chps. 6-9)

**Session 6**

09/18/03 Group 3 Critique Research Article Due (1) Instrumentation  
Ch. 7: Instrumentation, Validity & Reliability Ch. 8: Validity &  
Reliability Internal Validity Ch. 9: Internal Validity

**Session 7**

Group 4 Research Topic-Problem due, Quantitative Research  
Methodologies Mid-term Examination No.2 Ch. (5-9) Experimental  
Research Ch. 13: Experimental Research Correlational Research Ch.  
15: Correlational Research  
Hand-out ex. of Casual Comparative Res. Power-Point Handouts  
(Chps. 13,15,16-17)

**Session 8**

10/02/03 Group 5 Critique of Research Article Due (2)  
8 Retest of Exam #2 Ch. 16: Casual Comparative Research Casual  
Comparative Research Ch. 17: Survey Research  
Survey Research 1st Draft of Research Proposal (Ch. 1)

**Session 9**

Group 6 Hand-out ex. 0 Descriptive Survey Research 9 Qualitative  
Research Methodologies Qualitative Research Methodologies  
The Nature of Qualitative Research Ch. 18: The Nature of  
Qualitative Research Observation & Interviewing Ch. 19:  
Observation & Interviewing  
Content Analysis Ch. 20: Content Analysis

**Session 10**

Group 2 Power-Point Handouts Ch s.18-20 10 Ethnographic Research Ch. 21:  
Ethnographic Research Historical & Action Ch. 22/23:Historical & Action  
Research Preparing Research Reports Ch. 24: Preparing Research Reports Power-  
Point Handouts (Chps. 21-24)

**Session 11**

Group 3 2nd Draft of Research Proposal (Ch. 1-2) 11 Take home  
Exam. No.3 -- Ch. (13-23) Take home Final Exam. No.3 Ch. (13-23)  
Power-Point Training Power-Point Training

**Session 12**

Group 4 Draft of Research Proposal (Ch. 2-3) 12 Power-Point  
 Training Ch. 10-11: Descriptive/inferential Statistics  
 Descriptive/Inferential Statistics Ch. 12: Statistics in Perspective

**Session 13**

Group 5 3rd Draft of Research Proposal (Ch. 2-3) 13 Power Point  
 Presentations Oral Presentation by Groups

**Session 14**

11/13/03 Group 6 Evaluation of presentations via professor 14  
 Power Point Presentations Oral Presentation by Groups

**Session 15**

11/20/03 Exam. No.4 -- Ch. (10-12) Evaluation of presentations via  
 professor, Volunteer to improve grade in class, Class  
 critique/Suggestions for Course (handout) .

**Session 16**

Class critique/and wrap-up.

**REFERENCES**

- Eisenhart, M. (1999). On the subject of interpretive reviews. *Review of Educational Research*, 68(4), 391-399.
- Gail, J.P., Gall, M.D., & Borg, W.R. (1999). *Applying educational research: A practical guide* (4<sup>th</sup> ed.). New York: Addison Wesley Longman.
- Gay, L.R. & Airasian, P. (2000). *Educational research: Competencies for analysis and application* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Neuman, S.B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly* 34(3), 286-311.
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<http://www.counseling.org/>

American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

Education Week  
<http://www.edweek.com>

ERIC (Educational Resources  
Information Center)  
<http://www.accesseric.org/>

ERIC Clearinghouse on Counseling  
and Student Services (ERIC/CG)  
<http://www.uncg.edu/edu/ericcass>

ERIC/AE Full Text Internet Library  
<http://ericae.net/ftlib.htm>

Journal of Counseling and Development  
<http://www.counseling.org/journals/jcd.htm>  
South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

### **LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
(Counselors List)

**Course Syllabus**  
**ED 503 Human Growth and Development**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
 Reflective Decision Maker and Humanistic Practitioner."*

**Instructor:** Dr. Walter J. McArthur  
**Phone:** 536-8817  
**Office:** By appointment, 335 T-D Wing  
**Email:** wmcArthur@scsu.edu

**REQUIRED TEXT**

Rice, F. Philip (2003) 5th Edition. Human Development: A Life-Span Approach  
 Prentice-Hall, Inc. A Division of Pearson Education, Upper Saddle River, NJ.

**COURSE CONTENT**

Education 503: Human Growth & Development - Three (3) Semester Credit Hours

**This course is a study of the processes of human growth and development during the life span (from conception to death). Particular emphasis is placed on the physical, mental, emotional and social growth of the individual as well as on the significance of controlled and uncontrolled environmental influences on the behavior and learning processes.**

**COURSE RATIONALE**

The purpose of this course is to acquaint in-service teachers, prospective counselors, and other professionals who work with children, adolescents and older persons with the holistic development of people from the prenatal state to old age. This knowledge enables a person to detect unique qualities and to make adjustments for individual differences encountered when teaching, counseling, or working with varied age categories.

The model that undergirds this course is competency/performance-based. The content and requirements reflect the overall theme of the education program: ***"The Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner."*** Consistent with the purpose evidenced in this theme the course seeks, through a series of learning activities, to produce students who are (1) reflective before making decisions, (2) effective throughout their performances, (3) sensitive to cultural differences in people, and (4) global in their perspective.

## **COURSE OVERVIEW**

The course is an examination of development of a person throughout the span of life from more than one perspective. After the introduction of theories of development, genetics, and prenatal influences, the content flows in chronological development, that is, from infancy to early childhood, middle childhood, adolescence, young adulthood, old age, to death. Although development is holistic in nature, this course discusses various aspects of it, such as cognitive, physical, social, and emotional, in each category of the afore mentioned chronology. Up-to-date research findings are used to assist with the formation of clear concepts.

## **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

### **Institutional Outcomes**

This educational psychology course of human growth and development produces **effective performers** capable of demonstrating instructional and pedagogical competencies in content areas, exercising reflective thinking, a depth of knowledge in understanding of the process of human development consistent with that of national, state and national standards.

**Reflective decision makers** are professional educators who demonstrate the ability to make informed decisions and problem solve based on conscious consideration of their students' needs and the technical, educational and ethical consequences of their decisions.

**Humanistic practitioners** demonstrate cross-cultural understanding, open- mindedness, appreciation of other peoples' values, beliefs and points of view. Teacher candidates are able to demonstrate the ability to understand and incorporate diverse issues related to sociopolitical, economic, and historical experiences of individuals or groups critical of human differences. Teacher candidates work effectively with all students regardless of their race, sex, age, socio-economic level or exceptionalities.

### **Learning Objectives**

#### **Knowledge**

The Candidate will:

1. Identify the theories of individual and family development and transitions across the life span;
2. Know the life-span developmental perspective.
3. Comprehend theories of learning and personality development
4. Know the heredity, environmental influences and the prenatal development.
5. Know the childbirth and the neonate development.
6. Review the studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values,

- socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities;
7. Identify multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
  8. Understand attitudes, beliefs, and acculturative experiences, including specific experiential learning activities;
  9. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
  10. Describe the theories of multicultural counseling, theories of identity development, and multicultural competencies
  11. Know human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
  12. Recognize strategies for facilitating optimum development over the life span; and
  13. Be informed of the ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
  14. Know the study of human development over the life span.
  15. Know theories of Development.

### **Skill**

The Candidate will:

1. Know how to analytical reading.
2. Know how to critically think.
3. Know how to be attentive listeners.
4. Know how to take good notes.
5. Know how to use the library for research.
6. Know how to clear memorization.
7. Know how to understand time frames.
8. Know how to write and articulate.

### **Disposition**

The Candidate will:

1. Encourage positive attitudes toward androgynous behavior.
2. Encourage students to feel their self-worth.
3. Recognize social, cultural, and racial issues to include family/parent education.

## **COURSE REQUIREMENTS**

### **A. Students are required to:**

1. Attend each class session and participate in activities.
2. Read text chapter assignments before lectures and discussions.
3. Write an acceptable typewritten APA style term paper.



4. Present all assignments, written and oral, when due.
5. Perform successfully (80% or better) on all examinations.

**B. Special Vocabulary Words and Terms**

1. Notice key terms and words as they appear in bold print in the margins of the pages of the text.
2. Pay close attention to other terms and words used in classroom situations.

**C. Skills Needed**

1. Analytical reading
2. Critical thinking
3. Attentive listening
4. Good Note taking
5. Use of library
6. Clear memorization
7. Understanding of time frames
8. Writing articulation

**D. Special Resources to be Used (Media)**

1. Visual technology may be used in lectures and presentations to facilitate clarity in classroom presentation and discussion.
2. The Internet, Lewis Learning Laboratory and Whittaker Library are to be used for reference materials and technological updating.
3. Video taping will be used for further understanding.

**COMPETENCIES**

**A. Generic**

1. Use standard English in writing and speaking.
2. Read with comprehension.
3. Organize materials in sequential/logical order.
4. Use card catalogue, computer technology to retrieve informational materials in the library.
5. Analyze and evaluate research.
6. Manage time efficiently.

**B. South Carolina State Department of Education Competencies**

1. Demonstrate knowledge of human developmental theory and research as the relate to the educational, social, psychological, physical, and emotional growth of students.
2. Demonstrate knowledge related to the needs and problems of exceptional children.
3. Recognize social, cultural and racial issues to include family/parent education.
4. Determine reasons for child abuse and methods for the prevention of it.
5. Demonstrate knowledge of the law as it relates to child abuse and caregivers, teachers and other individuals who work with students.
6. List steps in the development of sex role identification.

7. Demonstrate an understanding of human sexuality.
8. Recognize personal and social issues involved with drug abuse.
9. Develop an attitude of acceptance of humans with different sexual preference, ethnic orientation, and race.
10. Encourage positive attitudes toward androgynous behavior.
11. Know researched patterns of development.
12. Encourage students to feel their self-worth.

**C. ADEPT Competencies (The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching— Performance Dimensions).**

1. PD 1: Long-range Planning
2. PD 2: Short-range Planning
3. PD 3: Short-range Planning, Development, and Use of Assessments
4. PD 4: Establishing and Maintaining High Expectations for Learners
5. PD 5: Using Instructional Strategies to Facilitate Learning
6. PD 6: Providing Content for Learners
7. PD 7: Monitoring and Enhancing Learning
8. PD 8: Maintaining an Environment that Promotes Learning
9. PD 9: Managing the Classroom
10. PD 10: Fulfilling Professional Responsibilities Beyond the Classroom

**D. Praxis II Competencies (formerly National Teachers Examination/NTE)**

1. Explain the four domains into which human development is often separated.
2. Identify research methods through which developmental data is collected.
3. List the developmental stages from conception to death.
4. Differentiate between environmental and biological effects during the life span.
5. Match theories of development in relationship to continuity vs. discontinuity in the developmental process.
6. List the steps of the steps of the scientific method.
7. Compare and contrast the theories of development of Freud, Erikson, Skinner, Bandura, Bruner, Maslow, Rogers, Piaget, and Lorenz.
8. Explain the part that genetics plays in physical, mental, emotional and social development.
9. Name and explain common abnormalities related to genes and chromosomes.
10. Trace the zygote through its prenatal development.
11. Explain the process of birth, etc.

**E. Global/international Competencies**

1. Compare educational practices in various countries with developmental research.
2. Examine parenting patterns around the world.
3. Compare nutrition, life-style and health care to longevity of life, productivity and other social problems in various countries.
4. Recognize the interdependence of people in various countries in relationship to careers and job opportunities.
5. Chart the death rate of babies in various countries of the world.

**F. Multi-Cultural Competencies**

1. Recognize the physical differences of various ethnic groups.
2. Eliminate language that connotes racism, sexism, and ageism in all written material.
3. List unique qualities of males and females.
4. Compare learning styles of various ethnic groups.
5. Compare family patterns of various ethnic groups.

**RESEARCH UNDERGIRDING COURSE CONTENT**

- A. See References in the textbook, *Human Development: A Life-Span Approach* (2003) by F. Philip Rice.
- B. See Suggested Readings at the end of each chapter.

**METHOD OF EVALUATION**

The final grade for the semester or summer session will be determined by professor's evaluation of class participation, student performance on assigned reports and student achievement on textbook chapter quizzes and examinations weighted as follows:

Quizzes & Examinations -----	50%
Oral Presentation -----	20%
Term Paper -----	10%
Professor's Evaluation -----	20%
Total -----	100%

**GRADING SCALE**

90%--100%	= A
80%--- 89%	= B
70% ---79%	= C
60% ---69%	= D- (Failure)

**REFERENCES**

Eggen, Paul & Don Kauchak (2001). *Educational Psychology: Windows on Classrooms*. Upper Saddle River, NJ: Prentice-Hall, Inc.

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- Miller, Patricia H. (2002). *Theories of Developmental Psychology*. New York, NY: Worth Publishers.
- Quist, J.F., & Kennedy, J.L. (2001). Genetics of childhood disorders: XXIII.ADHD, part 7: The serotonin system. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 253-256.
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- Tangney, J.P. (2001). Constructive and destructive aspects of shame and guilt. In A.C. Bohart & D.J. Stipek (Eds.). *Constructive and destructive behavior*, pp.127-145. Washington, DC: American Psychological Association.
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- Walden, T., Lemeris, E., & Smith, M.C. (1999). Friendship and popularity in reschool classrooms. *Early Education and Development*, 10, 351-371.

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- Aldwin, C.M., Sutton, K.J., & Lachman, M. (1996). The development of coping resources in adulthood. *Journal of Personality*, 64, 91-113.
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- Dorris, M. (1989). *The broken cord*. New York: Harper & Row.
- John, R. L. (1995). *Classroom Learning & Teaching*. White Plains, NY: Longman Publishers.
- Pipes, P.L (1996). *Nutrition in infancy and childhood (6<sup>th</sup> ed.)*. St. Louis: Mosby.

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Vygotsky, L.S. (1987). Thinking and speech. In R.W. Rieber, & A.S. Carton (Eds.), & N. Minick (Trans.), *The collected works of L.S. Vygotsky: Vol. 1 Problems of general Psychology*, (pp.37-285. New York: Plenum. (Original work published in 1934).

Walco, G. A. (1997). Growing pains. *Developmental and Behavioral Pediatrics*, 18, 107-108.

### Online References

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American School Counselor Association  
<http://www.schoolcounselor.org/>

Counseling Today Online  
<http://www.counseling.org/ctonline>

### **LISTSERVES**

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<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
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The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
GUIDANCE@VM.SC.EDU  
Counselors List)

**Course Syllabus**  
**ED-518 History and Philosophy of Education**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
**AND COUNSELOR EDUCATION**  
**School of Education**  
**South Carolina State University**  
**Orangeburg, South Carolina**

**School of Education Theme:**

*"The Professional Educator as an Effective Performer,  
 Reflective Decision Maker and Humanistic Practitioner."*

**Instructor:** Dr. William N. Pruitt

**Office Bldg/Room No:** Turner Hall A-Wing B102

**Office Hours:** Monday

**Email:** zf\_Wpruitt@scsu.edu

**Place:** Turner Hall A-wing B102

**Office Phone:** 536-8703

Office Phone: 536-8703

**Course Textbook:** Ozmon, Howard A, and Craver, Samuel M.  
 (2002). *Philosophical Foundations of Education*. 6<sup>th</sup> edition,  
 Columbus, Ohio: Merrill.

**Rationale**

The course is designed to help graduate education majors to become more cognizant of the philosophical and sociological foundations of American education. This course is designed to offer an avenue for the student to seriously inquire into ideas and traditions of educational thought. Several philosophical positions will be introduced along with the major philosophers to enhance the awareness of historical and modern foundation of education.

**Course Overview**

Major concepts in this course are presented in four units. Unit I covers the two oldest and most discussed philosophers in our society. Idealism and realism places considerable emphasis on the aims and methods of these philosophies and the way in which they relate to education. This unit also discusses the differences between religious realist and those who don't believe in any organized religion. Unit II discusses pragmatism and reconstructionism and the impact of these two schools of thought on our present system of education. Darwin's theory of survival of the fittest and Dewey's theories of development are treated in the unit. In Unit III time is devoted to the concepts of existentialism, behaviorism and analytic philosophy. Skinnerian thought along with some of the phenomenological thoughts of Heidegger, et al are treated in this unit, Unit IV covers the research and critical analysis aspects of history and philosophy in depth. Contributions and implications for education of a number of philosophers are covered.

## **INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES**

Institutional outcomes and objectives are significant for thoroughly grasping an understanding our present society. It is imperative that students are able to make reflective decisions and to understand the nature of multiculturalism that exists in the world.

**Effective Performers** are developed via the course's focus on theoretical conclusions about the history and philosophy of education. The effective performer will know the major concepts of idealism, and idealism as a philosophy of education, critique of idealism in education, classical realism, development of modern realism, contemporary realism, realism as a philosophy of education, roots of the Pragmatic world and the American pragmatists.

**Reflective decision makers** are professional educators who are capable of making rational decisions and solve problems relative to students' knowledge/skill/ability levels, degree of interest in understanding the history and philosophy of education.

**Humanistic practitioners** must consider the unique norms, traditions and beliefs of persons of diverse races, ethnicities, cultures, geographic regions, sexual orientations, genders, handicapping condition, economic backgrounds, generations, etc. The professional must reflect on his/ her own perspectives relative to the history and philosophy of education in educational endeavors.

## **LEARNING OBJECTIVES**

### **Knowledge**

The Candidate will:

1. Know how to behave in a professional manner, including respecting human rights, encouragement of students self worth, interaction with colleagues, parents students and the public in a responsible way, and respecting of community standards.
2. Understand how students socioeconomic status, culture, race, type of setting in which students live, sex roles, developmental patterns and maturation, and shifting societal patterns affect interpersonal relationships.
3. Compare and contrast the educational philosophies of other countries with that of the United States.
4. Recognize the influence of government on education.
5. Compare and contrast the processes of discipline in the United States and of other countries.
6. Compare some of the belief systems of other countries with those of the United States relative to the process of education.
7. Identify studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique



- characteristics of individuals, couples, families, ethnic groups, and communities;
8. Recognize multicultural and pluralistic trends, including characteristics and concerns between and within diverse group nationally and internationally;
  9. Know attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
  10. Comprehend counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
  11. Identify the studies that provide an understanding of counseling and consultation processes,

### **Skill**

The Candidate will:

1. Demonstrate knowledge of the philosophy that under girds our present educational system.
2. Recognize social and cultural problems relating to our philosophy.
3. Recognize specific areas where the educational philosophy has changed over the past thirty years (i.e. discipline handicapped etc.).
4. Develop an attitude of acceptance of humans of differences.
5. Recognize social and cultural issues including family/parent education.
6. Demonstrate an understanding of problems affecting schools, such as the teaching of evolution.

### **Disposition**

The Candidate will:

1. Understand theories, concepts, and vocabulary related to of an educational Philosophy.
2. Discussion articles on history and philosophy according to criteria given by the instructor.
3. Demonstrate knowledge of theories, concepts, and vocabulary on two tests.

### **OUTLINE OF COURSE CONTENT**

Session 1 and 2	Idealism and Education
Sessions 3 and 4	Realism and Education
Sessions 5 and 6	Pragmatism and Education
Session 7	Mid Term
Sessions 8 and 9	Reconstructionism and Education
Sessions 10 and 11	Behaviorism and Education
Session 12	Existentialism Phenomenology and Education
Session 13	Analytic Philosophy and Education

## **METHOD OF EVALUATION**

Each student is expected to have at least one conference with the instructor regardless of his/her progress in class. Method of Analyze and evaluate research.

## **EVALUATION**

Exams

Mid-term and Final Examinations

Individual written reports (All reports should be done in APA style)

Class participation including small group work

## **GRADING SCALE**

The grades for this course will be determined by performance on the above activities.

A: 90 – 100

B: 80-89

C: 70-79

D: 60-69

F: Below 60

### ***Written Report Format on Four Philosophers***

1. Name of Philosopher
2. Biographical sketch
3. Statement of educational philosophy
4. Contributions and/or implications for education
5. References (minimum of three)
6. All written reports should be done in APA style.

## **REFERENCES**

Cummins, J. (1999). Alternative paradigms in bilingual education research: Does theory have a place? *Educational Researcher*, 28(7), 26-32.

Dyson, A.H. (2000). Linking writing and community development through Children's forum. In C.D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspective on literacy research: constructing meaning through collaborative inquiry* (pp. 127-149). New York: Cambridge, MA: Routledge.

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- Jacobson, David A. (2003). *Philosophy in Classroom Teaching*. Upper Saddle River, New Jersey, Merrill Prentice Hill.
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- Gutek, Herald. (1988). *Philosophical and Ideological Perspectives on Education*. Boston, Mass: Allyn & Bacon.
- McGuire, M.B. (1987). *Religion: the social context* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth..
- Power, Edward. (1982). *Philosophy of Education: Studies in Philosophies, Schooling, and Educational Policies*. Illinois: Waveland Press, Inc.

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Satre, Jan Paul. (1956). *Being and Nothingness*. Translated by Hazel Barnes. New York: Philosophical Libraries.

Westbrook, R.B. Aug. (1992). Schools for Industrial Democrats: The social origins of John Dewey's Philosophy of Education. Vol. 100. p. 401-19. *American Journal of Education*.

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<http://www.counseling.org/journals/jcd.htm>  
South Carolina State Department teaching website  
<http://www.thescea.org>  
<http://www.s.c.teaching.org>

**LISTSERVES**

Counseling Grads is an e-mail group  
<http://www.egroups.com/list/counselinggrads/>  
intended for counseling grad students  
for the exchange of ideas and  
information which pertains to counseling  
education and counseling as a profession.  
Information about joining is at website.

Graduate Students in Counseling  
[listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu)  
In the body of the message type subscribe  
COUNSGRADS Firstname Lastname.  
The owner is Darcy Haag Granello, PhD,  
Counselor Education, School of Physical  
Activity & Educational Services,  
The Ohio State University  
GUIDANCE -- S.C. K-12 Guidance  
[GUIDANCE@VM.SC.EDU](mailto:GUIDANCE@VM.SC.EDU)  
Counselors List