

**HDCN 6308 Elementary School Counseling  
HDCN 6309 Secondary School Counseling**

**Course Syllabus**

**FALL TERM 2014**

**GAY MCALISTER, PHD, L.P.C.-S**

**Retain for personal files. This syllabus may be needed for future course reference.**

## **HDCN 6308 Elementary School Counseling**

## **HDCN 6309 Secondary School Counseling**

### **COURSE DESCRIPTION**

This course will emphasize training in the implementation of a comprehensive school counseling program that promotes advocacy, leadership, collaboration, and systemic change to enhance student achievement and success. School counselors play a critical role as schools continue to be challenged to educate all students at increasing levels of literacy. Counselors and a developmental guidance program are vital to assist students, faculty, and parents in removing barriers to effective learning while ensuring equal opportunities for all students. Effective planning, prioritizing, use of resources (including time management), and accountability are the characteristics of an effective guidance program.

### **APPROACH**

This course will be taught through lecture, class discussion, videos, inclusion of outside readings and assignments, occasional guest speaker(s), role plays, relevant current events, and group and individual class activities. I believe that a teacher's role is primarily to provide guidance to students in their study of subject matter and that the learning process is collaborative—student and teacher joining together in working toward a better understanding of the material. I will provide specific goals for you to accomplish on your way to achieving this understanding. I urge you to take an active role in your learning and how you will learn it. Finally, I believe that teaching and learning should be fun. I want all of us to enjoy the class, the experience of learning about school counseling, learning about ourselves and our humanity. I expect that students will read the texts and understand the majority of its content and come to class prepared for discussion and questions. Thus, I do not feel compelled to lecture word-for-word from the text. Instead, I will supplement what the text covers with additional material and will review those concepts discussed in the book that are difficult to understand and/or of critical importance.

<b>Learning Objective</b>	<b>Measurable Outcome</b>
<p>Define the role and function of the counselor (e.g., counselor, consultant/collaborator, coordinator of resources/referrals, teacher/parent education) within the elementary school setting.</p> <p>Define and demonstrate knowledge of the essential features of a comprehensive developmental guidance program as an integral part of the total educational program.</p> <p>Define and demonstrate the relationship of guidance and counseling services to the total educational program and climate of an elementary school.</p> <p>Discuss and give examples of the developmental needs of elementary students and their families, age appropriate classroom guidance activities and individual / small group counseling techniques, and strategies to assist parents and students at points of educational transition.</p> <p>Discuss and identify effective strategies that lead to the development, organization, and administration of a comprehensive developmental elementary school guidance and counseling program.</p>	<p>Produce a daily, weekly, monthly calendar.</p> <p>Create an annual campus developmental guidance plan for a real or simulated campus.</p>
<p>Identify and discuss ethical and legal issues directly related to school counseling.</p>	<p>Reference and apply the appropriate section of the ACA and ASCA Code of Ethics to real and hypothetical situations in discussion and written papers.</p>
<p>Evaluate strategies for developing and implementing crisis intervention plans for an elementary school.</p>	<p>Produce a campus crisis management plan.</p>
<p>Identify and discuss variables and issues which affect the development and full functioning of the elementary age child and develop strategies to ensure that all students reach their full potential, with attention to specific populations within the elementary school (e.g., stepfamily, divorce, child abuse, alcohol and drug abuse, academic/learning difficulties, socio-cultural differences, etc.).</p>	<p>Research information, strategies, materials and techniques appropriate for various school-related issues and behaviors in a class multi-media presentation.</p>
<p>Utilize effective techniques, materials, and strategies in presenting programs to students, teachers, and parents.</p>	<p>Develop informational workshops for presentation to faculty and/or parents.</p>

Discuss and apply your philosophy and theory of school counseling with regard to historical, current and future trends in school counseling.	Explain how your philosophy and theory of school counseling drives your selection of techniques and strategies.
Discuss the various theoretical approaches and their use with elementary students, teachers, administrators, parents, and others. Apply counseling techniques (including applications of emerging technology in education and school counseling) that will effectively enhance their role as a counselor with students, teachers, administrators, parents, and others.	Through discussion, exams, role plays, and written papers, students will demonstrate knowledge of appropriate theories and techniques.
Identify free materials and community services available to assist the school counselor in providing comprehensive services to students.	Students will find and share community and internet resources for students and campus needs.

### Departmental Grading Policy

Grade	Performance Description	Range	GPA	Points
A	Exceptional	930 – 1000	4.0	12.0
A-	High Pass	900 – 929	3.7	11.1
B+		870 – 899	3.3	9.9
B	Pass	830 – 869	3.0	9.0
B-		800 – 829	2.7	8.1
C+	Failure, any C or below	770 – 799	2.3	6.9
C			2.0	6.0
C-		730 – 769	1.7	5.1
D+		700 – 729	1.3	3.9
D		670 – 699	1.0	3.0
D-		630 – 669	0.7	2.1
F		600 – 629	0.0	0.0
		59 <sub>≥</sub>		

## REQUIREMENTS AND POINTS AVAILABLE

Attendance & Participation	5%	50
Journal Article critique	7%	70
Homework	18%	180
Class presentation(s)*	20%	200
Notebook**	25%	250
Mid Term and Final Exam	25%	250
		1000 <b>Maximum Total Points</b>

\*One PowerPoint or multimedia presentation of 30-35 minutes with a one page handout for class, hard copy of 3-5 page paper in APA style for instructor. Sign up for topic and designated night.

\*\* **Course credit is contingent upon completion of a quality notebook.**

**Instructor:** Gay McAlister, PhD, L.P.C.-S  
**Fall 2014 Hours:** Monday 2-4:30 PM and by appointment  
Tuesday 2-4:30 PM and by appointment  
Wednesday 2-6:00 PM  
**Office:** SMU <sup>in</sup> Plano, Building 3, Suite 214  
**Phone:** 972.473.3452 (office) Speak slowly, concisely, briefly.  
[REDACTED] (cell)  
972.473.3456 (Center for Family Counseling office)  
972.473.3425 (Counseling main office fax)  
**E-mail:** [gmcalist@smu.edu](mailto:gmcalist@smu.edu)

### Required Texts:

- American Counseling Association, 2014 Code of Ethics, <http://www.counseling.org>
- American School Counselor Association, Ethical Standards for School Counselors(2010) <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>
- American School Counselor Association. (2003). *The ASCA National Model: A framework for school counseling programs, 2<sup>nd</sup> ed.* Alexandria, VA:
- Gysbers, N. & Henderson, P. (2012). *Developing and managing your school guidance program, 5<sup>th</sup> ed.* Alexandria, VA: American Counseling Association.
- Metcalf, L. (2008). *Counseling toward solutions, 2<sup>nd</sup> ed.* San Francisco: Jossey-Bass Publishers. (Optional)
- Payne, R. (2005). *A framework for understanding poverty, 5<sup>th</sup> ed.* Baytown, Texas: Aha Process.
- Stone, C. and Dahir, C. (2013). *The transformed school counselor, 2<sup>nd</sup> ed.* Belmont, CA: Brooks/Cole Publishers.
- Texas Education Agency (2004.) *A Comprehensive Developmental Guidance and Counseling Program for Texas Public Schools: A guide for program development preK-12, 4<sup>th</sup> ed.* Austin, Texas: Author This book may be downloaded at the following link:

[http://www.tea.state.tx.us/guidance\\_counseling.html](http://www.tea.state.tx.us/guidance_counseling.html)

**Course Fee:** For your convenience, 3-ring binder notebooks will be provided at cost to students for completion of the course requirements. You may also wish to obtain a small flash drive for storage of shared course materials. Copy fee for materials will be announced at the first class session and is due by midterm.

<b>Week</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
1	Professional Organizations Planning and Implementing guidance programs Overview and Course requirements ASCA Ethics Texas Laws relating to counseling	Lecture and course overview Gysbers & Henderson-Chapter 1 & 2
2	Developmental Program Services Program Standards Four Components: Guidance	Stone & Dahir-Chapters 1 & 7 Gysbers-Chapters 1- 4 Icebreaker & handouts Ethics: ASCA,ACA, Tx Ed, & TEC 33 Ethical scenario Mission Statement Description of Fictional School Request to see counselor Forms Referral forms
3	Responsive Services Crisis Intervention Individual & Schoolwide <b>Presentation: Suicide and Risk Assessment Dating Violence</b>	Stone & Dahir- Chapters 11 & 13 Gysbers-Chapter 5-6-8 Needs Assessment Daily schedule Weekly schedule Monthly schedule Log book or sheets
4	Individual Planning Case Studies <b>Presentation: Special Needs Students &amp; 504</b>	Stone & Dahir- Chapter 10 Gysbers- 7 Advisory Committee members (roles) Plan an introductory activity (3) for a classroom, teachers, & parents with detailed plan &handouts using template provided
5	System Support Teachers (stress mgt) Parents (encouraging involvement) Community (partnerships) <b>Presentations: Bullying &amp;Relational Aggression</b>	Stone & Dahir-Chapters 4,5, & 6 Plan for 3 school wide activities: Nat'l Guidance Week, Career Day, + one additional One event/workshop/or activity for Teachers w Handouts, detailed plan, & one ppt with min of 10 slides
6	Program Evaluation/MEASURE Data driven accountability <b>Presentation: Grief &amp; Loss</b>	Stone & Dahir- Chapt s 8 & 9 Gysbers –Chapter 10 Subscribe to a TEA listserv & contact a legislator Campus crisis plan & handouts 3 classroom guidance lessons using template & class handouts <b>Midterm Exam</b>
7	Theories <b>Presentations: Multicultural and Diversity</b>	Stone & Dahir-Chapters 2 & 3 & 9 Accountability Measure Feedback forms Due: Journal article
8	Materials & Resources Commercial and Free or Online <b>Presentation: Framework for Understanding Poverty</b>	Read R. Payne: Framework for Poverty & bring for discussion additional examples Share resources for free materials with class Parent Training (min 3 sessions) w plan and 1 ppt w min 10 slides
9	Counselor Competencies Techniques and Strategies for individuals, classrooms, groups <b>Presentation: Brief Solution Focused Therapy</b>	Stone & Dahir-Chapters 12 & 14 Gysbers- Chapter 9 Plan three small group guidance series using template (6-8 wks) 3 topics
10	Share your campus plan Texas State Board for Educator Certification TExES Preparation <a href="http://www.sbec.state.tx.us/SBECOnline/default.asp">http://www.sbec.state.tx.us/SBECOnline/default.asp</a>	Due: Yearly Guidance Plan & Notebook Final Exam

## Attendance Policy

- Instructor should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence. This instructor recommends **Drop or Withdrawal** if the first class is missed for this course.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
  - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
  - receive a failing grade for the course
  - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar14-15> then consult with the Program Specialist if they believe this option is a possibility.)

## COURSE WITHDRAWAL

Students must consult with the instructor **before** withdrawing from the course. Notifying the instructor does not constitute official withdrawal. To withdraw officially, the student must submit either a Drop or a Withdrawal form to the Counseling Office. Students may not submit Drop or Withdrawal forms online.

## CLASS DECORUM

Be punctual, as class will begin on time. Breaks will be given; students must return promptly. Attendance is mandatory; roll will be taken. Beepers and cell phones must be turned off during class. Any use of laptop computers is expected to be minimal, limited to note taking, and unobtrusive to rest of class. Be prepared to participate. Counseling is an interactive profession. Professional respect and courtesy are expected at all times. Turn off (or set on vibrate) all cell phones or pagers. Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive as is leaving early. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is imperative at all times.

## Required Liability Insurance

Students will be required to provide a copy of proof of liability insurance to be kept in our student file. You can apply online with the Texas Counseling Association at [www.txca.org](http://www.txca.org) or call 800-580-8144. Membership in the TCA (required to purchase insurance) is \$50 per year. Unpaid practicum liability insurance is \$31 per year. Additional providers also available. For information, log into Blackboard and select the Counseling site.

## SMU POLICY

Refer to the smu.edu website or the Counseling Office in Suite 234 for questions for information regarding SMU policy and procedures.

**SMU Honor Code**      [http://www.smu.edu/studentlife/PCL\\_05\\_HC.asp](http://www.smu.edu/studentlife/PCL_05_HC.asp)

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty.

**Statement on Confidentiality and Emotional Safety:**

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice, clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACE in their code of ethics. Failure to do so can result in termination from the Department.

**Religious Observance**

Religiously observant students wishing to be absent on holidays that require missing class should notify their professor in writing at the beginning of the term, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Disability Accommodations**

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or [www.smu.edu/alec/dass.asp](http://www.smu.edu/alec/dass.asp) to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

**Assignment due date:**

Unless otherwise stated, assignments are due at the beginning of class and will be subject to reduced points at the instructor's discretion if submitted late.

## Counselor Notebook Index

Cover Page: Course Number & Title, Student Name, Instructor's Name, Fall 2014

- I. Ethical Codes
  - ASCA
  - ACA
  - Texas Educator Code of Ethics
- II. Texas Education Code (Chapter 33)
  - TEC –Texas Law relating to counseling (Dating violence, graduation requirements, child abuse reporting, bully prevention)
- III. Forms
  - Mission statement
  - Description and demographics of your (fictional or real) campus
  - Needs Assessment
  - Referral for counseling
  - Student request to see counselor forms
  - Evaluation & feedback forms for teacher, parent, student
  - Counseling lesson or activity evaluation
  - Blank or sample daily log sheet
  - Advisory Committee members, meeting dates, sample agenda
- IV. Schedules
  - Daily, weekly, monthly, detailed annual calendar Aug-May, time distribution
- V. Lesson Plans (Use TEA template or ASCA but be consistent):
  - a. Three Plans: Introduction to Classroom, Faculty, and Parent Night
  - b. Three Plans: Classroom guidance activities
  - c. Three Plans for 3 school- wide activities (1 guidance week, 1 career day, plus one other )
  - d. Three small group series based on needs assessment
  - e. Three parent workshop plans
- VI. Campus crisis management plan
- VII. Class Handouts
  - Free or Inexpensive materials & Icebreakers
- VIII. Accountability
  - MEASURE
  - Counseling Program Audit
  - Texas School Counselor Evaluation/TEMPSC-II
- IX. Advocacy
  - a. copy of professional organization student membership and/or your professional insurance benefits page
  - b. contact list of **your** state and federal elected representatives
  - c. dated letter or email written in regard to a counseling or mental health issue
  - d. copy of TEA listserv email
- X. Professional
  - TeXes Counselor Certification Exam Registration Information
  - ASCA Website: list of counselor interview questions
  - Print Counselor brochure from TCA website

## **SAMPLE MISSION STATEMENT**

It is the mission of the Utopia Elementary School Counseling Program to remove barriers to learning for all children, encourage, and promote understanding and acceptance of self and others, and to build a sense of belonging and community.

### **Term Project:**

Develop a comprehensive developmental guidance plan for the level of your choice (Elementary, Middle, Secondary). You will design the content, time frame, materials, and method of evaluation. On the last class meeting, you will have approximately 10-15 minutes to describe your program.

Invent and describe your fictional or real school campus by level, location (rural, urban, suburban, inner city, etc. and name your campus. Create demographics: total enrollment, number of grades and sections of each and students in each grade, gender ratio, race, ethnic characteristics, international student presence, proportion of social classes represented. Assume that the community is in recession with a 7% or higher unemployment rate, moderate or higher home foreclosure rates, percent of home owners v. renters, presence of any public housing or special facilities located in your school zone. List number of teachers, special teachers, aides, administrators, and staff as well as number of counselors employed.

Use the TEA Developmental Model and the ASCA Model to address the school needs and to plan the comprehensive developmental program.

### **Group/Classroom Guidance:**

Prepare a 30-45 min lesson that is appropriate for the level you have chosen and design a lesson using appropriate materials and supplies. Provide classmates with a copy of the lesson on the template provided. Topics may include: study skills, friendship, social skills, character education, multicultural understanding, bullying, career exploration, problem-solving, decision-making, dating violence, stranger danger, internet safety, understanding emotions, etc.

Group guidance requires an announcement, flyer, needs assessment, teacher referral, etc., parent permission forms (signed), attendance sheet, lesson plans for 6-8 weeks, concluding activity, and student and/or teacher evaluation forms. Provide classmates with handouts of your plan.

## TEA TEMPLATE FOR GUIDANCE LESSONS

**TEA Curriculum Strand:** (CIRCLE ONE)    ■Self-Confidence    ■Motivation to Achieve    ■Decision-making  
   ■Interpersonal Effectiveness    ■Communication Skills  
   ■Cross-Cultural Effectiveness    ■Responsible Behavior

**Topic:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**TITLE:**

Goal:

Materials:

Suggested time frame:

Activity (detail specific instructions):

Reflection and Closure:

Evaluation (how, who, when, and attach form if needed)

### Presentation Dates/Presenter

Date	Topic	Presenter
August	Suicide & Risk Assessment	
August	Dating Violence	
August	Special Needs 504 Response to Intervention	
September	Bullying	
September	Relational Aggression	
September	Grief & Loss	
September	Multicultural/ Diversity/Tolerance	
September	Framework for Understanding Poverty	
October	Brief Solution-Focused Therapy	
October	PTSD	

Optional topics: School Refusal  
Working with Military Families

SMU Program in Counseling Fall 2014  
**HDCN 6308/HDCN 6309**  
**Elementary and Secondary School Counseling**

*Please sign and give this page to your instructor.*

I have received a copy of the course syllabus and I understand requirements and how grades will be determined. I understand that course credit is contingent upon timely production of a completed, comprehensive notebook. This syllabus is subject to modification; if so, an updated version will be provided.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



**Total**  
**6308-6309 PARTICIPATION RUBRIC**

**50 points**

	<b>Criteria</b>				<b>Points</b>
	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>	
<b>Attendance / Promptness</b>	Student is <b>always</b> prompt and regularly attends classes.	Student is late or absent to class <b>once OR LEAVES early</b> and regularly attends classes.	Student is late or absent to class <b>twice or leaves early</b> and regularly attends classes.	Student is late or absent to class <b>more than twice</b> and/or has poor attendance of classes.	_____
<b>Level Of Engagement In Class</b>	Student proactively contributes to class by offering ideas and asking questions <b>more than once</b> per class.	Student proactively contributes to class by offering ideas and asking questions <b>once</b> per class.	Student <b>rarely</b> contributes to class by offering ideas and asking questions.	Student <b>never</b> contributes to class by offering ideas and asking questions.	_____
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student <b>incorporates or builds off</b> of the ideas of others.	Student <b>listens</b> when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class. Student often <b>interrupts</b> when others speak.	_____
<b>Behavior</b>	Student <b>almost never</b> displays disruptive behavior during class.	Student <b>rarely</b> displays disruptive behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>almost always</b> displays disruptive behavior during class.	_____
<b>Preparation</b>	Student is <b>almost always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>rarely</b> prepared for class with assignments and required class materials.	Student is <b>almost never</b> prepared for class with assignments and required class materials.	_____
				<b>Total----&gt;</b>	_____

**Instructor Comments:**