

Truman State University  
School of Health Sciences & Education  
Department of Education

Proposed Master of Arts in  
School Counseling Program

Course Syllabi

**The Counseling Profession  
COUN 641G  
Course Syllabus**

**Instructor:**

**Office Hours:**

**Course Description:**

This course focuses on creating an awareness and understanding of the professional roles and functions of the school counselor. The history of the professions of counseling and school counseling as well as current and future trends will be covered. Considerable time will be spent on ethical and legal issues in the profession. Professional preparation for national and state certification and credentialing standards will also be covered. Personal characteristics, professional responsibilities, legal and ethical issues, and helping skills relating to school counseling will be explored and acquired with an emphasis on experiential learning.

**Course Objectives:**

After this course the student will be able to demonstrate a thorough knowledge and understanding of:

- A. the history and philosophy of the counseling profession including significant factors and events;
- A. the personal and professional characteristics most often found in successful counselors and to compare one's own personal characteristics to the data;
- C. their own beginning development and application of counseling skills;
- D. the basic concepts of group process through involvement in a personal growth group experience to aid in the personal and professional development of the helper;
- E. appropriate professional counseling roles, functions, and organizations; and understand the requirements for accreditation, certification, licensure, preparation standards as compared with other types of professions;
- F. social and cultural issues associated with societal changes and societal subgroups;
- G. the application of the legal issues to the practice of counseling;
- H. the application of professional ethical standards in practical situations;
- I. method and techniques used to evaluate ethical and legal counselor behaviors after being introduced to professional standards;
- J. support systems to aid in the personal and professional development of the helper;
- K. the role of the counselor as it pertains to client and professional advocacy.

**MoSTEP Standards**

In addition to the above objectives, after completion of this course students will be able to demonstrate knowledge and understanding of each of the following:

MoSTEP 1.4.1.3.f. ethical principles in assessment;

MoSTEP 1.4.2.2.4.e. designing and implementing a professional development plan that includes participation in local, state, and national, professional organizations and other professional growth opportunities;

MoSTEP 1.4.4.1.a. practicing in accordance with the ethical standards of the counseling profession (e.g., ASCA Ethical Standards for School Counselors), with those of credentialing bodies, and within local school district policies and procedures;

MoSTEP 1.4.4.1.b. employing ethical decision-making models to recognize and resolve ethical dilemmas;

MoSTEP 1.4.4.1.c. modeling ethical behavior in one's work;

MoSTEP 1.4.4.1.d. adhering to the ethical standard of confidentiality in relationships with students, parents, administrators and teachers;

MoSTEP 1.4.4.2.a. school district policies; and local, state, and federal statutory requirements pertaining to the practice of school counseling, including limits of confidentiality;

MoSTEP 1.4.4.2.b. legal resources and professional development available to inform and guide professional practice;

MoSTEP 1.4.5.a. the history and philosophy of the school counseling profession;

MoSTEP 1.4.5.b. professional organizations, competencies, preparation standards, credentials, and accreditation policies appropriate to professional school counselors;

MoSTEP 1.4.5.c. using personal reflection, consultation, supervision, and feedback from others to create and implement professional development plans for continued professional growth;

MoSTEP 1.4.5.d. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students and to advance the profession;

MoSTEP 1.4.5.e. self-care strategies.

### **Methods of Instruction:**

Methods of instruction will include lectures, classroom discussions, real-life experience, case studies, demonstrations, small group activities, dyadic work, and videos. (Occasionally, guest speakers with special expertise and guests of appropriate developmental levels will be invited to class).

### **Assessment of Concepts and Skills:**

Objectives will be assessed through:

- A. Written examinations
- B. Participation in an experiential guidance group and class discussions.
- C. Written critiques of professional articles
- D. Presentation
- E. Graduate quality research paper

In addition to the above the following are expected from all students:

- A. The student will be expected to complete the required readings and assignments. Readings will consist of the adopted texts and various library resources.
- B. The student will be expected to respond to a variety of skill assessment techniques. Feedback from these will be used by the student in correlating personal attributes to known characteristics of successful professional counselors.
- C. The student will be expected to know about and use a variety of technological strategies to enhance learning.

- D. The student will be expected to know about legal issues and ethical standards in counseling.
- E. The student will be expected to know that professional relationships are important to establish in the school, family, and community.

**Evaluation Procedures:**

Grades will be earned based on student attendance and participation, daily assignment/quizzes/reflection papers, portfolio, case study project, and examinations. Grades will be determined in the following manner:

Attendance & participation:	50 points*
Critiques of professional articles	150 points
Research Paper	100 points
Examination	50 points
Presentation	<u>50 points</u>
Total # of possible points: 400	
Your total # of points divided by 4 = YOUR GRADE	
Grading Scale: 90-100 = A	80-89 = B
70-79 = C	60-69 = D
less than 60 = F	

\*Obviously you have to attend to earn points. Also you must participate in a way that is comfortable to you, and acceptable to the instructor and others in the class. Approx. 3-4 points will be earned each class meeting. If you are failing to get the full points possible each meeting the instructor will inform you of actions to take to improve your participation.

**Absence Policy:**

Attendance is extremely important and expected. Credit will not be given for in class participation/assignments if the student is not in the room during the session. Students should inform the instructor before the class starts if they need to leave early or if there is a known class they will miss. If a class is missed, information should be obtained from a classmate unless prior arrangements have been made with the instructor.

**Late Assignments:**

All assignments will be due at the outset of the class period indicated on the tentative schedule. Points will be deducted for lateness in all assignments.

**Confidentiality:**

Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what other students have talked about in class.

**Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge will be considered in modifying this course syllabus.

**Policies Related to Students with Disabilities:**

Truman State University is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be made, please inform the Disabilities Services Office and the instructor of this course by the 2<sup>nd</sup> class meeting.

**Academic Honesty:**

The Truman State University Conduct Code (8.020) defines the term “academic misconduct” to include: 1) cheating, defined as using or attempting to use unauthorized materials, information aids in any academic exercise; 2) fabrication defined as falsification or invention of any information or citation in an exercise; 3) facilitation academic misconduct, defined as helping or attempting to help another in an act of academic dishonesty; 4) plagiarism, defined as representing the words or ideas of another as one’s own in an academic exercise. A student caught committing an act of misconduct in this course will be subject to the full range of penalties including failing the course. In every case, the Dean of Student Affairs and the Vice President for Academic Affairs will be notified.

**Texts:**

Erford, B.T. (2010). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations*. Boston, MA: Pearson.

Remley, T.P., & Herlihy, B. (2010). *Ethical, legal, and professional issues in counseling* (3<sup>rd</sup> ed.). Boston, MA: Pearson.

**Course Content**

- A. Historical Perspectives and Trends
  - 1. Counseling and Guidance in American Education
  - 2. Institutional and Agency Counseling
- B. The Counselor as a Person
  - 1. The effective helper
  - 2. Skill assessment
- C. Developing and Applying Counseling Skills
  - 1. Attending skills
  - 2. Exploration Skills
  - 3. Understanding
  - 4. Action
  - 5. Termination
- D. Personal Growth Through the Group Process
  - 1. Confidentiality
  - 2. Self-disclosure
  - 3. Building support systems
  - 4. Stages of group development
  - 5. Experiential group
- E. The Counselor as a Professional
  - 1. Roles and Functions
  - 2. Relating to other Professionals

3. Certification and Licensure
4. Professional organizations and resources
5. Professional preparation standards and responsibilities
6. Client and professional advocacy
7. Careers in the helping professions
8. Stress and burnout
9. Technology used in the profession of counseling
- F. Social and Cultural Foundations
  1. Understanding societal changes and sub-groups
    - a. age
    - b. religious preference
    - c. physical differences
    - d. sexual preference
    - e. gender
    - f. ethnicity
    - g. social economical differences
  2. Methods of Conflict Resolution
- G. Background of the legal profession and its relationship to counseling
  1. Source of law
  2. Use of legal reference materials
  3. Impact of legal issues in the counseling profession
  4. Specific focus areas
    - a. duty to warn
    - b. confidentiality
    - c. privileged communication
    - d. right of privacy
  5. Development of code of ethics
- H. Defining the relationship between a client and counselor
  1. Professional code of ethics
  2. Legal concepts
    - a. counseling service contracts
    - b. professional disclosure statements
- I. The counselor's obligation to the client and society
  1. Areas of tort liability
    - a. negligence
    - b. malpractice
    - c. defamation of character
    - d. invasion of privacy
  2. Areas of criminal liability
    - a. accomplice liability
    - b. mandatory reporting of crimes
    - c. specific topics - death, sex, minors, drugs
- J. Specific black letter law
  1. Federal Statutes
    - a. Family Educational Rights and Privacy Act
    - b. Hatch Act

- c. Title VII of the 1964 Civil Rights Act
- d. PL94-142 Education for All Handicapped Children's Act
- e. Americans With Disabilities Act (ADA-1990)
- 2. Missouri State Laws
  - a. licensure
  - b. certification
- 3. Professional Regulations
  - a. national certification
  - b. national registry
- 4. Due process issues in the regulations of counseling
- K. Application of code of ethics and legal issues to the practice of school counseling

#### Other Important Sources of Information

- Bemak, F., & Espina, M. R. (1999, Winter). Professional counseling licensure: Going from state to state. *ACES Spectrum*, 60(2), 4-6, 11.
- Cobia, D. C., & Pipes, R. B. (2002). Mandated supervision: An intervention for disciplined professionals. *Journal of Counseling & Development*, 80(2), 140-144.
- Cottone, R. R., & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling & Development*, 78(3), 275-283.
- Daniels, J. A. (2002). Assessing threats of school violence: Implications for counselors. *Journal of Counseling & Development*, 80(2), 215-218.
- Erickson, S. H. (2001). Multiple relationships in rural counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 9, 302-304.
- Frame, M. W. (1998). The ethics of counseling via the internet. *The Family Journal: Counseling and Therapy for Couples and Families*, 5(4), 328-330.
- Haug, I. E. (1999). Boundaries and the use and misuse of power and authority: Ethical complexities for clergy psychotherapists. *Journal of Counseling & Development*, 77(4), 411-417.
- Hayes, L. L. (July, 2002). The big '80s. *Counseling Today*, 45(1), 8-9, 17.
- Hayes, L. L. (September, 2002). The death of college counseling. *Counseling Today*, 45(3), 12-13.
- Hayes, L. L. (2002, September). Ethical dilemmas can be solved through ACA. *Counseling Today*, 45(3), 18, 24.
- Hohenshil, T. H. (2000). High tech counseling. *Journal of Counseling & Development*, 78(3), 365-368.

- Janson, G. R. (2002). Family counseling and referral with gay, lesbian, bisexual, and transgendered clients: Ethical considerations. *The Family Journal: Counseling and Therapy for Couples and Families*, 10, 328-333.
- Janus, N. G. (1997). Adoption counseling as a professional specialty area for counselors. *Journal of Counseling & Development*, 75(4), 266-274.
- Keel, L. P., & Brown, S. P. (1999, July). Professional disclosure statements. *Counseling Today*, 42(1), 14, 33.
- Kenyon, P. (1999). *What would you do? An ethical case workbook for human service professionals*. Pacific Grove, CA: Brooks/Cole.
- Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75(4), 292-302.
- Linnell, D. (2002, September). Ethics 101: An overview of the code of ethics, standards of practice. *Counseling Today*, 45(3), 30,34.
- Locke, D., Myers, J., & Herr, E. (2001). *The Handbook of Counseling*. Thousand Oaks, CA: Sage Publications.
- Magnuson, S., & Norem, K. (1999). Interventions requiring purchase of materials: Cautions and considerations. *The Family Journal: Counseling and Therapy for Couples and Families*, 7(3), 280-282.
- Malley, P. B., & Reilly, E. P. (1999). *Legal and ethical dimensions for mental health professionals*. Philadelphia, PA: Accelerated Development.
- Millner, V. S., & Hanks, R. B. (2002). Induced abortion: An ethical conundrum for counselors. *Journal of Counseling & Development*, 80(1), 57-63.
- Neufeld, P. J. (2002). School violence – family responsibility. *The Family Journal: Counseling and Therapy for Couples and Families*, 10(2), 207-209.
- Neukrug, E., Millikin, T., & Walden, S. (2001). Ethical complaints made against credentialed counselors: An updated survey of State Licensing Boards. *Counselor Education & Supervision*, 41, 57-70.
- Pennington, D. A. (2002, September). No drugs in this joint!. *Counseling Today*, 45(3), 14-15.
- Ruiz, N., Birsall, B. (2000, January). Ethical concerns for counselor education students. *Counseling Today*, 42(7), 16.

- Schiebert, V. L., Myers, J. E., & Dice, C. (2002). Ethical guidelines for counselors working with older adults. *Journal of Counseling & Development, 78*(20), 123-129.
- Smith, J. A., & Smith, A. H. (2001). Dual relationships and professional integrity: An ethical dilemma case of a family counselor as clergy. *The Family Journal: Counseling and Therapy for Couples and Families, 9*, 438-443.
- Springer, A. D. (2002, September). Do students have a right to privacy? *Academe, 88*(5), 70.
- Welfel, E. R., Danzinger, P. R., & Santoro, S. (2000). Mandated reporting of abuse/maltreatment of older adults: A primer for counselors. *Journal of Counseling & Development, 78*(3), 284-292.
- Weinrach, S. G. (2002). The counseling profession's relationship to Jews and the issues that concern them: More than a case of selected awareness. *Journal of Counseling & Development, 80*(3), 300-314.
- Werth Jr., J. L., & Gordon, J. R. (2002). Amicus curiae brief for the United States Supreme Court on mental health issues associated with "physician-assisted suicide". *Journal of Counseling & Development, 80*(2), 160-172.
- Whittinghill, D. (2002). Ethical considerations for the use of family therapy in substance abuse treatment. *The Family Journal: Counseling and Therapy for Couples and Families, 10*, 75-78.

Webpages:

Counseling Ethics: <http://www.counseling.org/consumers/ethics.htm>

Confidentiality and Informed Consent: <http://smhp.psych.ucla.edu/confid/con1.htm>

School Laws and Legislation: <http://www.dese.state.mo.us/schoollaw/>

Documentation: <http://www.hhs.gov/ocr/hipaa/>

**Theories and Techniques of Counseling**  
**COUN 664G**  
**Course Syllabus**

**Instructor:**

**Office Hours:**

**Course Description:**

“Counseling theories, objectives, levels, and techniques. Professional practices, counseling in various professional setting” (course description, 2000-2001 Truman State University Catalog, p. 319). The primary focus of this course is for the school counseling student to develop an in depth understanding of the major counseling theories and intervention utilized in counseling practice. The student will build skills in critiquing, evaluating, and applying these theories. In addition, the appropriateness of each theory for multicultural settings will be examined as will the utilization of the theories in various professional settings.

**Course Objectives:**

After this course the student will be able to:

- 1) Demonstrate a thorough knowledge and understanding of the counseling process
- 2) Demonstrate a thorough knowledge and understanding of the major counseling theories
- 3) Demonstrate a thorough knowledge and understanding of the major theoretical interventions and techniques
- 4) Demonstrate a knowledge of those factors to be considered in the selection of appropriate theoretical models and interventions
- 5) Demonstrate an awareness of multicultural issues related to the counseling process

**MoSTEP Standards**

In addition to the above objectives, after completion of this course students will be able to demonstrate knowledge and understanding of each of the following:

MoSTEP 1.4.1.5.b. counseling theories to conceptualize student issues and concerns and select appropriate counseling interventions to respond to these issues and concerns;

MoSTEP 1.4.2.2.3.a. understand and use individual and small group counseling theories and techniques for students during times of transition, separation, heightened stress, and critical change;

MoSTEP 1.4.2.2.3.b. systems theories, models and processes of consultation within school system settings, including family and community;

MoSTEP 1.4.3.1.a. using systems theories, models, and processes of consultation within school system to enhance student development, well being, and learning through family-school collaboration;

MoSTEP 1.4.3.1.b. consultation strategies demonstrated to improve communication and promote teamwork;

MoSTEP 1.4.3.1.c, d, e. using consultation strategies to coordinate resources and the efforts of staff (teachers, administrators, and other school personnel), to promote school-home relationships through the involvement of parents and other family members, and to involve

private and public community agencies in students' academic, career, and personal/social development.

**Methods of Instruction:**

Methods of instruction will include lectures, classroom discussions, real-life experience, case studies, demonstrations, small group activities, dyadic work, and videos. (Occasionally, guest speakers with special expertise and guests of appropriate developmental levels will be invited to class).

**Assessment of Concepts and Skills:**

Objectives will be assessed through multiple means-class attendance and participation, satisfactory completion of daily assignments/reflection papers/quizzes, case studies, and examinations.

Specific course requirements include the following:

- 1) Attend class and participate in class discussions
- 2) Complete all reading assignments prior to class discussion
- 3) Complete any daily assignments, quizzes, and reflections
- 4) Maintain an ongoing portfolio of daily assignments and other class work
- 5) Complete a case study project satisfactorily
- 6) Pass all examinations satisfactorily

**Evaluation Procedures:**

Grades will be earned based on student attendance and participation, daily assignment/quizzes/reflection papers, portfolio, case study project, and examinations. Grades will be determined in the following manner:

Attendance & participation:	50 points*
Daily assignments, quizzes, reflection papers	150 points
Case Study Project	100 points
Examination	50 points
Portfolio	<u>50 points</u>

Total # of possible points: 400

Your total # of points divided by 4 = YOUR GRADE

Grading Scale:	90-100 = A	80-89 = B
	70-79 = C	60-69 = D
	less than 60 = F	

\*Obviously you have to attend to earn points. Also you must participate in a way that is comfortable to you, and acceptable to the instructor and others in the class. Approx. 3-4 points will be earned each class meeting. If you are failing to get the full points possible each meeting the instructor will inform you of actions to take to improve your participation.

**Absence Policy:**

Attendance is extremely important and expected. Credit will not be given for in class participation/assignments if the student is not in the room during the session. Students should inform the instructor before the class starts if they need to leave early or if there is a known class they will miss. If a class is missed, information should be obtained from a classmate unless prior arrangements have been made with the instructor.

**Late Assignments:**

All assignments will be due at the outset of the class period indicated on the tentative schedule. Points will be deducted for lateness in all assignments.

**Confidentiality:**

Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what other students have talked about in class.

**Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge will be considered in modifying this course syllabus.

**Policies Related to Students with Disabilities:**

Truman State University is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be made, please inform the Disabilities Services Office and the instructor of this course by the 2<sup>nd</sup> class meeting.

**Academic Honesty:**

The Truman State University Conduct Code (8.020) defines the term "academic misconduct" to include: 1) cheating, defined as using or attempting to use unauthorized materials, information aids in any academic exercise; 2) fabrication defined as falsification or invention of any information or citation in an exercise; 3) facilitation academic misconduct, defined as helping or attempting to help another in an act of academic dishonesty; 4) plagiarism, defined as representing the words or ideas of another as one's own in an academic exercise. A student caught committing an act of misconduct in this course will be subject to the full range of penalties including failing the course. In every case, the Dean of Student Affairs and the Vice President for Academic Affairs will be notified.

**Text:**

Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8<sup>th</sup> ed.). Belmont, CA: Thomson.

Corey, G.(2009). *Case approach to counseling and psychotherapy* (7<sup>th</sup> ed.). Belmont, CA: Thomson.

**Assignments:**

Daily assignments/quizzes/reflection papers

See separate listing

**Portfolio:**

Include in the portfolio a compilation of daily assignments, case study materials, reflection papers, and the case conceptualization.

**Case Study Project:**

Over the course of the semester you will need to practice your skills on someone outside of the class setting. This individual must willingly enter into a “pretend” counseling relationship with you as the paraprofessional in which you are the counselor and they are the student. The individual does not need to have a pressing issue that drives them to seek counseling, but rather a willingness to explore their everyday issues. The sessions will need to be audio and/or video taped for your review (not the instructor’s). However, through your reflections and write-ups the individual’s issues will be revealed to the instructor, and for that reason it is not suggested that he or she be a classmate. The instructor suggests that you do not choose your significant other, parent, or sibling for this project either.

This case study will allow you to use varying theoretical interventions and techniques. You will be writing numerous reflections on your use of the skills, the information gathered from your “client,” and his or her response to the techniques.

At the end of the semester you will prepare a case conceptualization on this individual by reviewing all of the gathered materials, as well as your written reflections. While much information will be shared with the instructor, the individual should remain anonymous.

In addition to conceptualizing your case, this assignment should allow you to compare and contrast the various theories and techniques of counseling and consultation.

More detailed instructions will be made available later in the semester.

**Examinations:**

One exam (slightly later than mid-term) will be administered. 50 points possible on the exam.

**Own Community Genogram & Reflection:**

(do this activity with your student client also – put in portfolio) Observe others in interpersonal interaction – How do people listen? During the week, at least once, deliberately engage in a non-attending behavior with someone you are talking to, note the person’s behaviors. Write a reflection paper about attending behaviors.

**Own Family Genogram & Reflection:**

Construct a family genogram for at least 3 generations of your family (handout will be provided) (do this activity with your client also – put in portfolio)

**Defense Mechanism:**

Identify at least 5 examples of defense mechanisms at work. Be both introspective and observant. Write a reflection paper. (use both free association and dream interpretation on your client reflect on the information and reaction – put in portfolio)

**MBTI:**

Take the MBTI yourself and reflect on the results. (administer the MBTI to your client and reflect on the results – put in portfolio)

**Birth Order:**

Consider your own birth order, family constellation, and early Recollections. Write a reflection paper on how these things have shaped who you are, and your world view. (gather this type of information from your client and relate it to the issues he or she has been discussing – write a reflection paper and put it in your portfolio)

**AA:**

Attend an AA, NA, or other 12 step program meeting. Write up a reflection paper about your experience and the usefulness of the program. (look for signs of reluctance/resistance to face fears of anxieties within your client – write a reflection – put in portfolio)

**Other Activities:**

-Complete the activity Reviewing the Meaning of One's Being-in-the-World with your client. Turn in a reflection following the format that will be provided. (when it is returned – put in portfolio)

-Complete the exercises in the handouts Applied Behavioral Analysis and Rational-Emotive Behavior Therapy Self-Help form with your client. Write up a report, treatment plan, and reflection and turn it in (when it is returned – put in portfolio)

-Complete the activity Applying Feminist Theory in Practice with your client - put a reflection in your portfolio

## Course Content or Outline

### A. The Counselor

1. Characteristics of effective counselors
2. The role of personal values
3. Managing stress

### B. Brief review of Legal and Ethical Issues

1. Confidentiality
2. Crisis intervention
3. Issues surrounding clients with AIDS
4. Issues surrounding a multicultural perspective

### C. Counseling: Content and Process

1. Client from diverse populations
2. Individual and family systems approaches
3. Core elements
4. Trends in the counseling profession

### D. Counseling Approaches

1. Psychoanalytic
2. Adlerian
3. Existential
4. Person-centered
5. Gestalt
6. Reality
7. Behavioral
8. Cognitive-behavior
9. Feminist
10. Family Systems
11. Integrative

### E. Consultation Approaches and Methods

### F. Counseling and Consultation in various locations

## **Group Procedures in Guidance and COUN 663G**

**Instructor:**

**Office Hours:**

### **Course Description, Objectives, & Process**

Throughout this class theories of group therapy/counseling are studied and applied in various group settings, including schools. The process of group stages, leadership issues, and problems associated with each stage will be analyzed. This class will offer a combination of learning through reading, discussion, personal reflection, and practice. Lecture material will include information from the text and other various other sources. Participation is an important element of this class and will be essential in your understanding, learning, and experiencing group process. All students will have an opportunity to practice leading groups. In addition to the course, each student is required to be a member of a self-growth group in which he/she explores personal-social issues in the course of this group experience. The growth group is not evaluated in terms of the student grade earned course. However, participation and completion of the group experience (Lab) is a requirement before a grade will be issued for the course. Program faculty will NOT lead the group or listen to tapes of students in the counselee role. Students who can not attend regular group sessions may be permitted to use a comparable substitute as approved by faculty. The group lab experience must be taken simultaneously with the course.

Through completion of this course and group lab experience, students will gain a more thorough understanding of:

- group development;
- types of groups;
- the skills needed to lead groups.

### **Course Objectives**

- A. To examine group dynamics, including group process components, the interactions of group members, the stages of group development, and the impact of cultural differences.
- B. To be able to differentiate between major theoretical approaches of group work.
- C. To comprehend ethical issues involved in conducting a group.
- D. To develop the skills of a good group member, including self-assessment of personal and professional growth.
- E. To understand various group leadership styles and approaches and to develop effective group leadership skills, including group counselor orientation, appropriate selection criteria, and the assessment evaluation of leader effectiveness.
- F. To be able to differentiate between approaches used for types of group work.

In addition to the above objectives by the end of this course students will demonstrate thorough understanding and knowledge of the following MoSTEP Standards:

MoSTEP 1.4.1.6.a. principles of group dynamics, including group process components, developmental stage theory, group member roles and behaviors, and therapeutic factors of group work;

MoSTEP 1.4.1.6.b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership roles;

MoSTEP 1.4.1.6.c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

MoSTEP 1.4.1.6.d. planning, managing, and evaluating groups, including group counselor orientations and behaviors and appropriate selection criteria and methods;

MoSTEP 1.4.2.2.3.a. understand and use individual and small group counseling theories and techniques for students during times of transition, separation, heightened stress, and critical change.

### **Required Texts**

Johnson, D.W., & Johnson, F.P. (2009). *Joining together: Group theory and group skills* (10<sup>th</sup> ed.). Boston, MA: Pearson.

Kottler, J.A., & Englar-Carlson, Matt (2010). *Learning group leadership: An experiential approach* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Additional readings

Carroll, M., & Wiggins, J.(1990). Elements of group counseling: Back to the basics. Denver: Love.

Corey, G., Corey, M., Callanan, P.,& Russell, J.M. (1992). Group techniques (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Drum, D.J. (1990). Group therapy review. The Counseling Psychologist, 18(1), 131-138.

Forester-Miller, H.(Ed.) (1990). Ethical and legal issues in group work (Special issue). Journal for Specialists in Group Work, 15(2). Alexandria, VA: American Association for Counseling and Development.

Kees, N.L. & Jacobs, E. (1990). Conducting more effective groups: How to select and process group exercises. Journals for Specialists in Group Work, 15(1), 21-29.

Morganett, R.S. (1990). Skills for living: Group counseling activities for young adolescents. Champaign, IL: Research Press.

Pedersen, P. (1991). The multicultural perspective as a fourth force in counseling. Journal of Mental Health Counselors, 12(1), 93-94.

Richards, R.L., Burlingame, G.M., & Fuhriman, A. (1991). These-oriented group therapy. The Counseling Psychologist, 18(1), 80-92.

Saidla, D.D. (1990). Cognitive development and group stages. Journal for Specialists in Group Work, 15(1), 15-20.

Sue, D.W., & Sue, D. (1990). Counseling the culturally different: Theory and practice (2nd ed.). New York: Wiley.

Weinberg, R. B. (1990). Serving large numbers of adolescent victim-survivors: Group interventions following trauma at school. Professional Psychology: Research and Practice, 21(4), 271-278.

Williams, G.T. (1990). Ethical dilemmas in teaching a group leadership course. Journal for Specialists in Group Work, 15(2), 104-113.

### **Assignments and Grading**

- |     |   |              |
|-----|---|--------------|
| (1) | Participation<br>-on time, consistent, attentive, interactive, and respectful | (50 points)  |
| (2) | Stages Paper  | (100 points) |

-APA (5<sup>th</sup> ed) paper demonstrating awareness of personal strengths and weaknesses as well as awareness of group needs in the various stages. Briefly write about each stage of group and tell what strengths and weaknesses you bring personally as a leader that will affect your group in these stages. Indicate which of these stages is the most challenging for you and why. Indicate which of these stages you most enjoy or expect to enjoy and why.

- (3) Reflective Journal (50 points)  
-Following each class and completion of each assignment an entry should be made in the Reflective Journal. Include thoughts and feelings about your experience as well as what you would like to have done differently, what you believe went well, and what you believe needs improving. This journal is a personal account of your participation and activities in this class. This journal will be checked randomly throughout the class. Points will be given for having completed the assignment and not for the content of the entries. Minimal, last-minute entries, however, will receive minimal points.
- (4) Group Leadership Activity (25 points each; 50 points)  
-Lead our group in a beginning and a closing activity (25 points each). These activities will be graded for creativity and demonstration of attention to purpose and important elements of each stage. An outline of each activity, including the population and setting the activity would be used with is to be turned in. Allow time for processing at the end of the activity.
- (5) Take Home Final Exam (150 points)

\*Late papers/assignments will only be accepted with prior approval from the instructor.

Grading is based on the student's actual percentage of total points obtained.

400-360 = A  
359-320 = B  
319-280 = C  
279-240 = D  
239-0 = F

### Course Topics

- A. Pros and Cons of the Various Types of Groups
- Advantages of groups
  - Limitations of groups
  - Risks of participating in groups
  - Misconceptions about groups
  - Prevention groups
  - T-groups or laboratory-training groups
  - Therapy groups
  - Support groups

## B. Overview of Theories of Group Process

- Theories of group process
- Group process concepts
  - establishing norms and group cohesion
  - working cooperatively
  - solving problems
  - expressing conflict openly

## C. Group Membership

- Survey of counseling techniques
- The "good" group member
- Problem behaviors and difficult members
- How to select group members

D. The Creation and Participation in Stages of a Group-Including Group Facilitator Training

- Life stages of a group
- Preparation for the group
- Stage one: Initiating the group
- Stage two: Controversy, confrontation, conflict of interest and creativity
- Stage three: Cohesiveness
- Stage four: Productiveness (working stage)
- Stage five: Termination and Assessment

E. Ethical and Professional Issues:

- Screening
- Involuntary membership
- Confidentiality
- Psychological risk
- Controversial issues
- Group-leader's competence
- Ethical guidelines

F. Group Leader Styles, Tasks, Tools, and Techniques:

- Personal characteristics
- Approaches to leadership
- Group leadership competencies
- Leader's diagnostic skill and ability to deal with problems and issues of groups
- Group leader's theoretical model
- Leadership skills for culturally diverse groups

G. Designing Groups for Specific Populations, for example:

- Behaviorally disturbed children
- Unwed teen-age mothers
- Students with low self-esteem
- Single-again adults
- Or others as selected by students

H. Self-Assessment of Group Experience

- As a Group Member
- As a Group Leader



## Social and Cultural Foundations (COUN 654G)

*Instructor*

*Office Hours*

### *Course Description*

This course is designed to provide students with an understanding of societal changes and trends, human roles, societal subgroups, social mores and interaction pattern, differing lifestyles, and the transaction between the biological individual and the environment of socialization. Theory and current practices in multicultural counseling will be explored throughout. The course is based on the knowledge that human diversity requires counselors to be prepared to examine their own beliefs, and the counseling process, in terms of cross-cultural appropriateness. In order to work in today's world it is imperative that counselors are trained to consider cultural and other group specific variations in human behavior, affection, and cognition. It is just as important that counselors are exposed to a variety of helping strategies, e.g., communication skills, assessment tools, interview techniques, and referral information.

### *Goals and Objectives*

Students will complete this course with a greater understanding of:

1. awareness of their own cultural identity and how it affects with counseling practices;
2. cultural assumptions, biases, and prejudices held by individuals and engrained into organizations and institutions in society;
3. knowledge of various "cultural" groups;
4. cultural factors that may come into play in their counseling practices;
5. skills used to provide counseling services in a culturally sensitive manner;
6. non-traditional counseling methods used by various cultures;
7. counselors role in elimination of institutional/organizational cultural oppression;
8. socioeconomic trends and changes in society;
9. trends and changes in human roles;
10. multicultural and pluralistic trends;
11. major societal concerns;
12. social-psychological basis of human diversity;

13. counseling theory and techniques to work with the above presenting issues within a multicultural context and with varying populations, e.g., SCOPE;
14. ethical considerations in multicultural counseling.

### **MoSTEP Standards**

In addition to the above goals and objectives students will complete this course with an ability to demonstrate better understanding of each of the following MoSTEP Standards.

MoSTEP 1.4.1.2.a. multicultural and pluralistic theories, issues, and trends;

MoSTEP 1.4.1.2.b.attitudes and behaviors related to diversity, and how the diversity in families impacts all students;

MoSTEP 1.4.1.2.c. strategies for educating students, colleagues, and others about diversity and its impact on learning, growth, and family and community relationships;

MoSTEP 1.4.1.2.d. strategies for facilitating the development of all students' respect for and valuing of human diversity, social justice, advocacy, conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, and body;

MoSTEP 1.4.1.2.e. counselors' roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination;

MoSTEP 1.4.1.2.f. strategies for applying knowledge of how culture affects human relationships and demonstrating cultural awareness and sensitivity in counseling;

MoSTEP 1.4.1.2.g. strategies for demonstrating cultural awareness and sensitivity in the implementation of comprehensive guidance programs;

MoSTEP 1.4.1.2.h. individual, family, group, and community strategies for working with and advocating for diverse populations;

MoSTEP 1.4.1.3.e. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

### **Method of Instruction**

The course will be conducted in a lecture/discussion format, with frequent in-class group discussions and exercises, in which participants are responsible for preparing for intensive and extensive discussion of the topics indicated. In order that each may contribute to discussions, it is expected that the reading for each topic will be completed before the topic is addressed in class.

## Assessment of Concepts and Skills

Objectives will be assessed through multiple means: class attendance and participation, satisfactory completion of assignments, papers, and exam.

Specific course requirements include the following:

1. Attend class and participate in class discussions and activities
2. Complete all reading assignments prior to class discussions
3. Complete any in-class assignments and reflections
4. Complete cultural autobiography with genogram and self-assessment
5. With one other person design and execute a “group” presentation
6. Attend two cultural experiences and complete reaction papers
7. Review and analyze a video in regard to racial and cultural identity
8. Complete final exam

### (4) Cultural Autobiography with Genogram and Self-Assessment

The cultural autobiography will require students to define the culture of their ancestors back two generations (all 4 grandparents and both parents). Include place of birth, date of birth, religion, race, marital history, presence of any disability, education, birth order, occupation, primary language, primary holidays celebrated (and how celebrated), and any other facts you feel are relevant. If possible, interview at least 2 members of your family that may have pertinent information. In addition to your narrative, include with your paper a cultural genogram that graphically represent your family’s “cultural” structure.

The Self Assessment part of this paper will require students to define their own culture by covering the topics listed for your ancestors (see above). After completing this section of the assignment, define your cultural identity using two of the cultural identity development models discussed in class, in the texts, or other models that you feel fit your unique culture. Appropriately reference the models used. Complete papers should be no longer than 10 pages.

### (5) Group Presentation

For the presentation, each dyad will have one class period (3 hours) to thoroughly present counseling issues, techniques, etc., in working with one, specific (assigned) client population (see schedule below for topics). For these presentations please keep in mind that you will be presenting to peers who have at least a rudimentary knowledge of the topics.

Each presentation must include at least the following components:

- Introduction and History
- Profile of Group or Issue
- Counseling Issues related to the population (including areas such as education and achievement levels/needs, work and career development, social and personal issues of those involved, psychological testing and assessment, etc.)
- Counseling Approaches (including usefulness of traditional approaches, alternate approaches and techniques, your group's proposed counseling approaches)
- Summary and Conclusions

- Reference list -- to be handed out to class

NOTE: For each presentation, each dyad will be required to hand in one complete copy of ALL presented materials.

The specific components of the presentations that will be evaluated and assessed include: Clarity of presentation, evidence of research, evidence of understanding of issues and their influence in multicultural counseling, evidence of original thinking, completeness of the presentation, overall professionalism of the presentation and presenters, equal partnership of dyad members (each person will receive the same grade for the presentation).

#### (6) Cultural Experiences

Each student will be required to demonstrate exposure to, involvement with, and/or participation with two (2) different cultures throughout the semester. These experiences may include attending a university- or community-sponsored lecture, presentation, art exhibit, concert, or some other type of cultural experience that immerses participates in another culture. Demonstration of exposure to these cultures will involve developing a reaction paper (2-3 pages) of how the experience effected your perception of this culture/population and how it may influence your counseling with individuals from the culture/populations.

An alternative that can be used to fulfill one of the cultural experiences is to locate, read, and review (2-3 pages) a recently published book that clearly and accurately depicts a specific culture or population.

#### (7) Video Analysis

Each student will be required to identify, view, and analyze a video that accurately portrays a particular cultural, ethnic/racial population. The 2-3 page analysis should detail particulars as to how the population is portrayed in a manner consistent with the literature. Please be prepared to share your video analysis as well as a short, representative segment of the video. All video selections must be pre-approved by the instructor.

#### *Evaluation Procedures and Grading Criteria*

Grades will be earned based on student attendance and participation, papers, projects, presentations, in-class work, and the exam.

Grades will be determined in the following manner:

	<u>Points</u>
1. Attendance and Participation	100
2. Cultural Autobiography and Genogram	100
3. Group Presentation	100
4. Cultural Experiences (2 @ 50 pts. each)	100
5. Video Analysis	100

6. Final Exam

Total  $\frac{100}{600}$

**Grading Scale**

A=540-600

B=480-539

C=420-479

D=360-419

F=below 359

*Absence Policy*

Attendance is extremely important and expected. Credit will not be given for class participation/assignments if the student is not present for the class session. Students should inform the instructor before the class starts if he/she needs to leave early or if there is a known class he/she will miss. If a class is missed, information should be obtained from a classmate unless prior arrangements have been made with the instructor.

*Late Assignments*

All assignments are due at the beginning of the class period indicated on the tentative schedule. No late assignments will be accepted without prior arrangements with the instructor having been made.

*Flexibility Clause*

The requirements, assignments, policies, evaluation procedures, etc. outlined in this syllabus are subject to change and/or modification. Students' experiences and needs, as well as emerging knowledge will be considered in modifying the course syllabus.

*Policies Related to Students with Disabilities*

Truman State University is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in the course. If accommodations need to be made, please inform the Disabilities Services Office and the instructor of this course by the 2<sup>nd</sup> class meeting.

*Academic Honesty*

The Truman State University conduct code (8.020) defines the term "academic misconduct" to include: (1) cheating, as defined as using or attempting to use unauthorized materials or information aids in any academic exercise; (2) fabrication, defined as falsification or invention of any information or citation in an exercise; (3) facilitation of academic misconduct, defined as helping or attempting to help another in

an act of academic dishonesty; (4) plagiarism, defined as representing the words or ideas of another as one's own in an academic exercise. A student caught committing an act of misconduct in this course will be subject to the full range of penalties including failing the course. In every case, the Dean of Student Affairs and the Vice President for Academic Affairs will be notified.

### *Required Texts*

Atkinson, D.R., & Hackett, G. (2004). Counseling diverse populations (3<sup>rd</sup> ed.). Boston, MA: McGraw Hill. (Hackett)

Atkinson, D.R.(2004). Counseling American minorities: A cross-cultural perspective (6<sup>th</sup> ed.). Boston, MA: McGraw Hill. (Atkinson)

Ponterotto, J.P., Casas, J.M., Suzuki, L.A., & Alexander, C.M. (2001). Handbook of multicultural counseling (2<sup>nd</sup> ed.).. Thousand Oaks, CA: Sage. (Ponterotto)

Sue, D.W.(2003). Overcoming our racism: The journey to liberation New York: Jossey-Bass. (Sue)

### *Topics and Reading*

#### Introduction and History

##### Introduction to Multicultural Counseling

READ: Ponterotto, Part I  
Hackett, Ch. 1  
Atkinson, Ch. 1,2,3

#### Issues and Concepts in Multicultural Counseling

##### Racial and Ethnic Identity Development

READ: Ponterotto, Part IV, 27,28

#### Professional Issues and Ethics in Multicultural Counseling

READ: Ponterotto, Part II, Part III

#### Training and Research in Multicultural Counseling

##### Overview of Counseling Various Ethnic/Cultural Populations

READ: Ponterotto, Part VIII  
Hackett, Ch. 18

#### Counseling Women

Counseling Men

READ: Hackett, Ch. 4,12,13,14  
Ponterotto, 37

Counseling Children and Families

Counseling in the Schools

READ: Ponterotto, Part VI

Counseling African-American Clients

READ: Atkinson, Ch. 4,5,6

Counseling Asian-American Clients

READ: Atkinson, Ch. 10,11,12

Counseling Native-American Clients

READ: Atkinson, Ch. 7,8,9

Counseling Hispanic-American Clients

READ: Atkinson, Ch. 13,14,15

Counseling Gay/Lesbian/Bisexual Clients

READ: Hackett, Ch. 5,15,16,17  
Ponterotto, 36

Counseling the Clients with Disabilities

Counseling Elderly Clients

READ: Hackett, Ch. 2,3,6-11

Counseling Rural Clients

Counseling Economically Disadvantaged Clients

Future Trends in Multicultural Counseling

READ: Atkinson, Ch. 16

Multicultural Video Day

**Principles and Practices of Guidance**  
**COUN 661G**  
**Course Syllabus**

**Instructor:**

**Office Hours:**

**Course Description:**

This course serves as a foundation to the field of guidance and counseling and to guidance services as found in the public schools and other related settings. The history and trends of the modern school guidance and counseling movement and an examination of the challenges and situations the school counselor faces in the school setting are also covered. Skill development for curriculum development and teaching methods that emphasizes the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs are emphasized throughout. Role, function and identity of the school counselor are explored as are developmental approaches to assist students at points of educational and personal transition. Collaborative work and consultation with other school personnel such as teachers, administrators, school social workers, and nurses.

**Course Objectives:**

By the end of this course students will meet the following objectives:

- The students will have a thorough understanding of the guidance and counseling process.
- The student will be familiar with historical events critical to understanding the school guidance and counseling movement.
- The student will be familiar with the role and function of the counselor in the school, and the counselor's relationships with other helping professionals.
- The student will develop knowledge of curriculum development and the organization, administration, management, leadership, “best practices” teaching skills, and evaluation of school based guidance programs.
- The student will demonstrate skills in developing curriculum and delivering an effective comprehensive guidance program emphasizing cultural diversities and special needs in a school setting.

In addition to the above objectives, after completion of this course students will be able to demonstrate knowledge and understanding of each of the following:

MoSTEP 1.4.1.1.c. strategies for applying theories of learning and development in working with all students in a variety of school counseling activities;

MoSTEP 1.4.1.1.e. factors that affect behavior, including but not limited to, crises, trauma, disaster, disability, addiction, psychopathology, and environmental factors, in assisting all students to develop healthy life and learning styles;

MoSTEP 1.4.1.1.g. a framework for understanding exceptional abilities and strategies for differentiated interventions;

MoSTEP 1.4.1.2.g. strategies for demonstrating cultural awareness and sensitivity in the implementation of comprehensive guidance programs;

MoSTEP 1.4.1.5.c. strategies for applying a school, family and community systems perspective to the counseling process;

MoSTEP 1.4.1.5.d. a framework for understanding and practicing professional consultation, including counselor characteristics and behaviors that influence helping processes;

MoSTEP 1.4.2.1.a. beliefs and philosophy for comprehensive guidance programs that align with current school improvement plans and student success initiatives at the school, district and state levels;

MoSTEP 1.4.2.1.b. facilities, resources, budget, and staffing patterns necessary to ensure the full implementation of comprehensive guidance programs;

MoSTEP 1.4.2.1.c. establishment, facilitation, and use of advisory councils to support the full implementation of comprehensive guidance programs;

MoSTEP 1.4.2.2.1.a. role and development of guidance curriculum planning surveys to inform the planning and implementation of the guidance curriculum;

MoSTEP 1.4.2.2.1.b. design and implementation of culturally sensitive and developmentally appropriate guidance activities demonstrated to meet student needs and school goals, including closing-the-gap activities;

MoSTEP 1.4.2.2.1.c. collaboration with teachers and other school personnel in the delivery and full implementation of the guidance curriculum through alignment of guidance grade level expectations with the grade-level expectations of other programs;

MoSTEP 1.4.2.2.1.d. effective curriculum design, classroom management skills, and instructional strategies;

MoSTEP 1.4.2.2.2.a. planning, goal setting, and decision-making strategies and processes demonstrated to help all students develop personal plans of study (e.g., appraisal, advisement, goal-setting, decision-making, social-skills, transition , or post-secondary-planning);

MoSTEP 1.4.2.2.2.b. tools, including technology, to assist all students in developing personal plans of study in collaboration with parents or guardians and other school personnel;

MoSTEP 1.4.2.2.2.c. the relationship of academic performance to the world of work, family, life and community service and strategies demonstrated to assist students in monitoring and managing their own academic, career, and personal/social development;

MoSTEP 1.4.2.2.3.a. understand and use individual and small group counseling theories and techniques for students during times of transition, separation, heightened stress, and critical change;

MoSTEP 1.4.2.2.3.b. systems theories, models and processes of consultation within school system settings, including family and community;

MoSTEP 1.4.2.2.3.a. the role of school counselors and comprehensive guidance programs in school crisis/emergency management plans, including team leadership and collaboration models for schools, communities, and families before, during, and after a crisis;

MoSTEP 1.4.2.2.3.d. construction and use of databases for compiling community agencies, resources, and service providers for student referrals in collaboration with parents or guardians and appropriate school personnel;

MoSTEP 1.4.2.2.4.a. designing and managing a fully implemented, district-wide comprehensive guidance program;

MoSTEP 1.4.2.2.4.b. advocacy, leadership, collaboration and acting as a systems change agent for the success of all students through the full implementation of comprehensive guidance programs;

MoSTEP 1.4.2.2.4.c. advocacy for the full implementation of comprehensive guidance programs at the local, state, and national level;

MoSTEP 1.4.2.2.4.d. evaluate, monitor, and improve comprehensive guidance programs, informed by data, using the formula Program + Personnel = Results;

MoSTEP 1.4.2.2.4.e. designing and implementing a professional development plan that includes participation in local, state, and national, professional organizations and other professional growth opportunities;

MoSTEP 1.4.2.2.4.f, g. distinguishing between non-guidance and fair-share responsibilities and participating in those identified as being fair share;

MoSTEP 1.4.2.2.4.h. establishing and using annual, monthly, and weekly calendars to ensure the effective implementation of comprehensive guidance programs;

MoSTEP 1.4.2.2.4.i. conducting and interpreting time-and-task analyses to determine utilization of professional school counselor time;

MoSTEP 1.4.2.2.5.a. technologies available for the delivery of guidance and counseling activities;

MoSTEP 1.4.2.2.5.b. technologies available for the management and evaluation of a comprehensive guidance program;

MoSTEP 1.4.3.1.a. using systems theories, models, and processes of consultation within school system to enhance student development, well being, and learning through family-school collaboration;

MoSTEP 1.4.3.1.b. consultation strategies demonstrated to improve communication and promote teamwork;

MoSTEP 1.4.3.1.c, d, e. using consultation strategies to coordinate resources and the efforts of staff (teachers, administrators, and other school personnel), to promote school-home relationships through the involvement of parents and other family members, and to involve private and public community agencies in students' academic, career, and personal/social development;

MoSTEP 1.4.4.2.a. school district policies; and local, state, and federal statutory requirements pertaining to the practice of school counseling, including limits of confidentiality.

### **Methods of Instruction:**

Methods of instruction will include lectures, classroom discussions, real-life experience, case studies, demonstrations, small group activities, dyadic work, and videos.

(Occasionally, guest speakers with special expertise and guests of appropriate developmental levels will be invited to class).

### **Assessment of Concepts and Skills:**

- The student will be expected to know and understand the Missouri Comprehensive Guidance Program and use “best teaching practices” to present a unit from “The Box”.

- The student will be expected to develop and teach curriculum units for a school based guidance program that acknowledges the diversity concerns and special needs of the school population.
- The student will be expected to take written examinations.

**Evaluation Procedures:**

Grades will be earned based on each of the following:

Attendance & participation:	50 points*
Presentation of Unit	150 points
Exam	100 points
Guidance Unit 1	50 points
Guidance Unit 2	<u>50 points</u>
	Total # of possible points: 400
	Your total # of points divided by 4 = YOUR GRADE
Grading Scale: 90-100 = A	80-89 = B
	70-79 = C
	60-69 = D
	less than 60 = F

\*Obviously you have to attend to earn points. Also you must participate in a way that is comfortable to you, and acceptable to the instructor and others in the class. Approx. 3-4 points will be earned each class meeting. If you are failing to get the full points possible each meeting the instructor will inform you of actions to take to improve your participation.

**Absence Policy:**

Attendance is extremely important and expected. Credit will not be given for in class participation/assignments if the student is not in the room during the session. Students should inform the instructor before the class starts if they need to leave early or if there is a known class they will miss. If a class is missed, information should be obtained from a classmate unless prior arrangements have been made with the instructor.

**Late Assignments:**

All assignments will be due at the outset of the class period indicated on the tentative schedule. Points will be deducted for lateness in all assignments.

**Confidentiality:**

Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what other students have talked about in class.

**Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge will be considered in modifying this course syllabus.

**Policies Related to Students with Disabilities:**

Truman State University is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be made, please inform the Disabilities Services Office and the instructor of this course by the 2<sup>nd</sup> class meeting.

**Academic Honesty:**

The Truman State University Conduct Code (8.020) defines the term “academic misconduct” to include: 1) cheating, defined as using or attempting to use unauthorized materials, information aids in any academic exercise; 2) fabrication defined as falsification or invention of any information or citation in an exercise; 3) facilitation academic misconduct, defined as helping or attempting to help another in an act of academic dishonesty; 4) plagiarism, defined as representing the words or ideas of another as one’s own in an academic exercise. A student caught committing an act of misconduct in this course will be subject to the full range of penalties including failing the course. In every case, the Dean of Student Affairs and the Vice President for Academic Affairs will be notified.

**Texts:**

Dollarhide, C.T., & Saginak, K.A. (2008). *Comprehensive school counseling programs: K-12*

*delivery systems in action*. Boston, MA: Pearson.

Baker, S.B., & Gerler, E.R. (2008). *School counseling for the twenty-first century* (5<sup>th</sup> ed.).

Boston, MA: Pearson.

**Additional Readings**

American School Counselor Association (1986). Professional development guidelines for secondary counselors: A self audit. Alexandria, VA: Author.

American School Counselor Association (1990). Professional development guidelines for elementary school counselors: A self audit. Alexandria, VA: Author.

Borders, L.D., Bernard, J.M., Dye, H.A., Fong, M.L., Henderson, P., & Nance, D.W. (1991). Curriculum guide for training supervision: Rationale development, and implementation. Counselor Education and Supervision, 31 (1), 58-80.

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policy makers and practitioners. Journal of Counseling and Development, 70, 487-498.

Dye, H.A. & Borders, L.D. (1990). Counseling supervisors : Standards for preparation and practice. Journal of Counseling and Development, 69, 27-32.

Etringer, B.D., Hillerbrand, E., & Claiborn, C.D. (1995). The transition from novice to expert school counselor. Counselor Education and Supervision, 35, 4-17.

Evans, J.H., & Burck, H.D. (1992). The effects of career education interventions on academic achievement. A meta-analysis. Journal of Counseling and Development, 71, 63-38.

Gerler, E.R. (1985). Elementary school counseling research and the classroom learning environment. Elementary School Guidance and Counseling, 20, 39-48.

Gysbers, N.C., & Henderson, P. (eds.) (1997). Comprehensive guidance programs that work-II. Greensboro, NC: ERIC/CASS.

Gysbers, N.C., Hughey, K.F., Starr, M., & Lapan, R.T. (1992). Improving school guidance programs: A framework for program, personnel, and results evaluation. Journal of Counseling & Development, 70, 656-570.

Henderson, P., & Gysbers, N.C. (1998). Leading and managing your school guidance program staff. Alexandria, VA: American Counseling Association.

Henderson, P., & Lampe, R.E. (1992). Clinical Supervision of school counselors. The School Counselor, 39 (3), 151-157.

Herler, E.R. (1992). What we know about school counseling: A reaction to Borders and Drury. Journal of Counseling and Development, 70, 499-501.

Hughey, K.R., Gysbers, N.C., & Starr, M. (1990). Evaluating comprehensive school guidance programs: Assessing the perceptions of students, parents, and teachers. School Counselor, 41, (1), 31-35.

Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experience of high school students: A statewide evaluation study. Journal of Counseling and Development, 75, 292-302.

Lee, C.C. (Ed.) (1995). Counseling for diversity: A guide for school counselors and related professionals. Boston: Allyn and Bacon.

Lee, R.S. (1993). Effects of classroom guidance on student achievement. Elementary Guidance and Counseling, 27(3), 163-171.

Myrick, R.D. (1987). Developmental guidance and counseling: A practical approach. Minneapolis, MN: Educational Media Corp.

Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching children to cope with anger. Elementary School Guidance and Counseling, 22, 241-245.

Patton, P.L. (1985). A model for teaching rationale behavior skills to emotionally disturbed youth in a public school setting. The School Counselor, 32, 381-387.

Purkey, W.W., & Strahan, D.B. (1986). Positive discipline: A pocketful of ideas. Columbus, OH: National Middle School Association.

Schmoker, M., & Wilson, R.B. (1993). Transforming schools through total quality education. Phi Delta Kappan, 74, 389-395.

Starr, M., & Gysbers, N.C. (1992). Missouri Comprehensive Guidance: A model for program development, implementation, and evaluation. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

VanZandt, C.E., & Perry, N.S. (1992). Helping the rookie school counselor: A mentoring project. The School Counselor, 39, 158-163.

Wittmer, J., & Myrick, R.D. (1989). The teacher as facilitator. Minneapolis, MN: Educational Media Corp.

## Web Sites for Guidance Lessons

[www.successlink.org/](http://www.successlink.org/)

[www.lessonplanet.com](http://www.lessonplanet.com)

## Course Content

- A. Historical Perspectives
  - 1. The origins of the counseling profession
  - 2. Counseling identity in the schools - implications of the past for the present and future.
- B. The Role and Function of Counselors in the School

1. The counselor's role as teacher of the Comprehensive Guidance Program and role conflicts at various levels.
    - a. elementary
    - b. middle/junior high
    - c. secondary
    - d. vocational
    - e. higher education
  2. The counselor as teacher and relationships with other helping professionals
    - a. classroom teacher
    - b. administrator
    - c. school psychologist
    - d. school social worker
    - e. school health personnel
    - f. psychiatrists
    - g. public relations with the counselor's various publics
      - (1) students
      - (2) parents
      - (3) helping professionals
- C. Ethical and Legal Aspects Within the School
1. Ethical standards of the counseling profession
  2. Laws, rules, and regulations of the educational system
- D. Organization, Administration, and Development of School Based Guidance Programs
1. Curriculum Development
    - a) Needs Assessment and Follow-up
    - b) Measuring Student Outcomes
    - c) Influences of Program Development
    - d) Principles and Procedures of Program Development
    - e) Curriculum design for Cultural Diversity and Special Needs
    - f) "Best Practices" teaching methods
- E. Program Management, Leadership, and Evaluation
1. Managing School Based Guidance Program
    - a. Time management
    - b. Setting goals and objectives
    - c. Record keeping
    - d. "How to" teaching methods for delivering guidance units
  2. Program Leadership
  3. Professionalism
  4. Evaluation and Research of the Program
  5. Follow-up Studies
- F. Strategies for Program Improvement
- G. Consultation
- H. Mental Health Issues in the Schools

**Quantitative and Qualitative Research Methods I**  
**COUN 644G**  
**Course Syllabus**

**Instructor:**

**Office Hours:**

**Course Description:**

This course is designed to assist school counselors-in-training and other educators-in-training in gaining knowledge and information regarding research procedures utilized in quantitative and qualitative research, methods and procedures used in needs assessment, program evaluation, and the assessment of accountability. Descriptive and inferential statistics and their application in ethical counseling and educational research are explored throughout.

**Course Objectives:**

Students will complete the course with a greater understanding of:

1. The philosophy of science
2. The scientific method
3. The critical literature review
4. Quantitative research methods and designs (including experimental, quasi-experimental, causal-comparative, survey)
5. Qualitative research methods and designs (including, naturalistic inquiry, ethnography, case study, grounded theory)
6. Measurement theory (reliability/validity)
7. Methods and techniques of conducting needs assessments
8. Methods and techniques of program evaluation
9. Methods and techniques of assessing accountability, time/task analysis
10. Basic descriptive and inferential statistics
11. Univariate and multivariate statistical techniques
12. The use of statistical software packages in counseling and educational research
13. The role and importance of statistical methods in counseling and educational research
14. Ethical practices in research and statistics.

In addition to the above objectives, after completion of this course students will be able to demonstrate knowledge and understanding of each of the following:

MoSTEP 1.4.1.3.b. concepts of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information), validity (i.e., evidence of validity, types of validity), and the relationship between reliability and validity;

MoSTEP 1.4.1.3.d. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

MoSTEP 1.4.2.2.4.d. evaluate, monitor, and improve comprehensive guidance programs, informed by data, using the formula Program + Personnel = Results;  
MoSTEP 1.4.2.2.4.i. conducting and interpreting time-and-task analyses to determine utilization of professional school counselor time.

**Methods of Instruction:**

The course will be conducted in a lecture/discussion format, with frequent in-class discussions and exercises. In order that each may contribute to discussions, it is expected that the readings and assignments for each topic will be completed before the topic is addressed in class.

**Basis for Student Evaluation:**

Exams (3 exams)  
Project Proposal Outline  
Project Proposal Introduction and Lit. Review Draft  
Project Proposal (Intro, Lit. Rev, method, analysis, Result, discussion, etc)  
Project Proposal

**Assessment of Concepts and Skills:**

- A. Student will be able to demonstrate serious inquiry and knowledge of qualitative and qualitative research.
- B. Student will be able to read, interpret, and evaluate quantitative and qualitative research, and research that incorporates both quantitative and qualitative approaches.
- C. Students will actively participate in all classes.
- D. Student will satisfactorily complete all assignments.
- E. Student will maintain acceptable performance on scheduled and/or unscheduled examinations and assignments.

**Absence Policy:**

Attendance is extremely important and expected. Credit will not be given for in class participation/assignments if the student is not in the room during the session. Students should inform the instructor before the class starts if they need to leave early or if there is a known class they will miss. If a class is missed, information should be obtained from a classmate unless prior arrangements have been made with the instructor.

**Late Assignments:**

All assignments will be due at the outset of the class period indicated on the tentative schedule. Points will be deducted for lateness in all assignments.

**Confidentiality:**

Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what other students have talked about in class.

**Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge will be considered in modifying this course syllabus.

**Policies Related to Students with Disabilities:**

Truman State University is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be made, please inform the Disabilities Services Office and the instructor of this course by the 2<sup>nd</sup> class meeting.

**Academic Honesty:**

The Truman State University Conduct Code (8.020) defines the term "academic misconduct" to include: 1) cheating, defined as using or attempting to use unauthorized materials, information aids in any academic exercise; 2) fabrication defined as falsification or invention of any information or citation in an exercise; 3) facilitation academic misconduct, defined as helping or attempting to help another in an act of academic dishonesty; 4) plagiarism, defined as representing the words or ideas of another as one's own in an academic exercise. A student caught committing an act of misconduct in this course will be subject to the full range of penalties including failing the course. In every case, the Dean of Student Affairs and the Vice President for Academic Affairs will be notified.

**Text:**

Creswell, J. W. (2009). *Research design qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

**Additional Readings**

- Adler, P.A., & Adler, P. (1994). *Observational technique*. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
- Ahmet, S. (2000). Professional growth through self-reflection and writing. *Education, 120*(2), 512-519.
- Easton, K.L., McComish, J.F., & Greenberg. R. (2000) Avoiding common pitfalls in qualitative data collection and transcription. *Qualitative Health Research, 10*(5), 703-707.
- Eisner, E. (1998). *The enlightened eye, Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, N.J.: Prentice Hall.
- Eisner, E.W., & Peshkin, A. (1990). *Qualitative inquiry in education: The continuing debate*. NY: Teachers College Press.
- Galvan, J.L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA: Pyrczak Publishing.

- Hara, K. (1995). Quantitative and qualitative research approaches to education. *Education, 115*(3), 351-355.
- Hitchcock, G., & Hughes, D. (1998). *Research and the teacher: A qualitative introduction to school-based research*. (2nd ed.). London: Routledge.
- Isaac, S., & Michael, W.B. (1990). *Handbook in research and evaluation for education and behavioral sciences*. San Diego, CA: Edits Publishers
- Jalongo, M.R., Gerlach, G.J., & Wenfan, Y. (Eds). (2001). *Annual editions: Research methods 01/02*. Guilford, CT: McGraw-Hill/Dushkin.
- Lincoln, Y.S. (1990). *Methodology and ethics in naturalistic and qualitative research: The interaction effect*. In M.J. McGee-Brown (Ed.), *Qualitative Interest Group: Processes, Application, and Ethics in Qualitative Research* (pp. 41-55). Athens: University of Georgia.
- Lyne, L.S. (1999). *A cross section of educational research: Journal articles for discussion and evaluation*. Los Angeles, CA: Pycszak Publishing.
- Mc Millan, J.H. (2000). *Educational Research: Fundamentals for the Consumer* (3rd ed.). New York: Longman.
- Merriam, S.B. (1997). *Qualitative research and case study applications in education*.
- Milinki, A.K. (1999). *Cases in qualitative research: Research reports for discussion and evaluation*. Los Angeles, CA: Pycszak Publishing.
- National Board for Professional Teaching Standards. (1998). Arlington: VA
- Patton, M.L. (1997). *Understanding research methods: An overview of the essentials*. Los Angeles, CA: Pycszak Publishing.
- Patton, M.P. (1990). *Qualitative evaluation and research methods* (2nd ed.) Newbury Park, CA: Sage.
- Pycszak, F. (1999). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Los Angeles, CA: Pycszak Publishing.
- Schatz, M. (1993). *Qualitative voices in educational research*. London: The Falmer Press.
- Seidman, I. (1998) *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (2nd ed.).
- Sieber, J.E. (1992). *Planning ethnically responsible research*. Newbury Park, CA Sage.
- Schultz, K. (1997). Crossing boundaries in research and teacher education: Reflections of a white researcher in urban schools and communities. *Qualitative Inquiry, 3*(4), 491-512.
- Ulichny, P., & Schoener, W. (1996). Teacher-researcher collaboration from two perspectives. *Harvard Educational Review, 66*(3), 496-524.
- Vockell, E.L. (1995). *Educational research*. New York: Prentice Hall.
- Wiersma, W. (2000). *Research methods in education: An introduction*. Boston, MA: Allyn & Bacon.

## Course Content

Nature of Scientific Inquiry  
 Introduction to Statistics  
 Introduction to SPSS

Scales of Measurement, Reliability, Validity  
Topic Generation  
Proposal Development  
Literature Review  
Descriptive Statistics  
Central Tendency  
Variability  
Conceptual Analysis  
Research Methods  
Research Question Writing  
Probability  
Sampling Distributions, Sampling Issues  
Hypothesis Testing  
Variables  
Survey Research  
Questionnaire Construction  
Correlational Research Methods  
Pearson Product Moment & other Correlations  
Simple Regression  
Test Selection and Testing Issues  
Single-sample  $z$  and  $t$   
Chi Square Goodness of Fit  
Binomial Test  
Single Group Designs  
Experimental Designs  
Quasi-Experimental Designs  
Causal-Comparative Designs  
Dependent/Related Samples and Independent  $t$   
Single Factor ANOVA  
Repeated Measures ANOVA  
Factorial ANOVA  
Post-Hoc Tests of Significance  
Nonparametric Statistics  
Chi-square Test of Independence  
ANCOVA  
Multivariate Designs  
Multivariate Statistics  
Multiple Regression  
Factor Analysis  
Meta-Analysis  
The Language of Statistics  
Writing the Method Section  
Front and Back Matter  
Putting it all Together  
Research Ethics  
Process/Outcome, Analogue, Results-Based Research

Introduction to Qualitative Research  
Qualitative Research Methodologies  
Qualitative Data Analysis  
Needs Assessment  
Focus Groups  
Evaluation Research  
Historical Research  
Narrative Research  
Case Studies  
Multi-Methods

