

**FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION**

**SDS 5010.001/12903
FUNDAMENTALS OF SCHOOL GUIDANCE
Spring/2009**

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Office: 277 COE Building
Office Hours: Wed 1:20-4:20pm, Thursday 1:20-4:20 pm
Class: Wednesday 4:20pm - 6:50pm

COURSE DESCRIPTION

A survey of guidance services available in a school setting including principles, procedures, and emerging trends in guidance services.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

American School Counselor Association (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA: Author.
Brigman, G. (2005). *Fundamentals of School Counseling Resource Packet* (see Dr. Brigman's faculty webpage)
Myrick, R. (2003). *Developmental Guidance & Counseling: A Practical Approach, 4th ed.*
Minneapolis, MN: Educational Media.

Optional Text:

American School Counselor Association (2004). *The ASCA National Model Workbook*. Alexandria, VA: Author.

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their practice of counseling and workshop facilitation skills.

COURSE OBJECTIVES

Upon completion of the course students will:

1. Develop a conceptual framework for understanding the professional school counselor's roles, functions, and responsibilities in today's schools as related to ethical codes, policies, laws, current issues, professional organizations, and other support personnel in the school.
2. Develop knowledge of the school setting and history of the development of counseling in the schools to help better understand the relationship of the school counseling program to academic and student services programs.
3. Develop the knowledge and skills for the design, implementation, monitoring, and evaluation of a comprehensive, developmental school guidance program as well as an understanding of funding at local and state levels that can be used to support the program.
4. Develop skills for consultation, individual, group, peer, and developmental classroom interventions systematically designed to assist all students with academic, career, and personal/social outcomes including assistance at times of educational transition.
5. Develop the skills to develop action plans and a school counseling calendar reflecting appropriate time commitment and priorities for a comprehensive developmental school counseling program.
6. Develop the skills to take leadership roles in promoting advocacy for students and the integration of guidance activities into the total school curriculum resulting in improved academic, career, and personal/social outcomes for students and an enhanced positive school climate.
7. Develop an understanding of human behavior in the context prevention and early intervention related to critical issues, professional and clinical, currently impacting school counselors as they serve diverse student populations.
8. Develop an understanding of the opportunities that enhance as well as barriers that impede the academic, career, and

personal/social success and overall development of students including an awareness of the various systems and constructive partnerships that effect students at home, at school, and in the community.

9. Develop knowledge and skills related to the use of technology and existing school data to assess need and to design, implement, monitor, and evaluate a comprehensive school counseling program including related academic, career, and personal/social outcomes.

Florida DOE Subject Area Competencies: 2.4, 2.7, 5.7, 5.8, 8.3, 8.4, and 8.5

Florida Educators Accomplished Practices (FEAPs): 4.1, 5.1, 8.1, and 11.1

CACREP: General: K.1.b-d, K.1.f, K.2.c, K.3.c, K.4.h, K.5.a, K.5.b, K.5.e, K.5.g, K.6.e, K.8.d

School: A.1-7, A.9, B.1, B.3, B.4, B.6, B.7, C.1.a-g, C.2.a-c, C.2.e-g,

COURSE REQUIREMENTS

- Attend class, and participate in all discussions and activities both in class and web assignments.
- Complete weekly reading summary and web site visit logs. Turn in weekly. See attached log.
- Facilitate an individual counseling session in class with feedback.
- Complete special topics research report, share with group members, and provide feedback to group members as described in the syllabus.
- Successfully complete the midterm.
- Develop school counseling plans as described in the syllabus.
- Develop a resource list for school counseling (group project) using the description and format provided in the syllabus.
- Choose one additional activities (see guidelines) to complete and share with group members.
- Students will complete a School Counseling Competency Quiz.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	FEAP Indicator	DOE Standards	Points
Weekly reading & website summaries and class participation			15
Web Assignment: Summarize six assigned articles based on "most important" points of the articles			10
Web Assignment: Ethics quizzes (2 with 5 questions each)			10
Web Assignment: Electronic small group discussion of four "Critical Incidents"			10
Individual Counseling Demonstration	5.1		10
Special Topics Research report	4.1		30
Midterm Exam			50
School Counseling Plans	8.1,11.1	2.4	40
Develop a resource list for beginning school counselors			15
Complete one professional development activities			10
TOTAL POINTS			200

FINAL GRADE DEVIATION

A	200-186 points	B+	182-177 points	C+	165-163 points
A-	185-183 points	B	176-171 points	C	162-153 points
		B-	170-166 points	C-	152-148 points

COMPETENCY ASSESSMENTS of FEAPS and DOE Standards

Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment rubric for evaluation criteria on each required assignment.

Standard	Indicator	Detailed description of assignment or activity	Instrument
4. Critical Thinking	4.1 Demonstrates knowledge and use of higher order thinking abilities.	Special Topic Paper: The school counselor candidate will prepare a report on a special topic facing elementary and secondary students. Students will include three sections plus a bibliography page. Papers should be 8-10 pages (double spaced, 12 font, APA format) and include: (1) A description of the “topic” supported by research, statistics, and other professional literature (at least 10 cited sources). (2) Key findings from your review of research on this topic and the relationship to the development and implementation of a comprehensive school guidance and counseling program. (3) Specific examples of field based programs, techniques, and strategies including any research that supports the effectiveness of these programs, techniques, strategies related to student outcomes. If manuals or other resources are noted in the research review, included complete citations so that classmates may order the resources if they choose. Provide a clear description for each intervention.	Assignment Rubric
5. Diversity	5.1 Demonstrates ability to establish a comfortable environment, which accepts and fosters respect for students from diverse cultures and linguistic backgrounds.	Counseling Skills Practice: The school counselor candidate will facilitate an individual counseling session using a brief solution focused approach with written and verbal feedback using a counseling feedback form demonstrating the ability to establish a respectful, comfortable environment.	Observation Rubric
9. Content	8.1 Demonstrates knowledge of guidance and counseling materials and technology to deliver the guidance curriculum in a manner appropriate to the developmental stage of the learner.	Classroom, Group, Annual, Monthly & Weekly Plans: The school counselor candidate will develop an annual plan and sample weekly schedule. Topics should be research based, tied to school mission, and aligned with national standards. The plan will include five parts: a one page rationale for this program which includes reference to the research base, national standards, and school mission, a year plan for group counseling, a year plan for classroom guidance, a month by month annual plan, and a sample weekly schedule.	Assignment Rubric
11. Role of the Teacher	11.1 Demonstrates ability to develop, plan, and implement guidance and counseling programs to address various student needs.	Classroom, Group, Annual, Monthly & Weekly Plans: The school counselor candidate will develop an annual plan and sample weekly schedule. Topics should be research based, tied to school mission, and aligned with national standards. The plan will include five parts: a one page rationale for this program which includes reference to the research base, national standards, and school mission, a year plan for group counseling, a year plan for classroom guidance, a month by month annual plan, and a sample weekly schedule.	Assignment Rubric
DOE 2. Knowledge of activities and programs for addressing	2.4. Identify, evaluate, and select materials and resources for implementing counseling techniques and programs.	Classroom, Group, Annual & Weekly Plans: The school counselor candidate will develop an annual plan and sample weekly schedule. Topics should be research based, tied to school mission, and aligned with national standards. The plan will include five	Assignment Rubric

current concerns	2.4. Identify, evaluate, and select materials and resources for implementing counseling techniques and programs.	parts: a one page rationale for this program which includes reference to the research base, national standards, and school mission, a year plan for group counseling, a year plan for classroom guidance, a month by month annual plan, and a sample weekly schedule.	Assignment Rubric
	2.7. Demonstrate knowledge of peer-helper programs.	Peer Facilitation Programs: The school counselor candidate will read a chapter on Peer Facilitation Programs in pre-K – 12 schools, the role of the peer helpers, their impact on student achievement, student safety, and peer helper training. The students knowledge of peer helper programs will be assessed on a fundamentals competency quiz.	School Counseling Competency Quiz
DOE 5. Knowledge of consultation, collaboration, and coordination	5.7. Identify effective communication techniques that inform the community about services rendered through the guidance program.	Informing the Community about School Counseling Services: The school counselor candidate will identify effective communication techniques that inform the community about services rendered through guidance programs on a fundamentals competency quiz.	School Counseling Competency Quiz
	5.8. Identify components and procedures necessary for the organization and administration of a student services program.	Organization and Administration of School Guidance Programs: The school counselor candidate will identify components and procedures necessary for the organization and administration of a student service program, including program components, and the role of the school counselor in a class discussion.	Assignment Rubric
DOE 8. Knowledge of research, program evaluation, and follow up	8.3. Demonstrate knowledge of needs assessment and program evaluation techniques.	ASCA National Model and Student Success Skills: The school counselor candidate will demonstrate knowledge of needs assessments and the SSS program(s) evaluation techniques on a fundamental competency quiz.	School Counseling Competency Quiz
	8.4. Identify program objectives and determine appropriate outcomes based on assessment data.	ASCA National Model and Student Success Skills: The school counselor candidate will identify SSS program(s) objectives and determine appropriate outcomes based on assessment data on a fundamentals competency quiz.	School Counseling Competency Quiz
	8.5. Demonstrate knowledge of the purposes, types, and basic steps in program evaluation and follow-up.	ASCA National Model and Student Success Skills: The school counselor candidate will demonstrate knowledge of the purposes, types, and basic steps in evaluating the SSS program(s) and follow-up on a fundamental competency quiz.	School Counseling Competency Quiz

ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. Additional absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. The OSD is a part of the Office of Diversity Student Services on the Boca Campus and is located in **SU 133**. The phone number is 561-297-2184, and the TTY number is 561- 297-0358. Visit <http://www.osd.fau.edu/> for additional information.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at

http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

METHODS OF INSTRUCTION

Lecture, PowerPoint presentations, whole class and small group discussions, observations in the field, live and video tape demonstrations of direct services, student skill practice and peer coaching related to individual and small group counseling, student presentations of research topics using PowerPoint, and in class review of counseling resources.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. On the weeks Blackboard is used for the course delivery, students are expected to post their statements on the discussion board by **Wednesday at 11 PM** and have responded to their peers and fulfilled all other online activities by Saturdays.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in Word format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS & ASSIGNMENTS
Week 1 <i>Jan. 07, 2009</i>	Course Introduction & Overview Overview of ASCA model and Three sets of skills critical to student success Report topics selected Discussion of forming Professional Peer Coaching Groups For web assignments related to Articles, Critical Incidents, Ethics, weekly reading discussion and Program Planning assignment	
Week 2 <i>Jan. 14, 2009</i>	Discuss Research base for school counseling Group discussion skills demo: Discussion of reading in small groups Self-Evaluation of School Counseling Competencies Resource review Discuss research paper and lit review search—ASCA website and computer databases. Go over next weeks web assignment	See course Packet and ASCA website: www.schoolcounselor.org for research summaries. Myrick: Chapter 1-4
Week 3 <i>Jan. 21, 2009</i>	Individual counseling discussion, and demonstration Discuss Case Study format and individual tape review feedback form Discussion of reading in small groups & practice group discussion skills Discuss facilitative conditions and skills Discuss brief, solution focused approach Demonstration tape of individual counseling	Myrick: Chapters 5-6 (Individual counseling) Packet: Individual counseling
Week 4 <i>Jan. 28, 2009</i>	Web Assignment: NO CLASS MEETING Critical Incident #1 Group counseling 1. Share your opinion of the correct response to this situation and your rationale with your Peer Coaching discussion group and instructor. 2. Review two articles and demonstrate skills of analysis by summarizing “most important points” (2 page maximum for each article summary). Share with your Peer Coaching discussion group and instructor. 3. Conduct key word search on three databases (see guidelines for research paper in syllabus) related to your research topic and bring results to next class.	Go to Dr. Brigman’s faculty webpage: under “Fundamentals” and click on “critical incidents” Article Review and Discussion with Peer Coaching Group: Brigman & Campbell (2003) Masten & Coatsworth (1998) Use Peer Coach group for help with article search
Week 5 <i>Feb. 4, 2009</i>	Discuss reading in small groups and practice skills Small Group Counseling: Program planning: Tie to mission of school Practice with Beginning Section of Group: 3 part Temp check & Life Skills ASCA Role Statement on Group Counseling Review group resources Discuss two article summaries –web assignment Discuss Critical incident #1 Discuss research report key word search results	Myrick: Chapters 7 (Small Group counseling) Packet: Group counseling— research base, format, SSS group format and temp check, key skills, Five Keys to Successful groups, 2001 focus group summary, group resources, program planning form

<p>Week 6 <i>Feb. 11, 2009</i></p>	<p>Web Assignment: No Class Meeting Critical Incidents #2 Confidentiality</p> <ol style="list-style-type: none"> 1. Share your opinion of the correct response to the situation and your rationale with your Peer Coaching discussion group and instructor. 2. Review two articles and demonstration skills of analysis sharing your summary of the “most important points” in the article. Share with your Peer Coaching discussion group and instructor. 3. Ethics Quiz based on ASCA Code of Ethics 4. Complete key work search on three databases (see guidelines for research paper in syllabus) related to your research topic and develop an outline for your paper and bring results to next class. 	<p>Go to Dr. Brigman’s faculty webpage: under “Fundamentals” and click on “critical incidents”</p> <p>Webb & Brigman (2006) Choose one of the ASGW Special Issue on Group Counseling in Schools—see Brigman’s faculty website</p> <p>Myrick’s Appendix (Ethical Standards for School Counselors)</p>
<p>Week 7 <i>Feb. 18, 2009</i></p>	<p>Discuss reading in small groups and practice skills: Classroom Guidance Classroom Guidance: Program planning--Tie to mission of school Review resources for Classroom guidance Demonstration tape of Classroom Guidance Individual counseling practice #1 in your discussion group</p>	<p>Myrick- Chap 8</p> <p>Packet: Classroom Guidance Format, key skills, tape review feedback form Teacher evaluation Program planning form Ten steps for success</p>
<p>Week 8 <i>Feb. 25, 2009</i></p>	<p>Consultation Discuss Consultation Format, skills—see packet Discussion of reading in small groups & group discussion skill practice Consultation Skills practice Consultation demonstration Individual counseling practice #2 in your discussion group</p>	<p>Packet</p> <p>Myrick: Chapters 10</p>
<p>Week 9 <i>Mar. 4, 2009</i></p>	<p>SPRING BREAK - NO CLASS</p>	
<p>Week 10 <i>Mar.11, 2009</i></p>	<p>Peer Helping Programs Coordination Accountability: Action research PPT Discussion of reading in small groups & group discussion skill practice Exam review Individual counseling practice #3 in your discussion group</p>	<p>Myrick: Chapter 9, 10 & 12</p> <p>Turn in bibliography of research articles you plan to use in your research paper (APA format)</p>
<p>Week 11 <i>Mar.18, 2009</i></p>	<p>Midterm Exam</p> <p>Discuss Program Planning: Rationale, tie to School Mission, Classroom guidance plan, small group counseling plan, weekly calendar, month by month year plan.</p>	<p>Packet and ASCA Model text</p> <p>Go to Dr. Brigman’s faculty webpage: under “Fundamentals” and click on “critical incidents”</p>
<p>Week 12 <i>Mar. 25, 2009</i></p>	<p>Web Assignment: No Class Meeting Critical Incident #3 Sexual Identity</p> <ol style="list-style-type: none"> 1. Share your opinion of the correct response to the situation and your rationale with your Peer Coaching discussion group and instructor. 2. Develop and share with your discussion group and instructor a 	<p>Myrick: Appendix C</p>

	<p>first draft of the Group Counseling and Classroom Guidance plan for your first year as a school counselor. Base your plans on what you learned about tying your topics to the mission of the school, to ASCA standards, Sunshine State Standards, and to critical skills.</p> <ol style="list-style-type: none"> 3. Ethics Quiz based on ASCA Code of Ethics 4. School Counseling Competency Quiz 5. Continue to work on research paper due April 4 – 23 (as assigned in class) 	
Week 13 <i>Apr. 1, 2009</i>	<p>Discuss ASCA National Standards readings Discuss program plans for Classroom Guidance and Group Counseling Discuss Public Relations & Needs Assessments Discuss Ethics quiz and Critical incident #3 1st and 2nd Research reports in small group Individual counseling practice #4 in your discussion group</p>	<p>ASCA National Model preface and 21-37 and 45-58</p> <p>Course Packet: PR and Needs Assess</p>
Week 14 <i>Apr. 8, 2009</i>	<p>Discuss program plans for Classroom Guidance and Group Counseling Discuss Public Relations & Needs Assessments 3rd and 4th Research reports in small group Individual counseling practice #5 in your discussion group</p>	<p>ASCA National Model 67-86 ASCA National Model 110-120 ASCA National Model 121-128</p>
Week 15 <i>April 15, 2009</i>	<p>Web Assignment: No Class Meeting Critical Incident # 4 Disabilities</p> <ol style="list-style-type: none"> 1. Share your opinion of the correct responses to this situation and your rationale with your Peer Coaching discussion group and instructor. 2. Review to articles and demonstrate skills of analysis by sharing your summary of “most important points” in the article with your Peer Coaching discussion group and instructor. 3. Develop and share with your discussion group and instructor a Weekly Schedule and a Rationale for your comprehensive developmental school counseling program based upon the ASCA model and effectiveness research. Base your plans on what you learned about tying your topics to the mission of the school, to ASCA standards, Sunshine State Standards and to critical skills. 	<p>Go to Dr. Brigman’s faculty webpage: under “Fundamentals” and click on “critical incidents”</p> <p>Choose two articles from the Professional School Counseling journal from the last two years.</p>
Week 16 <i>April 23, 2009</i>	<p>Discuss “Final Exam” on Program Planning:</p> <ul style="list-style-type: none"> • A one page rationale for this program • One page Year plan for small group counseling • One page Year plan for classroom guidance • One page Weekly schedule • Month by month year plan of key tasks • One page list of most important resources for beginning a comprehensive school counseling program. <p>5th and 6th Research reports presentations in small group Individual counseling Practice #6 Discuss two reviewed articles and Critical incident Course evaluation</p>	

ASSIGNMENT: Individual Counseling Skills Demonstrations
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Description: The school counselor candidate will facilitate an individual counseling session using a brief solution focused approach with written and verbal feedback using a counseling feedback form demonstrating the ability to establish a respectful, comfortable environment.

Procedures: After class lecture, demonstration and skills practice, students will facilitate an individual counseling session using a brief solution focused approach using the *Individual Counseling Feedback Form* (see the following page) and the *Peer Coaching Model for feedback* (below).

Peer coaching model for feedback:

- Someone other than the counselor will facilitate the feedback process.
- Ask the counselor what about the experience was particularly effective.
- Next, ask each participant to share something they noticed that was effective and contributed to an effective counseling experience.
- Ask the counselor what they might want to do differently the next time they facilitate an individual counseling experience.

Next, ask each participant to share something they might suggest for next time

Case Study Format
Counseling Children and Adolescents in the School

The following are guidelines for the types of information that are important contributors when determining the sources and history involved in individual counseling cases. It also provides a framework for determining the best course of action based on presenting information.

- I. Background information on student
 - a. Referral source
 - b. Description of student characteristics (age, sex, grade, cultural background, etc.)
 - c. Academic functioning
 - d. Social functioning (peers/family)
 - e. Description of family
 - f. Traumatic events/stressors (academic, personal, social)
- II. Description of the problem
 - a. Presenting problem
 - b. History – frequency, duration, intensity of presenting problem
 - c. What has been tried?
 - d. Previous experience with counselor
- III. Intervention Plan
 - a. Goal(s)
 - b. Action Plan
 - c. Consultation with parent(s)/teacher(s)
 - d. Evaluation of effectiveness

Evaluation: Students will earn up to 10 points.

**FLORIDA ATLANTIC UNIVERSITY
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**Individual Counseling
Tape Review Form**

Graduate student name: _____

Date of Review _____

Rater's name: _____

Age/Grade of student _____

Please rate each of the following categories:

	E	M	D	N.O.
	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed
Structuring				
1. Time frame and topic reviewed	E	M	D	N.O.
2. Explanation of counseling process	E	M	D	N.O.
Core Conditions				
1. Warmth, respect, positive regard, and genuine caring communicated	E	M	D	N.O.
2. Creates a comfortable environment which accepts and fosters diversity	E	M	D	N.O.
Counselor Responses				
1. Attending skills utilized	E	M	D	N.O.
2. Content and feeling are reflected accurately	E	M	D	N.O.
3. Open vs. closed questions used	E	M	D	N.O.
4. Clarifying and summarizing	E	M	D	N.O.
Problem Solving Model				
1. Explore problem	E	M	D	N.O.
2. Define concretely the problem and goal	E	M	D	N.O.
3. Explore alternatives and consequences	E	M	D	N.O.
4. Develop clear action plan	E	M	D	N.O.
5. Evaluation and follow-up	E	M	D	N.O.

I liked: (strengths, helpful behaviors & strategies)

To improve the counseling session you may want to consider: (recommended changes)

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**Individual Counseling
Summary Notes**

Student _____

Date of Session _____

Counselor (graduate student): _____

Session # _____ of _____

Presenting concern:

Use the following format as a guide to provide information about each of the individual sessions for the student described in your case study.

1. Mood of the student at start of session:

2. Major issues addressed in this session:

3. Counseling techniques utilized:

4. Outcome of session (might include new perspective, ideas for change, plans for change, things to investigate/do before next session, etc.):

5. Mood of student at conclusion of session:

6. Issues to come back to:

- a.
- b.
- c.

7. Strengths of session:

8. Ideas for improvement of counseling for next time:

9. Other remarks:

10. I learned that:

ASSIGNMENT: Special Topics Research report

Description: Choose one of the following topics to research for your paper and presentation. Each article reviewed should be relevant to the school counselor's role. Turn in your key word search from three widely used databases, i.e. ERIC, PSYC INFO, and PSYC FIRST, PSYC ARTICLES. A minimum of **five** research articles must be reviewed and included in your paper. One or more of the articles must be a large review of research on the topic. All articles should be no more than 10 years old and at least five must be no more than 5 years old.

Research articles are defined as: studies with specifically defined interventions, have pre-post measures on treatment, include comparison groups and be published in a blind review (refereed) professional journal. The purpose of the report is to provide yourself and your school counseling colleagues a useful guide to research based interventions related to a typical presenting problem with which school counselors can be expected to deal.

Procedures: Each report will include three sections plus a bibliography page.

Papers may not exceed six pages (double spaced, 12 font, APA format) and include:

- A table summarizing the research articles reviewed-see example provided by instructor (1 page)
- A narrative summary of the key findings from your review of the research on this topic (2 pages)
- A description of the most successful counselor interventions related to this topic based on your review of research literature (2 pages)
- Five bibliography: If manuals or other resources are noted in the research review, include complete citations with enough information that classmates could obtain the resource if they choose.

Be prepared to share a brief (15 minutes) overview of your research report with your discussion group starting in April. You will be presenting seated in a circle with five fellow-students. Use your six-page report as your handout. Provide a paper and electronic copy of your report to your instructor.

*Note: If you are not familiar with APA format or need help with your writing you will want to contact the FAU writing center for support.

TOPICS

1. School counselors impact on improving academic achievement
2. Social/emotional components of learning (www.CASEL.org, SEL)
3. School counselors and Social skills programs
4. School counselor impact on behavior
5. School counselors and Anger management/control programs
6. School counselors and Career education programs (include national guidelines)
7. School counselors and Depression: prevention and treatment
8. School counselors and Anxiety: Counseling children related to phobias, fears, anxiety
9. School counselors and Divorce, Remarriage, Blended Families- small group programs and bibliotherapy
10. School counselors and Death/loss- small group programs and bibliotherapy
11. School counselors and transition programs (Elementary to Middle and Middle to High)
12. School counselors and violence prevention/ conflict resolution/safe schools
13. School counselors and bully prevention
14. ADHD: review of best treatments
15. School counselors and brief, solution focused individual counseling
16. Other topics approved by instructor

Research Summary Table Headings

Use the categories below as headings for a research summary chart. The comprehensiveness and clarity of this chart is worth 10 of the 30 points associated with the assignment. Quality and quantity (minimum of five recent articles) of research count.

Author/date	Target Group	Intervention Description	Length and Frequency of treatment	Who provided treatment	Measures of treatment intervention	Results effect size (if provided)
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Evaluation: Students will earn up to 30 points. Ten points for clarity and completeness of research review table, ten points for clarity and completeness of narrative summary of key findings, and ten points for clarity and completeness of successful intervention descriptions.

ASSIGNMENT: School Counseling Plans: Classroom, group, annual, & weekly plans

Description: Students will develop an annual plan and sample weekly schedule. Topics should be research based, tied to school mission, and aligned with national standards and sunshine state standards.

Procedures: The plan will include five parts: a one page rationale for this program which includes reference to the research base, national standards, sunshine state standards and school mission, a year plan for group counseling, a year plan for classroom guidance, a month by month annual plan, and a sample weekly schedule.

Evaluation: Students will earn up to 40 points.

ASSIGNMENT: Development of Resource List

Description: Beginning school counselors benefit from having knowledge of evidence-based practices and resources. To that end, students will prepare a list of resources for a first year school counselor.

Procedures: Students will prepare a list of three evidence or research based resources for each of the following categories: Efficacy Research reviews, group resources, classroom guidance resources, bibliotherapy, consultation/interventions guides, and parent education/teacher workshops. Resources will be shared electronically in peer coaching small group discussions and instructor.

Evaluation: Students will earn up to 15 points.

ASSIGNMENT: Professional Development Activity

Description: Students will choose of the following professional development activities.

Procedures:

- **Develop a brochure** outlining your comprehensive school guidance and counseling program. Be sure to incorporate information about your role, the program, and reflect the tie to standards and the schools mission. Students will decide what other information would be important to include. Students will provide copies to peers along with an overview reflecting the decision making process for the planning and development of the brochure.
- **Join ASCA.** Students are encouraged to join ASCA and begin exploring the links, benefits, and resources associated with membership by reviewing the ASCA website. Students will provide documentation of membership and a one page review of the key resources and information provided by the website.
- **Interview a school counselor in the field.** Students will interview a counselor in the field based on interest and questions surfacing during the exploration of school guidance and counseling and guidelines obtained from the instructor.
- **Join FSCA.** Join the Florida School Counselor Association and provide proof of membership.
- **Advocacy project.** Students will develop and implement a plan reflecting advocacy for the school counseling profession. Ideas should be discussed with the instructor.
- **Attend ASCA Conference.** Attend the American School Counselor Annual Conference (June, provide proof of registration).
- **Attend a Broward, Palm Beach County or Treasure Coast School Counselor professional development meeting** and provide proof of attendance (agenda and summary of meeting)

Evaluation: Students will earn up to 10 points.

Guidelines for School Counselor Interview

Students will meet with a professional school counselor working within your specialization area (elementary, middle or high school). The written report should be typed (double-spaced four to five pages). Follow APA guidelines and proofread carefully. The report should contain information on each of the following but it not limited to these questions/items.

Part 1

1. Demographic Data: where employed, salary ranges for your position, years employed in occupation, educational background. Do not ask for specific salary figures.
2. What are the most important skills one needs for the job? What is so important about these skills?
3. What is it about the job that makes you want to get up in the morning and go to work?
4. What does it take to succeed in this position?
5. What are the characteristics of an effective school counselor?
6. How important is credentialing to your position (certification, licensure, etc.)?
7. What are the major stressors associated with your profession?
8. How do you feel about your own professional development?
9. What are the most important aspects of being a professional school counselor?
10. To which professional organization(s) do you belong? Which professional journals or newsletters do you find most important to you professionally?
11. Where do you see your profession going during the next ten years?
12. What do you feel is most important for new counselors to learn and be prepared for when entering the profession?

Part 2 (expand on these two)

1. What are the most important legal ramifications of your profession?
2. What are the most important ethical aspects of your profession?

Part 3 - State your personal options/insights/observations regarding the interview.

BOOKS AND ARTICLES

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JOURNALS

Professional School Counselor	Elementary School Guidance & Counseling
The School Counselor	Journal of Counseling and Development
Journal of At Risk Issues	The Journal of Individual Psychology
The Journal of Educational Research	Educational Leadership
American Psychologist	Journal of Consulting and Clinical Psychology
Journal of School Psychology	Psychological Bulletin
Review of Educational Research	
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC	

WEBSITES

www.schoolcounselor.org	ASCA site 1-800-401-2404
www.umass.edu/schoolcounseling	Research briefs available online
http://www.counselorandteachertips.com	Internet resources for school counselors (research under middle school)
http://www.bcpl.net/~sandyste/school_psych.html	School psychology resources online
http://www.cecp@counseling.org	ACA's Center for Effective Counseling Practice 1-800-347-6647 ext 271

http://www.drugstrategies.com	Safe School, Safe Students: A Guide to Violence Prevention Strategies
http://www.spanusa.org	Suicide prevention action network
http://www.ncda.org	National Career Development Association
http://www.ncpc.org	Crime Prevention for all ages
http://www.dontlaugh.org	Free national bully prevention program.
http://www.bullying101.com	Bully prevention resources
http://www.ed.gov/databases/ERIC_Digests/index/	Access over 2000 ERIC digests.
http://www.nimh.nih.gov/	National institute of mental health
www.monitoringthefuture.org	University of Michigan Institute on Social Research— Annual teen drug survey
www.smhp.psych.ucla.edu	UCLA clearing house for research and programs related to MH in schools
http://www.temple.edu/LSS/	Good links for social/emotional and Student Success, Temple University LSS
http://www.acrnetwork.org/research_items.htm	Career resource institute research & links
http://www.firn.edu/doe/commhome/comphome.htm	Go to Coordinated School health then click resources
http://www.magination.com	APA bibliotherapy site for children
www.mentoring.org/leaders/about_mentoring/	Research/statistics and information related to mentoring
http://www.teachervision.fen.com/classroom-management/behavior/5806.html?detoured=1 Link to behavior management information	

**SDS 5010 Fundamentals of School Counseling
Reading & Website Summary Form**

Your summaries each week are expected to demonstrate graduate level reflection and synthesis of most important points.

Name

Date

Chapters:

Five “most important/helpful/useful ideas”

1.

2.

3.

4.

5.

Questions and concerns raised:

What websites did you visit this week? What topics did they address? What is the URL for the site?

Website Address

Topic

Notes (What I found most helpful/useful?)