Adler Graduate School
Richfield, Minnesota
AGS Course 570 Summer 2013

Foundations of 21st Century School Counseling

1. Course Designation and Identifier

1.1 Adler Graduate School (AGS)
1.2 Course number 570
1.3 Foundations of 21st Century School Counseling
1.4 Three (3) credits
1.5 Prerequisite: 511 & 513

2. Course Description

This course provides an overview of the field of school counseling and the competencies required by the Minnesota Department of Education for licensure in school counseling. The course is organized around the American School Counseling Association’s (ASCA) National Model for School Counseling programs. Students develop an understanding of roles that are appropriate for an effective 21st Century school counselor.

3. Texts, Materials, and Resources

3.1 Required texts


4) Other readings are provided by the instructor

4. Competencies and Learning Outcomes

[ ] = MN Board of Teaching Standards for School Counselors 8710.6400

Students completing this course:

4.1 Develop an understanding of the 15 program outcomes and the competencies required for Minnesota licensure as a K-12 school counselor [All]
4.2 Demonstrate an understanding of the history and future trends for school counseling, especially the events that led to the development of the ASCA National Model [I1, I2];

4.3 Demonstrate an understanding of the influence of Adlerian Psychology in the school setting [A1, I1];

4.4 Identify key counseling theories that are best suited for the school counseling environment [A1, I1];

4.5 Demonstrate an understanding of the program vs. position concept of PSCs, including the components of a comprehensive school counseling program [A1, A3, G1, I1, I2];

4.6 Understand the link between counseling, classroom guidance, and learning [D4];

4.7 Understand the role of individual, small group and large group counseling in the school setting [A1, E1, F1];

4.8 Become familiar with the characteristics of a consultative relationship with teachers and other educational professionals, as well as collaborative relationships with community agencies [A4, A5, A8, A10, A16, A17, G2, J3];

4.9 Observe a K-12 school counselor while they are “participating in a range of educational programming models” [K];

4.10 Observe the organizational structure and changing needs of the school [A5];

4.11 Begin to identify the academic curricular requirements of students in their respective school settings [A13];

4.12 Develop an understanding of various professional organizations [I3];

4.13 Develop an understanding of various web resources available to PSCs [I3];

4.14 Develop a “helping professional” thought process when addressing the challenges and opportunities inherent in the role of school counselor [A1, A8, A10];

4.15 Begin to recognize and appreciate diversities, and their impact on practice, including but not limited to age, creed, disability, ethnicity, gender, learning differences, marital status, multicultural perspective, national origin, public assistance status, race, religion, sexual orientation, and veteran status and their implications on the role of the school counselor [A9, A15, A16, B3, C1, C2, C3, F2]
5. **Course Outline**
   * Subject to minor adjustments as needed

5.1 **Unit 1** (Tues, 8/20)

1) Orientation and Introductions

2) The Historical and Philosophical Foundations of School Counseling
   Erford Ch 2
   The challenge to change…(provided by instructor)

3) The Role of the 21st Century Professional School Counselor
   Erford Ch 1, 3

5.2 **Unit 2** (Sat, 8/24—AM)

1) Introduction to the ASCA National Model
   ASCA Text: x-xiv and p.1-10
   Erford, Ch. 20
   Erford, Ch 8 (optional)

2) School Counseling Outcomes Research
   Erford, Ch 4 (skim first half, read p. 41ff closer)

3) Counseling theory in schools
   Erford, Ch 36
   *The Transformed SC* Ch 2 and 3 (provided by instructor)
   Erford chapters in section 4 as needed (optional)

4) Group Presentation Prep

5.3 **Unit 3** (Sat, 8/24—PM)

1) Leadership & Achievement Advocacy
   Erford Ch 9, 12

2) ASCA Model: Foundation
   ASCA Text p. 21-31
   Erford Ch 16 (optional)
   Erford Ch 5 (optional)

   a. Program Focus
   b. Student Competencies
   c. Professional Competencies
5.4 Unit 4 (Tues, 8/27)

1) Efolio Introduction

2) ASCA Model: Management Systems
   ASCA Text p.41-72
   Erford Ch 21
   a. SC competencies assessment
   b. SC program assessment
   c. Use-of-time assessment
   d. Annual agreements
   e. Advisory councils
   f. Use of data
   g. Curriculum/small group/closing the gap action plans
   h. Calendars

5.5 Unit 5 (Tues, 9/10)

1) ASCA Model: Delivery
   ASCA Text p.83-88
   Erford Ch 22, 23, 41
   Erford Ch 42 (optional)
   a. Direct student services

5.6 Unit 6 (Tues, 9/17)

1) Group Presentations: The Role of the Modern School Counselor

2) ASCA Model: Delivery (continued)
   ASCA Text p.83-88
   Erford Ch 28, 29
   b. Indirect student services

5.7 Unit 7 (Sat, 9/21—AM)

1) ASCA Model: Accountability
   ASCA Text p.101-107
   Erford Ch 25
   a. Data Analysis
   b. Program Results
   c. Evaluation and Improvement

5.8 Unit 8 (Sat, 9/21—PM)

1) Systemic approaches to preventing and addressing crisis situations
   Erford, Ch 94
5.9 Unit 9 (Tues, 9/24)

1) Living the Transformed Role
2) Discussion of your Interview with a Professional School Counselor

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efolio Artifact 1: SC History</td>
<td>8/24/13</td>
<td>5</td>
</tr>
<tr>
<td>Efolio Artifact 2: The ASCA National Model</td>
<td>8/27/13</td>
<td>5</td>
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<tr>
<td>Efolio Artifact 3: Counseling Theory</td>
<td>8/27/13</td>
<td>5</td>
</tr>
<tr>
<td>Efolio Artifact 4: Data Driven Implementation Strategies</td>
<td>9/10/13</td>
<td>10</td>
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<tr>
<td>Group Presentation</td>
<td>9/17/13</td>
<td>20</td>
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<tr>
<td>Efolio Artifact 5: Direct &amp; Indirect Services</td>
<td>9/21/13</td>
<td>5</td>
</tr>
<tr>
<td>Efolio Artifact 6: Responsive Services &amp; Crisis</td>
<td>9/24/13</td>
<td>5</td>
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<tr>
<td>Efolio Checkpoint One</td>
<td>9/24/13</td>
<td>20</td>
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<tr>
<td>SPT- Shadowing a School Counselor</td>
<td>9/24/13</td>
<td>25</td>
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8.2 Grading:

- A: 90-100 points and meets all deadlines
- B: 80-89 points
- C: 70-79 points
- R: 69 points or less - Retake

9. Attendance Policy

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor's prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:
- None

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty
could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

### 12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

### 13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

### 14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the
student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

Please let me know by Saturday, August 24th if you require learning accommodations.

15. Instructor’s Contact Information

Susan Olsen, LSC at Eagan High School
Work Number: 651-683-6929
Cell Phone: 651-270-9488 (Preferred)
Email: susan.kinneyolsen@gmail.com

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