



Rhode Island College
Feinstein School of Education and Human Development
Department of Counseling, Educational Leadership, and School Psychology

Course Title: CEP 549: Foundations in School Counseling

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Office Hours: Monday 2-4pm, Tuesday 2-4pm, or by appointment

Class Meeting Time: Monday 4:00-6:50pm

Class Location: Forman B

Course Description:

Designed for students in school counseling, this course introduces the historical foundations, roles and functions, and professional standards and ethics in the practice of school counseling.

Prerequisites:

Graduate Status; Matriculated in School Counseling Program or Consent of Department Chair

Required Readings:

American School Counselor Association (2005). *The ASCA national model: a framework for school counseling programs (2nd ed.)*. Alexandria, VA: Author.

American School Counselor Association (2004). *The ASCA national model workbook*. Alexandria, VA: Author.

Rhode Island Department of Education (2005). *The Rhode Island framework for comprehensive K-12 school counseling programs*. Providence, RI: Author.

Relevant journal articles will be assigned throughout the semester to augment student learning and application of program models to practice setting

Purpose of Course:

The purpose of this course is to introduce students to the professional practice of school counseling. Emphasis will be placed on supporting, promoting and enhancing the healthy development of all students utilizing evidence-based best practices within the structure of current national models of comprehensive developmental school counseling. Guiding ethical principles will be incorporated as students initiate the process of professional identity development. Relevant state policy initiatives effecting school counselors in the state of Rhode Island will be examined.

Relationship of Course to the Professional Program:

This is the first professional course in the graduate program in school counseling. Students are advised to enroll in this course in the first semester of their first year in the program. The course offers students an overview of current best practices, roles and functions, ethics, and professional practice in the field of school counseling.

Relationship to the Conceptual Framework of the Feinstein School of Education and Human Development:

In keeping with the conceptual framework of the Feinstein School of Education and Human Development, this course represents the first step in the development of reflective practitioners who will serve as school counselors. Accordingly, the course is designed to provide a foundation for best professional practice by increasing knowledge about the professional practice of school counseling, facilitating critical analysis of issues and challenges in the profession, and nurturing the development of professional school counselor identity. These goals are achieved by providing students with theoretical and practical grounding in the conceptualization and delivery of school counseling services, by sensitizing them to issues of diversity, and by reflecting on ethical, legal, and professional conduct issues for school counselors. Opportunities will be provided for knowledge and skill development in the areas of organizational assessment, data analysis, program planning, and outcomes assessment.

Course Goals and Objectives:

Upon completion of this course it is expected that students will be able to:

<u>Course Learning Objectives</u>	<u>SPA</u>	<u>Conceptual Framework: Advanced Competencies</u>
1. Demonstrate knowledge of the history and philosophy of the school counseling profession.	CACREP school counseling A1	Knowledge 1
2. Discuss current best practices, issues and trends in school counseling.	CACREP school counseling A1, A3, A4, A5	Knowledge 4
3. Demonstrate knowledge of ethical and legal issues pertinent to the practice of school counseling.	CACREP school counseling A2	Knowledge 4
4. Understand the school counselor competencies as described by ASCA.	CACREP school counseling	Knowledge 4

		A3	
5.	Understand and discuss issues related to diversity and the practice of school counseling.	CACREP school counseling A6	Knowledge 3
6.	Comprehend and discuss issues related to assessment, program planning, intervention, outcomes, and the use of research in school counseling.	CACREP school counseling A3,A5	Knowledge 2 Practice 1
7.	Reflect upon developing professional identity as a school counselor.	CACREP school counseling A3,B1	Knowledge 4 Practice 4
8.	Utilize technology in preparation and presentation of course requirements.	CACREP school counseling B2	Practice 2

<u>Course Requirements</u>	Points	Course learning objectives
<u>Organizational Needs Assessment:</u> Utilizing the ASCA National Model Workbook program audit template, conduct a program audit of the school counseling program at your school. Having done so, describe the salient and/or unique features of your school culture. Next, within the context of the ASCA National Model, identify desired student competencies in each of the developmental domains and note whether they are addressed by the current school counseling program. A written assessment of approximately 8-10 pages is required.	20	1, 2, 4, 5, 6
<u>Use of Data in Planning and Assessment:</u> Continuing from the work of the needs assessment, identify goals and/or competencies that are not being addressed by the school counseling program as currently implemented. Your job now is to develop and implement a data collection and analysis plan that will allow you to further assess this gap in service and provide the rationale for future program plans. A written description of the data collection, analysis and results should be approximately 6-8 pages in length.	20	6

<p>Program Proposal: Drawing on the theoretical and research literature in the field, develop and propose a programmatic intervention designed to address the identified gap in services. This program should logically proceed from the groundwork laid in the previous two assignments. Your needs assessment and data analysis will ideally provide the rationale for your proposed intervention, as will developmental and clinical research literatures. The proposal should also be developmentally appropriate to the age group targeted, and should be sensitive to issues of diversity as represented in your school setting. A written description of the rationale, intervention program, and outcome assessment plan should be approximately 6-8 pages in length.</p>	20	1-6
<p>Final Project Presentation: The final project will be a formal, in-class presentation of your process of assessment, collection and analysis of data, identification of service gaps, and development of proposed program. Presentations should be approximately 30 minutes in length and incorporate appropriate technology.</p>	20	1-8
<p>Professional Conduct: In the classroom, professional conduct includes coming to class well prepared to actively contribute. Class input and written work should be thoughtful, articulate, and respectful. I expect that you will be open to feedback as well as responsive to your peers. The ability to manage your time and work load also falls under professional conduct. Consequently, all assignments are expected to be turned in on time.</p>	20	7

Course Evaluation:

Organizational Needs Assessment	20
Use of Data in Planning and Assessment	20
Program Proposal	20
Final Project Presentation	20
Professional Conduct	<u>20</u>
Total	100

CEP 549 - Alignment of Course Requirements with:

Performance assessment	Course learning objectives	Conceptual framework	SPA
Organizational Needs Assessment	1, 2, 4, 5, 6	Knowledge 1, 2, 3, 4 Practice 1	CACREP school counseling A3, A5, E2, F2, G1, H1, H5
Use of Data in	6	Knowledge 2	CACREP school

Planning and Assessment		Practice 1	counseling E2, E3, F2, F3, G1, H3, H5, I2, I3, I4, J2, J3
Program Proposal	1-6	Knowledge 1, 2, 3, 4 Practice 1, 3	CACREP school counseling C2, I1, I5, J1,
Final Project Presentation	1-8	Knowledge 1, 2, 3, 4 Practice 1, 2, 3, 4	CACREP school counseling O4
Professional conduct and dispositions	7	Knowledge 4 Practice 4	CACREP school counseling A2, B1, B2