Southeastern Louisiana University
CED 611: School Counseling & Consultation

**Required Texts**

**Prerequisites:** Admission to the Counseling Program

**Course Description**
This course will focus on the role of the school counselor as well as the philosophy and practical application of counseling theory and techniques with school age populations. The student will develop a specific counseling program that will address the needs of a diverse student, staff and community population in which the school counselor is expected to function.

**Course Objectives:**
1. Consultation theories and related research for individual and group counseling within the school setting will be presented. The student will learn methods of consulting and promoting teamwork with school staff, administrators, parents and the community. (Core: 3a) (SC: C3a & b)
2. Certification and licensure issues will be discussed along with the implications for public policy. (Core: 8f)
3. Networking into vital counseling and public policy organizations will be stressed. Advocacy for school counselors and other professional counselors will be highlighted so the student is familiar with the process. (Core: 8g)
4. The history, philosophy and trends in school counseling will be studied. (SC: A1)
5. The role and function of the school counselor will be discussed and a curriculum plan for school counseling that is compatible with the total school curriculum will be developed based on the school counselors role as it relates to other school professionals. (SC: A2, A3 and B3)
6. Specific ethical guidelines for school counselors (ASCA) and laws and legislation pertaining to school counselors will be an integral part of the class. (SC: A4 and A5).
7. Coordination and referral to outside specialists and agencies will be covered so the student will know how and when to refer. Cooperation with businesses and community groups to achieve appropriate programming and resources for the students will be taught so the student will feel comfortable seeking such help. (SC: B1 and B2)
8. The student will learn methods of planning and presenting guidance related programs for school personnel and parents. (SC: B5)
9. The student will be able to use various forms of needs assessment (i.e. interviews and surveys) to design, implement, evaluate and modify a comprehensive developmental school plan. This would include development and the implementation of specific objectives and strategies needed for the students selected site. (SC: C1a,b and c)
10. The student will develop a work schedule showing appropriate time commitments as outlined by Louisiana law. (C1d)
11. Peer helper programs will be incorporated into the school plan and discussed in class. (SC: C2c)
12. Transitional issues will be addressed in the class and incorporated into the students developmental plan. (SC: C2e)
**Required Assignments**

1. Students will take a mid-term and final examination. The final exam will be comprehensive.

2. Using the *Louisiana School Counseling Model* students will work in groups to develop a comprehensive counseling program for their work setting or potential work setting. Guidelines will be provided. (This model will be formally implemented in CED 690.)

3. Student groups will demonstrate to the class three activities created for their comprehensive developmental programs. Handouts for the activity must be provided for class members. Handouts should be thorough, providing class members will sufficient information to conduct the activity themselves. Class members will informally provide their perceptions concerning the effectiveness of the activities.

4. Each student will complete a professional development notebook. For each of the topics below, students must provide the following:
   - at least one COUNSELING journal article discussing the topic
   - a bibliography listing at least 5 books that address the subject
   - at least one web site that discusses the subject.....give URL ([http://www.____](http://www.____))

Notebooks should be well organized, neat and easily readable.

**Evaluation of Performance**

Class attendance is mandatory. Upon a second absence, the student's final grade is in jeopardy of being lowered one letter. Missing more than two classes could result in a final grade of "F." Please email if you will be absent.

Graduate students are expected to read assignments prior to class and be prepared to participate in class discussions. Students are responsible for the required reading material even if it is not discussed during class meetings.

All written work is due on the assigned date, regardless of whether or not the student attends class. Written work turned in late will be lowered one letter grade. Midterm make-up exams are not given. If it is missed, the final exam will count twice.

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>100 points</td>
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<tr>
<td>Comprehensive Counseling Program</td>
<td>100 points</td>
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<tr>
<td>Activities Presentation</td>
<td>100 points</td>
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<td>Professional Notebook</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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Class Communication: Students are expected to check their SLU email account on a regular basis. All departmental correspondence and class announcements will be communicated using this medium. Please note that university policy prohibits me from communicating with you through your personal email account. Also, please be aware that I am not on call 24 hours a day, 7 days a week. I typically check my email once each day, Monday-Friday, during business hours. Therefore, if you attempt to contact me over the weekend or late in the afternoons and evenings, you may not receive a response until the appropriate business day.

Writing Style: All written work must follow the Publication Manual of the American Psychological Association (APA), Fifth Edition.

ADA: If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

F.Y.I.: Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examination, plagiarism, improper acknowledgment of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

References

Journals: Journal of Counseling and Development
The School Counselor
The School Psychologist

Websites: American Counseling Association: www.counseling.org
American School Counselor Association: www.schoolcounselor.org
Professional Notebook Topic Areas

♦ Academic Achievement/Success
♦ Abuse
♦ Anger Management
♦ Bibliotherapy
♦ Bullying/Relational Aggression/Conflict Resolution
♦ Career Development
♦ Character Development
♦ Crisis/Trauma/Violence
♦ Death/Dying/Grief
♦ Depression
♦ Disabilities/Special Needs
♦ Divorce
♦ Eating Disorders/Body Image
♦ Obesity
♦ Self Injury
♦ Substance Abuse
♦ Suicide/Suicide Prevention
♦ War/Deployment
♦ Transitions (Elementary to Middle to High School to College)

References


