

The University of Texas at Austin

EDP 381: CURRENT TRENDS IN SCHOOL COUNSELING

Spring, 2014

Unique Number: 11110

SZB 432

Thursdays, 4:30-7:30

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Course Description

A visitor to counselors in public and private schools would see counselors engaged in very different counseling activities. These variations can be attributed to several factors, including but not limited to, the personal values and goals of the counselor; the counselor's professional training; the administrators' perceptions of a counselor's role; as well as the age and demographics of the students in the school. Recent efforts by professionals in the American School Counselor Association (ASCA) have been directed toward standardizing the process of service delivery with procedures for developing a collaborative program based upon needs assessments, research-based intervention and program evaluation. Counselors who use the ASCA model will increase their ability to design a program that is situation specific and to demonstrate the programs efficacy for stakeholders – the administration, faculty, students, parents and community. With the ASCA process, the school counseling programs will vary from school to school, but will be based on data driven decision-making. This school counseling reform proposed by ASCA transforms the counselor from a service provider to an advocate, campus leader and change agent that infuses a school climate to enhance student achievement. The position taken by leaders in ASCA asserts that this standardized process will help school counseling move from its marginalized position in the educational community to a central role that facilitates achievement and demonstrates accountability. The purpose of this course is to examine the ASCA model for data based decision making and to ensure that potential school counselors have the skills for program design, delivery of intervention services and program evaluation.

Students completing the course will be able to:

- compare and contrast the ASCA standards for school counseling with the Texas Education Agency description of school counseling in Texas.
- conduct a needs assessment for a school campus and its stakeholders.
- identify and evaluate interventions at the campus, small group and individual level.
- become familiar with the principles of Socio-Emotional Learning (SEL)
- develop and present a guidance lesson.
- demonstrate a counseling session with a child or an adolescent.
- demonstrate competency in program design and evaluation using a hypothetical campus.
- earn an ASCA approved Bullying Prevention Specialist certificate.

Methods of instruction include lecture, guest speakers, team projects, role-plays and videos.

Prerequisites

While there are no prerequisites for this course, students in this course will also develop competence in ethics in school counseling through EDP 381: Ethics in Counseling or by independent study of the Ethical Guidelines for School Counselors

(<http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136>)

Required Texts and Readings

In order to complete the course requirements, you must become a member of ASCA. The following books are accessible on the ASCA website for a discounted price to all members. Please purchase all required texts through the ASCA website to receive a discount. American School Counselor Association.

<http://www.schoolcounselor.org/>

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs (3rd ed.)*. Alexandria, VA: American School Counselor Association.

Shore, K. (2005). *The ABC's of bullying prevention: A comprehensive schoolwide approach*. Port Chester, NY: Dade Publishing.

Trolley, B. C. & Hanel, C. (2010). *Cyber kids, cyber bullying, cyber balance*. Thousand Oaks, CA: Corwin.

Selected articles will be provided in a packet to be picked up at Jenn's Copy & Binding, 2200 Guadalupe, 512-473-8669.

Texas Education Agency. School Guidance and Counseling:

<http://www.tea.state.tx.us/index2.aspx?id=2828>

<http://www.tea.state.tx.us/ModelProgramGuide.html>

Optional Texts:

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Course Requirements

(Subject to Revision)

1. **Guidance Activity (20 Points):** Students will work in a group to develop one guidance activity. They will choose a student competency and develop a guidance activity designed to address the student competency. An example of the guidance activity can be found in Appendix A.

The write-up of the activity will be in outline format and will address the following:

- Target population
 - Title of the activity
 - Expected time
 - Objectives of the activity
 - The link between the guidance strand (ASCA and TEA guidelines)
 - The materials needed
 - Steps
 - Process questions and comments
 - Title and one paragraph evaluation of an existing programs designed to address this issue.
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- Two additional resources or readings
 - One website reference

When submitting this write-up, the students will bring enough copies for all students in the class.

2. **Shadowing/Interview or Practicum Analysis (30 points):** The students will interview a school counselor (contacts available for those not in a practicum) and complete an analysis of the counseling program using program descriptions with the ASCA standards. The project will be completed in 3 stages:
 - a. Development of the questionnaire
 - b. Interview
 - c. Write-up (4 to 5 pages) noting the way the counselor does or does not do a needs assessment, research interventions and conduct evaluations. Include an analysis of what ASCA might add to the existing program and how and ASCA approach may detract from the existing program.

3. **Module Quizzes (30 points):**

Module 1 = 15 points
 Module 2 = 5 points
 Module 4 = 10 points

4. **Case Study PowerPoint (30 points):** Students will complete a team project in which they develop a case study of a school. Teams will present the case study to an imaginary school board in which the team members will be required to advocate for school counseling positions within the school (The number of school counselors will be dependent on the school population). Team members will develop the following:
 - a. Description of the school district (demographics, # of students, location) & major challenges of the school
 - b. Mission statement
 - c. Needs assessment (including results) to target goals & hypothetical results
 - d. Specify who will be on the advisory campus team
 - e. Interventions
 - f. Evaluation Instruments and Procedures

5. **Attendance and Participation (10 points):** Both attendance and participation are expected for this course. Included in the attendance grade is a pass/fail role-play of a counseling session using play, CBT, solution focused, narrative or motivational interviewing approaches. Please inform the instructor if a class is going to be missed. More than one absence may result in a grade penalty and more than two absences may result in a failing grade.

Grading Policy

The grades will be based on the percentage of points earned by the student according to the following criteria:

1. Guidance Activity	20 points
2. Shadowing/Interview or Practicum Analysis	30 points
3. Bullying Prevention Specialist	30 points
4. Module Quizzes	30 points
5. Final Collaboration Activity – Case Study	30 points
6. Participation	10 points

Grade Assignment:

A	=	150-160
A-	=	144-149
B+	=	139-143
B	=	134-138
B-	=	128-133

*C + = 123-127

C = 118-122

C- = 112-118

D- *Note a grade below a B- is not passing in graduate school. A grade of C+ or below may result in a requirement to re-take the course and academic probation.

Maximum credit will be received when students demonstrate the higher levels of thinking. One framework for conceptualizing higher levels of thinking is that developed by Bloom and Kratwohl (1956), called Taxonomy of Educational Objectives. These levels of thinking include: knowledge, comprehension, application, analysis, synthesis and evaluation. The higher level thinking skills include application, analysis, synthesis or evaluation. These levels are summarized in a website developed by John Maynard at The Learning Skills Center at The University of Texas.

See: <http://www.utexas.edu/student/utlc/handouts/1414.html>

Students with disabilities are encouraged to see me at the first of the semester in order to arrange reasonable accommodations. If not already registered, they are advised to register with the Services for Students with Disabilities Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

STATEMENT ON ACADEMIC HONESTY

ACADEMIC INTEGRITY:

All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the Undergraduate Writing Center is considered authorized assistance. For questions on assignments, please consult your instructor and not your classmates. Please provide citations for all material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT's academic integrity policy on the website listed below:

"Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site:

<http://deanofstudents.utexas.edu/sjs>."

http://deanofstudents.utexas.edu/sjs/acint_faculty_syllabus.php

This instructor will participate in the course evaluation provided by the university.

March 24th is the last day for changing a grade to pass-fail.

May 2nd is the last day a graduate student may with the required approvals, drop a class or withdraw from the university.

COURSE OUTLINE, READINGS AND ASSIGNMENTS
(Subject to Revision)

Date	Topics and Readings	Class Activities	Assignments
	Module 1 – Counseling in the Schools – Developmental and Theoretical Considerations for Individual Interventions		
January 16	<p>School Counselor –Delivery of Services - School Counselor Resources Counseling Children Packet:</p> <ul style="list-style-type: none"> Landreth, G.L. (2012). <i>Play therapy: The art of the relationship. 10 & 11....</i> Ray et al. (2005). <i>Play therapy practices among elementary school counselors.....</i> 	<p>TEA Handout – 4 column chart Excerpts from Landreth</p> <ul style="list-style-type: none"> Reflecting Limit Setting <p>Video-Counseling Video</p>	<p>Before the first class day, watch the following video available from the UT Libraries, Counseling and Therapy Video database: <i>School Counselors Closing Achievement and College Access Gaps (42 minutes)</i></p>
January 23	<p>CBT Approaches Packet:</p> <ul style="list-style-type: none"> Ngo, et al. <i>Providing evidence-based practice to ethnically diverse youths...</i> Zyromski, B. & Joseph, A. E.(2008). <i>Utilizing cognitive behavioral interventions ...</i> 	Role Play 1	
January 30	<p>Solution Focused Approaches *Review Solution-Focused Chapter in your theory book from first year. Packet:</p> <ul style="list-style-type: none"> Nims, D. R. (2007). <i>Integrating Play Therapy techniques into Solution-Focused Brief Therapy.....</i> Littrell, J. M, Malia, J. A., & Vanderwood, M. (1995). <i>Single-session brief counseling in a high school.....</i> 	Role Play 2	
February 6	<p>Sand Tray Packet:</p> <ul style="list-style-type: none"> Carmichael, K. D. (1994). <i>Sandtray as an elementary school strategy. ..</i> Taylor, E. R. (2009). <i>Sandtray and solution-</i> 	Building Sand Trays	Module 1 Online Quiz

	<i>focused therapy. ...</i>		
Module 2 – Classroom and Small Group Intervention			
February 13	Guidance Lessons & Small Group Work	Substance Abuse Presentation	Counselor Interview Summary
February 20	"		Guidance Activities - Presentations
Module 3 – Campus Wide Intervention			
February 27	Bullying <i>The ABC's of Bullying Prevention: A Comprehensive Schoolwide Approach</i>		Module 2 Quiz Identify ASCA standards related to bullying
March 6	Bullying Articles On ASCA Bullying Specialist Website	Lesbian, Bisexual, Gay and Transgendered Counseling: Skill-Building Vignettes @ 14 mins.	
March 13	Spring Break		
March 20	Bullying Book 2 Cyber Bullying.....		
March 27	Relational Violence Packet: <ul style="list-style-type: none"> <i>Craigien, L. M. Siles, A. Healey, A. & Hays, D. (2009). School counselor's role in dating violence....</i> <i>Protivnak, J. J. & McRoberts, J. L. (2011). Abusive partner relationships in secondary schools:.....</i> 	Safeplace Presentation	Complete assessments for ASCA Bullying Prevention Specialist Certification
April 3	Special Needs Students Packet: <ul style="list-style-type: none"> <i>Geltner, J. A. (2008). Advocacy in the IEP Process: Strengths-based School</i> <i>Taub, D. J. (2006). Understanding the concerns of parents of students with disabilities.....</i> 	AISD Presentation	
Module 4 – ASCA National Model			
April 10	Leadership & Advocacy Packet: <ul style="list-style-type: none"> <i>Dodson, T. (2009). Advocacy and impact: A comparison of administrators'</i> <i>Froeschle, J. G. & Nix, S. (2009). A solution-focused leadership model: Examining</i> <i>Before class, watch the</i> 	GLBT Advocacy Presentation	Counseling Program Activity Groups work together to create a school district and identify a school with the district. Develop a mission statement.

	<p><i>following video off the Counseling Videos database: Equity-Focused School Counseling, Ensuring Career and College Readiness for Every Student: Demonstrations, Vignettes and a New Vision (159 minutes)....</i></p>		
April 17	<p>Collaboration and Consultation (Working with Stakeholders – Administration, Teachers and Parents) Campus Needs Assessment Packet:</p> <ul style="list-style-type: none"> • <i>Griffin, D. & Steen, S. (2011). A social justice approach</i> • <i>Paisley, P. O. & Milsom, A. (2007). Group work as an essential contribution to transforming school...</i> 		Identify a campus advisory team. Develop a needs Assessment
April 24	<p>Accountability – Data Driven Models Packet:</p> <ul style="list-style-type: none"> • <i>Dimmitt, C., Carey, J. C., & Hatch, T. (2007) Chapters 5, 7 & 9.</i> 		Identify one intervention, program evaluation strategies and results
May 1			Campus Case Study

Appendix A
Guidance Activity Example
Growth Mindset Guidance Lesson

Grades:

- 7 to 12, class size 20 to 30 students (can be adapted for upper elementary)

Objectives:

- TEA objectives met:
 - Students will *become aware that success and failure are parts of life and learning*
 - Students will identify and discuss positive self-talk strategies for times of failure
- ASCA objectives met:
 - A:A1.4 Accept mistakes as essential to the learning process
 - A:A1.5 Identify attitudes and behaviors that lead to successful learning
 - C:C1.2 Explain how work can help to achieve personal success and satisfaction
 - C:C1.3 Identify personal preferences and interests influencing career choice and success
 - PS:A1.4 Understand change is a part of growth
 - PS:A1.5 Identify and express feelings

Materials needed:

- PowerPoint on growth mindset vs. fixed mindset (can be adapted from this presentation to fit students)
- 2 envelopes per participant
- 4 slips of paper 8 and ½ " by 3" per participant (large enough to write down a goal and response) – index cards may be substituted
- Pens, pencils or markers

Procedures:

1. Introduce the concepts of growth mindset and fixed mindset responses to challenges.
2. Break the students into groups of 4.
3. Have the students develop a skit that includes both fixed mindset responses and growth mindset responses. When they perform the skit, the students in the audience can "test" the class to identify growth and fixed mindset responses to challenges. Possible role-play scenarios –
 - a. A friend asks you what you made on a test. Your score is lower than your friends.
 - b. You tried out for the varsity basketball team and made the team. You attend every practice, follow the coaches' instructions, but you notice that your teammate slacks off. She gets to play but you have been on the bench for the first two games.
 - c. You bring home a 92 on an exam and your parent asks you why you didn't get a 100.
 - d. You wanted to make the wind ensemble (the highest band) but instead you were placed in the symphonic band.
 - e. You just heard back from (insert colleges, fine arts academy, club soccer....) and found that you didn't get in.
 - f. Make up your own scenario.
4. Perform the skits and have students discuss the differences between growth mindset and fixed mindset responses.
5. Follow-up activity. Have students work in pairs.
 - a. Have Person A think of a future goal that they have in the next month and write down the goal. Person B helps them think about whether the goal is growth mindset or fixed mindset and help them make the goal growth mindset. (Do you have control over the actions in a goal? Is it an outcome or an action? (e.g. the difference between the goals to make notecards that reviews for 30 minutes daily vs. the goal of getting an A).
 - b. Once the goal is made growth mindset, the students will write the goal on two slips of paper.

- c. They will label one envelope with “I met my goal” and one envelope with “I didn’t meet the goal yet.” They will put one copy of the goal in each of the envelopes.
- d. On additional slips of paper, they will write down one growth-minded response for each envelope – I didn’t make it or I did make it. Person B will help coach them to make the responses growth mindset responses.
- e. After sealing the envelopes, the students will write their names on the envelopes and give them to their advisory teacher who will keep them.
- f. Repeat steps 5a- 5e for Person B, reversing the roles.
- g. At the end of the month, the students will get the envelopes back and open the appropriate envelope – either “I made it” or “I haven’t made it yet” and read their responses.
- h. Discuss the results asking students what additional things they might say to themselves and each other.

Processing Questions:

What is the difference between judging yourself and encouraging yourself? (p. 211)

How do you use self-praise? Self-criticism?

Do you set goals that are based on actions or final achievements?

Do you have control over the goals you set? (e.g. a goal for studying vs. a goal for an “A”)

“What are the opportunities for learning and growth today? For myself? For people around me?”

“When, where, and how will I[develop] a plan?” How will I make it “concrete”? “When, where, and how will I act on my new plan?”

“What do I have to do to maintain and continue the growth?” (Dweck p. 244-246).

Dweck, C. (2008). *Mindset: The new psychology of success, how we can learn to fulfill our potential*. New York: Ballantine Books.

An easy to read book on how to foster growth mindset. After outlining the basic theory of growth mindset, Dweck uses examples from education, sports, business and parenting to illustrate how our performance oriented society is killing the motivation to learn and creating anxious kids.

Coyle, D. (2009). *The Talent Code: Greatness Isn't Born. It's Grown. Here's How*. New York: Bantam Dell.
A book that reinforces focusing on persistence and accepting failure in order to develop talent.

Growth Mindset and Why It Matters http://whatkidscando.org/resources/spec_growthmindset.html

A collection of videos and resources for promoting growth mindset in schools today.