

Northern Kentucky University
Department of Counseling, Human Services and Social Work

COU 653 CLASSROOM GUIDANCE

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*This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor.

Welcome:

As your instructor I intend to make this course informative, challenging, and practical. As a student it is important that you take responsibility to initiate and implement your educational goals. This course is designed and structured to afford learning opportunities and provide you with several conditions which allow or encourage professional growth as a counselor. The degree to which you perceive this experience to improve your personal and professional growth will largely be a function of your own goals for this course.

Description:

This course provides an orientation to the role and function of the school counselor, focusing on plans for achieving counseling, consulting, coordinating, and guidance objectives with an emphasis on principles as well as methods. In this course students are provided learning opportunities designed to integrate all previous course learning's in the Counselor Education program in preparation for applying that learning in the school settings.

Methods of Instruction:

This course will utilize class discussions, peer group work, lecture, demonstration, videotaped materials, direct observation, experiential activities, guest speakers and student presentations to reach learning objectives.

Norse Express:

All NKU counseling students are required to register for a university e-mail account. Check E-mail regularly throughout the semester.

Blackboard Participation:

Students will be required to participate in Blackboard discussions, assignment, and quizzes throughout the semester. A schedule for Blackboard requirements will be provided to students which must be completed in full and on time in order to receive any points toward their grade.

Required Texts:

Wittmer, J. (Ed.). (2000). *Managing your school counseling program:K-12 developmental strategies*. (2nd ed.). Minneapolis, MN: Educational Media Corporation. ISBN 0-932796-98-2.

Greenberg, K.R. (2003). *Group counseling in K-12 schools: A handbook for school counselors*. Boston: Allyn and Bacon. ISBN 0-205-32195-X.

Optional Texts:

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Thompson, C., & Rudolph, L. (1999) Counseling Children (5th ed.). Stamford, CT. Brooks/Cole

Faber, A., & Mazlish, E. (1980). How To Talk So Kids Will Listen & Listen So Kids Will Talk, NY: Avon Books.

Nelson, J. Lott, L., & Glenn, H.S. (1993). Positive Discipline in the Classroom. Rocklin, CA: Prima Publishing

ADA Compliance

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Suite 320 or call (859) 572-6373 for more information. Verification of your disability is required in the Disability Services Office for you to receive reasonable academic accommodations.

Academic Honesty

- Northern Kentucky University is dedicated to creating an environment conducive to the development of educated and intellectually curious people. Cheating and plagiarism are in opposition to the environment, Therefore, we require that all work submitted by a student be a product of that student's own ideas and words.
- Plagiarism is defined as using someone else's thoughts and/or words and allowing other people to believe they are your own. It does not matter whether this is done intentionally or unintentionally. One is plagiarizing when one uses specific words, phrasing, or ideas of others without using quotations marks and citation. When paraphrasing an ideas or sentence, the original source of this material must be cited.
- Cheating is defined as copying from someone else's exam, purchasing a paper to be submitted as your own, or using books and notes during exams (in-class or take-home) when expressly forbidden to do so. These examples of cheating and plagiarism are not meant to be exhaustive. Rather they are to be used as basic guidelines for appropriate academic behavior.
- NKU takes academic dishonesty very seriously. A student guilty of cheating or plagiarism may be given a failing grade for the assignment or course by the instructor, who can recommend suspension or expulsion from the University. Cheating and plagiarism will not be tolerated in any form. All work submitted by a student must represent that student's own ideas and effort; whether work does not, the student thus engaged in academic dishonesty.

I. COU 653 Objectives

Students will be able to:

1. Discuss the historical influence, philosophy, and current and future trends in school counseling. (CACREP SCP A.1., 7.)
2. Define and discuss the role and function of the counselor (e.g., counselor, consultant/collaborator, coordinator of resources/referrals, teacher/parent education) within the school setting. (CACREP SCP A.3.; B.1.,2.,3.,5.; C.3.a.,b.,c.,d.)

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3. Define and discuss the essential features of a comprehensive developmental guidance program as an integral part of the total educational program. (CACREP SCP A.2.; C.1.e., f., g.; 2.a., b.)
4. Discuss the relationship of guidance and counseling services to the total educational program and climate of a school. (CACREP SCP A.4., 6; B.3., 4; C.1.d.)
5. Discuss the various theoretical approaches and their use with students, teachers, administrators, parents, and others. (CACREP II.K.3.a. b.; SCP C.1.e.; 2.b., g.)
6. 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. (CACREP SCP A.10; C.2.b.)
7. Discuss the developmental needs of students and their families, the development of age appropriate classroom guidance activities and individual / small group counseling techniques, and strategies to assist parents and students at points of educational transition. (CACREP SCP A.8; C.2.e; 3.c.)
8. Identify and discuss variables and issues which affect the development and full functioning of the school aged children and develop strategies to ensure that all students reach their full potential, with attention to specific populations within the schools (e.g., stepfamily, divorce, child abuse, alcohol and drug abuse, academic/learning difficulties, sociocultural differences, etc.). (CACREP SCP A.8.; C.2.D., h.)
9. Identify and discuss ethical and legal issues directly related to school counseling. (CACREP SCP A.7., 11.)
10. Discuss effective strategies that lead to the development, organization, and administration of a comprehensive developmental school guidance and counseling program. (CACREP SCP .B.6.; C.1.a., b., c.)
11. Discuss the role of teachers, administrators, students (peer helpers), consultants, and others in a comprehensive guidance program. (CACREP SCP C.2.c., f., g.; 3.a., b.)
12. Discuss strategies for developing and implementing crisis intervention plans for school counselors. (CACREP SCP B.7.)
13. Identify community services available to assist school counselors in providing comprehensive services to students. (CACREP SCP A.9.)
14. Utilize effective techniques and strategies in presenting programs to students, teachers, and parents. (CACREP SCP B.2., 5.)

II. COU 653 Class Requirements & Student Learning Objectives

Quizzes:

There will be five (5) quizzes. Questions may be formatted in multiple-choice and short answer/essay forms. Quizzes will cover the textbook, classroom discussions, and any handouts or reserved reading material assigned. If you are absent on a quiz date, it is **your responsibility** to meet with the instructor to determine when and/or if you can make-up the quiz

Individual Grades

Participation and absences (First absence= 5pts; 2nd absence =10pts; a limit of 2 absences- 2 absences can drop your grade a whole letter grade).

*Please note that after 2 absences you will be asked to drop the class.

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|----------|---|-----------------------|
| (50 pts) | Self as Counselor (2-4 page paper; APA format) | Due: <u>August 27</u> |
| | a) Explore reasons for career change | |
| | b) How will you make a difference, what are your goals? | |

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(100 pts) Theory Paper (2-4 page paper; APA format)

Due: September 3
By email

Be prepared to discuss in class

(50 pts) Resources for School Counselor

Due: September 17

(75 pts) Lesson Plan 1, 2 and 3 (one with media)

Due: September 24

(100 pts) Mini-Lab Experience

Due: November 5

- a) implement lesson 4 in a school or community setting
- b) Be prepared to discuss in class

Group Project Grades

(100 pts) Design a School-Wide Guidance / Awareness Unit
(Informally share with class)Due: October 1

- a) Hard copy for class members
- Classroom Guidance Activities

- a) Brief presentation
(Actually "do it" as if class members are students)
- b) Hard copy for all class members

(75 pts) Small Group or Individual Intervention/Activity

Due: October 22

- a) Brief presentation / experiential activity
- b) Hard copy for class members

(100 pts) Evaluate Parent or Classroom Discipline / Management Programs

Due: November 12

- a) Select one to evaluate and present brief segment to class as if teacher in-service or parenting program

(100 pts) Special Population Research Paper / Presentation

Due: November 26

- a) 5-8 page
- b) Present to class as if a Teacher In-Service or Parent program

(100 pts) Student Presentations

Due: December 3 &
10

Grading System

A \geq 90% = 765-850 pointsB \geq 80% = 680-764 pointsC \geq 70% = 595-679 points**STUDENT LEARNING OUTCOMES**

Individual Assignments

Attendance and Participation

- Regular attendance is imperative for successful completion of this course. Each student enrolled in this course should be committed to full participation in class discussion. If you must be absent from class, please inform me in advance by phone or e-mail. Two absences may lower your final grade one letter.

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- There will be NO MAKE-UP WORK OR SUBSTITUTE ASSIGNMENTS for course work or in-class activities done on days missed. Late work will be accepted at the discretion of the instructor. IF YOU MISS MORE THAN TWO (2) CLASSES, YOU WILL BE ASKED TO DROP THE CLASS. As a courtesy to your classmates, PLEASE MUTE OR TURN OFF ALL PAGERS, BEEPERS, AND CELL PHONES DURING CLASS.

Self as Counselor Paper (2-4 pages) (CACREP SCP A.3., 4.)

Explore why you have chosen the field of school counseling and how you believe you can make a difference in children's lives. What do you see as the role of the counselor? What strengths/liabilities do you bring to this role? Explore how these may be one in the same. What are your goals? How will you implement change?

Theory Paper (3-4 pages) (CACREP SCP C.2.b., e., g.)

Explore a counseling theory and discuss your understanding of the use of this theory of counseling in working with students in schools. Explore your own personal values and beliefs about people and life, how students grow and change, what elements combine to form their personalities, what causes behavioral, social, and academic problems for students, and what you think are important goals for students in life. Discuss the basis tenets of the counseling theory you have chosen, dealing with practical applications, ways in which you would integrate this theory into the practice of counseling. Include a brief (1-2 pages) overview of your theory's constructs, citing 2-3 primary resources. (Be prepared to discuss in class)

Mini-Lab Experience (3-4 pages) (CACREP SCP C.2.b, e.)

a) **Direct Intervention**

A direct presentation of a lesson plan on a current issue with today's students will be required. Please research the issue at hand so that you are very familiar with the topic before you give your presentation. This presentation will be given to students in a classroom setting. Once the presentation is given, an evaluation must be provided to the students and teacher (if present) to assess the effectiveness of the lesson.

At the end of this experience, write a two page summary discussing: (1) the students and your insight into their intrapersonal and interpersonal dynamics, (2) the activities that you designed for working with the students, (3) the students reactions to these activities, (4) your perception of the outcome of your intervention with these students, and (5) how you can use what you learned in working with the students in your guidance preparation. (Be prepared to discuss). Send this lesson to your classmates through email and you will also need to provide hard copies to the instructor and students.

Group Project Assignments

Design a School-Wide Guidance / Awareness Unit (CACREP SCP B.3., 4. 5.)

Write a 3-6 page paper /outline. Discuss the significance of your topic for school-age children. Creatively explore how you would implement this unit to impact the total school environment, parents, and community. Outline the kinds of activities you would include for the various grade levels and for various populations within you school, taking developmental and special needs into consideration. Make copies for class members.

Classroom Guidance Activity (CACREP SCP B.3., 4.)

Write a 3 to 5 page description of a classroom guidance activity. This description should include: (1) a description of the target population, (2) a description of the topic / issue addressed by the activity, (3) an explanation of the rationale for the choice of the particular topic, (4) an outline of the proposed activity, and (5) a bibliography (you may use commercial materials.) Make enough copies of this assignment to share with the other members of the class. Present the activity to the class as if they were student population you targeted and make copies for class members.

Small Group or Individual Intervention / Activity (CACREP SCP C.2.a., b.)

Write a paper (3-6 pages) on a specific technique that can be used with students at any age level. Be specific about how the technique works and about when it is appropriate to use this technique. Provide an illustration or example of the use of the technique in order to maximize understanding. Your description of the technique needs to be concrete enough so that anyone who reads your paper could go into a school and use it. You must discuss your choice of technique with the

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instructor. Provide the class with a brief experience with your intervention and make copies of your paper for each class member. Some specific techniques are listed below:

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| a. Bibliotherapy | f. Goal disclosure |
| b. Puppetry | g. Sand tray therapy |
| c. Magic | h. Kinetic drawing / Rosebush drawing |
| d. Storytelling / metaphors | i. Game play |
| e. Art therapy / graphics | |

Resources for School Counselor (CACREP SCP A.10; C.2.b.; C.3.c., d.)

Examine commercial materials/games available in your school district. Identify one source from each of the following areas:

1. Teacher
2. Parent
3. Individual Counseling
4. Small Group Counseling
5. Classroom Guidance

Compile a list by topic and /or type of material. Provide information regarding authors, publishers, and other information that could be used to order the information. Provide brief summary of how the material might be used by in a school counseling program.

Evaluate Parent Education or Classroom Discipline/Management Program

(CACREP SCP B.6.; C.2.f.; C.3.b., c., d.)

Be prepared to discuss and compare with Positive Discipline

Select one program to evaluate. Write a brief paper / outline discussing:

- 1) the theoretical / philosophical foundation of the program
- 2) the main points covered
- 3) the materials included in kit (when appropriate)
- 4) the population(s) for which it is intended
- 5) A brief evaluation of the program in terms of how well the material is presented, would it “hook” the audience, is the information theoretically consistent and based on sound child development principles. Assess the overall quality of the program and materials.

Present a 15-20 minute “mini” session to the class (targeting the class as either a parent group or teachers.)

Special Population Research Paper / Presentation

(CACREP SCP A.8., 9; B.1.; C.2.a., b., d., h.)

Write a paper (5-8 pages) on working with a specific population of students present in schools today. The paper should briefly describe the difficulties of students from this particular population of schools. The bulk of the paper should focus on specific interventions designed to meet the needs of these particular students and how school counselors can help these students. This paper should be APA style. You must discuss your choice of population with the instructor. Some of these specific populations are listed below:

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| Abused children | Children who have experienced loss |
| Attention-Deficit Disorder | Children at risk |
| Shadow children, slow learner | Anxious children |
| Gifted children | Children from a specific ethnic origin |
| Depressed children | (Asian-American, African-American, |
| Children with reading and / or academic difficulties | Hispanic -American) |
| Children in special education | |
| Siblings of handicapped children | |
| Shy and lonely children | |
| Latch-key children | |
| Step-children | |
| Children from single-parent families | |
| Children of alcoholics | |
| Children whose parents are divorcing | |

