

**COUN 521-546**  
**Developing and Managing a Successful School Counseling Program**  
**Marywood University**  
**Spring 2010**

**Professor:** Jennifer S. Barna, Ph.D., NCC  
**Course Meets:** Thursday 4:00-7:00 p.m., LAC 121  
**Office:** McGowan Center, Room 1028  
**Office Hours:** Wednesday: 1:00-4:00 p.m.  
Thursday: 1:00-4:00 p.m.  
Appointments may be scheduled for other days/times if needed.  
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**Marywood University Counseling Program Mission Statement:**

*The mission of the graduate Counseling Program is to train masters-level students to be ethical and caring decision-makers. Our graduates attend to the varied developmental and emotional needs of children and adolescents in school settings K-12 and the needs of individuals various mental health settings. Housed in a comprehensive regional institution steeped in the Catholic tradition, the Marywood counseling program, its faculty and curricular experiences, inspire our students to learn and transform them into leaders who serve others in a diverse and changing world. Within this context, the education of the whole person is paramount. The standards-based curriculum is rigorous; faculty expectations are high; and students are challenged to understand and apply the ethical dimensions of personal and professional life and to examine their own attitudes, values and beliefs.*

**Course Description:**

The primary purpose of this course is to provide students' with the necessary knowledge and skills to plan, implement, and evaluate a successful, comprehensive school counseling program that is designed to meet all students' academic, career, and personal/social needs, grounded in collaboration, advocacy, and leadership, and connected to the academic mission of the school district.

**Class Format:**

This course is intended to be experiential. Using a case study format, students will learn how to develop an effective, comprehensive school counseling program that is integrated into students' total educational experience. Class time will be devoted to the issues related to program development, consultation, collaboration, and advocacy skills. Class activities will also include PowerPoint presentations, podcasts, guest speakers, media presentations, guided discussion, and cooperative group work.

**Required Texts:**

American School Counselor Association (2005). *The ASCA National Model: A framework for school counseling programs*, (2<sup>nd</sup> ed.). Alexandria, VA: Author.

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

Gysbers, N.C. & Henderson, P. (2006). *Developing and managing your school guidance and counseling program*. (4<sup>th</sup> ed.) Alexandria, VA: American Counseling Association.

**Suggested Readings:**

Dinkmeyer, D. (2006). *Consultation: Creating school-based interventions*. (3<sup>rd</sup>. ed.). New York: Routledge.

Kampwirth, T. J. (2006). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

**Learning Outcomes:**

<b>Learning Outcome</b>	<b>Assessment of Learning</b>
1. Understand the evolution of comprehensive school counseling programs.	Required readings; active participation in class discussions
2. Identify the elements, themes, and components of comprehensive school counseling programs, especially those of the ASCA National Model.	RAMP school reflection paper
3. Develop the necessary critical thinking skills for planning, designing, implementing, and evaluating a comprehensive school counseling program.	Service learning binder, reflection paper, and presentation
4. Analyze school data to identify achievement gaps.	Needs assessment; data analysis summary
5. Design standards-based interventions that support student learning.	Intervention development; standards selection/crosswalking assignment
6. Utilize basic consultation theory and skills to advocate for school counseling programs and services that address students' academic, career, and personal/social development.	School contacts; reflection paper; cooperative group work
7. Collaborate with key school personnel such as fellow counselors, teachers, and/or administrators regarding the planning, implementation, and evaluation of the school counseling program.	School contacts; service learning binder, reflection paper, and presentation; evaluation strategy
8. Consider relevant legal and ethical responsibilities during program planning and implementation.	In-class case study analysis
9. Utilize basic technology skills to access information pertaining to school counseling program development.	Intervention development
10. Demonstrate fundamental mastery of APA format.	All writing assignments will be required to adhere to APA format.

**Student Expectations:**

1. Demonstrate the highest quality of academic integrity and honesty, consistent with the mission statement of the Counseling Department and Marywood University.
2. Attend regularly. Students with more than two absences may be asked to drop the course.
3. Complete all assigned readings and written work by the respective due dates.
4. Demonstrate strong writing skills essential for effective communication. All written assignments will be evaluated relative to proper sentence structure, APA format, grammar, spelling, punctuation, and appearance.

**Academic Honesty:**

**Plagiarism will not be tolerated in any writing assignment or oral presentation required for this course. Any student who violates this policy will receive a grade of F as defined in the college catalog.** The Marywood University Academic Honesty Policy is as follows: (see p.11 in the Student Handbook / University Calendar)

*The Marywood University community functions best when its members treat one another with honesty, fairness and trust. The entire community, students and faculty alike, recognizes the necessity and accepts the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community.*

### **Violations of Academic Honesty**

Cheating and plagiarism are behaviors destructive to the learning process and of the ethical standards expected of all students.

1. **Cheating** is defined (but not limited to) the following:
  - a. Having unauthorized material during an examination;
  - b. Copying from another student or permitting copying by another student in a testing situation;
  - c. Completing assignments for other students (e.g. exam, paper, laboratory or computer report);
  - d. Submitting out-of-class work for an in-class assignment without faculty knowledge;
  - e. Changing grades;
  - f. Unauthorized retention of exams;
  - g. Unauthorized submission of the same paper in two different classes;
  - h. Inventing data, unless a class exercise, or falsifying an account of data collection;
  - i. Unauthorized tampering with electronic record; and,
  - j. Violating privacy rights on computer software.
  
2. **Plagiarism** is defined as the offering of one's own work the words, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Use of information without attribution from any source, **including the Internet**, is considered plagiarism.

Additional examples of violations of Academic Honesty may include the provision of material to another person with knowledge of improper use, possessing another student's work without permission, selling or buying material for class assignments, changing another student's assignment, forging a signature on official academic documents, and altering any official student record including grades. (Additional clarification regarding sanctions and guidelines are available at the appropriate Dean's Office.)

### **Withdrawals:**

Please note that non-attendance **does not** constitute withdrawal from class. All withdrawals must be processed officially through the Registrar's Office. Failure to do so will result in a failing grade for the course.

### **Late Assignments:**

Assignments are due on the day listed on the syllabus. Assignments submitted late will be penalized 10% of the point total value for each calendar day that the assignment is late. If you cannot hand in an assignment on the day it is due, please make arrangements to deliver it to the instructor on or before the due date.

### **Moodle:**

Course content and information will be available on the Web via Moodle. Students are required to login weekly to check for course-related documents and information. Specifically, lecture presentations and resources will be continuously updated and posted. To access Moodle:

- Go to the Marywood Homepage: <http://www.marywood.edu/>
- Click on "Academics"
- Click on "Moodle"
- Login (get instructions by clicking on "create a new account" if you do not have a login)
- Click on "Spring 2010"
- Click on "COUN 521-546: Developing and Managing a Successful School Counseling Program"

**Grading Scale:**

Grading will be criterion-referenced, using available points:

		<b><u>Assignment Point Value</u></b>	
A	= 300 - 290	Attendance/Participation	30
A-	= 289 - 279	Service Learning Project	75
B+	= 278 - 267	RAMP School Reflection Paper	15
B	= 266 - 255	School Needs Assessment	30
B-	= 254 - 243	Data Analysis Summary	30
C+	= 242 - 231	Standards Selection/Crosswalking Assignment	30
C	= 230 - 219	Intervention	60
F	= ≤ 218	Evaluation Strategy	30
		<b><u>TOTAL:</u></b>	<b><u>300</u></b>

**For Students with Disabilities:**

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations should advise their instructor and submit documentation of the disability to the Office of Student Support Services, Liberal Arts Center 223B, in order for reasonable accommodations to be granted. The Associate Director of Student Support Services, Ms. Diane Taylor, will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. To best service the needs of the student, it is preferred that students notify their instructor and the Associate Director of Student Support Services of any special accommodation needs no later than the last day to register for semester classes.

***For more information, please contact:***

Diane Taylor, Associate Director of Student Support Services  
Marywood University  
Liberal Arts Center - Room 223B

# COUN 521-546

## Course Assignments

*\*denotes team assignments*

### **#1 Attendance/Participation 30 points**

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As a graduate student, you are expected to attend all classes, to arrive on time and to stay for the entire class period. Those students that attend all classes and participate regularly will be awarded the full point value. Those who miss class, arrive late, or leave early for more than 2 class periods will automatically receive a deduction in their participation grade for each additional absence (10 points) / tardiness (5 points). Announcements regarding schedule delays or closing of the University due to adverse weather conditions will be posted on the University home page. In the event of a cancellation by the instructor, students will be notified via Moodle, e-mail, and phone.

Active participation is an important part of the learning process. All students are expected to come prepared for class by completing assigned readings, downloading Power Point slides from Moodle, and thoughtfully participating in classroom discussions and activities. Students who are unprepared for class will lose points accordingly.

### **#2 \*Service Learning Project 75 points**

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Academic service learning is a structured educational experience integrated into the course content that provides a reciprocal method by which students and the community benefit. The advantage of a service learning experience includes the opportunity to apply newly acquired knowledge to real life situations. Additionally, an important role for school counselors is the ability to consult with colleagues and administration regarding the delivery of the school counseling program. Therefore, in collaborative teams of 2, students will identify a local school and make at least 2 contacts with the counseling department and administration for the purposes of data collection, program development, and evaluation. Each **team** will complete the following:

1. A minimum of 2 contacts with the partner school
2. A report describing the service learning experience (completed individually)
3. A 30-minute class presentation detailing the service learning/consultation experience, including challenges to program implementation
4. A binder containing all program development documentation, one for each team member and the partner school

## **PART I: IDENTIFYING NEEDS**

### **#3 RAMP School Reflection Paper 15 points**

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R.A.M.P.'s, or Recognized ASCA Model Programs, are nationally recognized school counseling programs. The American School Counselor Association (ASCA) awards this highest distinction to a limited number of dynamic, comprehensive programs through a highly competitive application process. Using the ASCA website ([www.schoolcounselor.org](http://www.schoolcounselor.org)), you will chose a RAMP school and critically evaluate the school counseling program. You will write a 3-4 page reflection paper that captures your thoughts and perceptions of your findings which will be shared in class.

### **#4 \* School Needs Assessment 30 points**

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In order to be effective, school counseling programs need purpose and direction. In addition to a departmental mission statement, counselors must work collaboratively to prioritize the counseling needs of students. For this assignment, your team will design a brief, user-friendly assessment tool that will be used to collect data and feedback from the partner school. This information will be considered during program planning and implementation to ensure the most effective use of the school counselor's time, focus, and resources.

### **#5 \* Data Analysis Summary 30 points**

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According to the ASCA National Model for School Counseling Programs, "a comprehensive school counseling program is data-driven" (ASCA, 2005, p. 49). School counselors are responsible for making sure that program development is based on a careful analysis of school and student data so that services are implemented where they are needed most. In order to better determine the school counseling program needs of your partner school, your team will

examine a variety of achievement, achievement-related, and standards-based information from your partner school. Based on your findings, you will create a concise data analysis summary that highlights achievement gaps, prioritizes student/school needs, and recommends how the school counseling program can contribute to student success.

## **PART II: PLANNING**

### **#6 \*ASCA National Standards Selection/Crosswalking Assignment 30 points**

Comprehensive school counseling programs are proactive, focused on prevention, and serve every student. School counselors systematically implement standard-based programs and services to ensure students master important academic and life skills. This process is accomplished through careful consideration and selection of standards, competencies, and indicators which can then be aligned with appropriate national, state, or local standards. The goal is to ensure that the school counseling program is established as an equal partner in the educational program. For this assignment, your team will reflect on your partner school's data summary worksheet and the results of the school needs assessment to guide your selection of ASCA National academic, personal/social, and career Standards for each grade level represented at your partner school. The team's selection of ASCA National Standards will then be crosswalked with relevant state and school district standards.

## **PART III: DESIGN AND IMPLEMENTATION**

### **#7 Closing the Gap Intervention 60 points**

According to the National Center for Transforming School Counseling, the new vision of school counseling includes a focus on students in high risk categories: low-income, students of color, students whose primary language is not English and students who receive special education services. School counselors are accountable and measure success by demonstrating how their activities contribute to increasing the numbers of all students completing school academically prepared to choose from a wide range of substantial postsecondary options, including college (The Education Trust: <http://www.edtrust.org/dc/tsc/vision>).

Counselors must concentrate on issues, strategies, and interventions that will help close the achievement gap between these students and their more advantaged peers. **Classroom guidance** lessons are designed to ensure every student has the opportunity to participate in the school counseling program. Lessons are thoughtful, systematic, and developmentally appropriate; they are taught using a variety of learning activities and materials. **Small group counseling** is a unique opportunity for students experiencing similar life events to support one another, practice new behaviors, and learn coping strategies. **School-wide programs** are collaborative and standards-based; they bring the school guidance curriculum to students through cooperation and community partnerships.

Each team member will design an intervention that addresses an achievement gap identified by your partner school. Working together to ensure program continuity, each team member will create a 4-part: (1) classroom guidance unit (2) small counseling group, or (3) school-wide program. The intervention must include a focus on one of the four student high-risk categories.

*NOTE: Students who have taken COUN 572 in Fall 2009 or later may not use a previously developed intervention.*

## **PART IV: EVALUATING AND ENHANCING**

### **#8 \*Evaluation Strategy 30 points**

Being accountable for your program helps you to answer the question, "How are students different as a result of the school counseling program?" Your team will design a 3-part strategy that uses data from the partner school to describe how you would evaluate (1) you, (2) your intervention, and (3) your program. For Part I, your team will design a job description for school counselors that can be used to evaluate performance. For Part II, your team will create a questionnaire that will assess student learning outcomes described in your closing the gap intervention. For Part III, your team will create a brief evaluation tool that could be distributed to students, parents, and teachers for their feedback regarding their satisfaction of the school counseling program.

## Course Schedule

Week #	Date	Topics	Readings	Assignments Due	2009 CACREP Standards	PDE Requirements
<b>PART I: Identify Needs</b>						
1	Jan. 14	Course expectations; evolution of professional school counseling	Gysbers & Henderson, Ch. 1 ASCA, Intro. & Ch. 1		A.1	I.A.
2	Jan. 21	Role of the school counselor; the ASCA National Model	ASCA, Ch. 2,3,4,5,6		A.3, A.4, A.5, C.2	I.G.
3	Jan. 28	Getting started: identifying needs & achievement gaps; social justice theory	Gysbers & Henderson, Ch. 4	RAMP School Reflection Paper	C.2, K.2	I.F.
<b>PART II: Plan</b>						
4	Feb. 4	<b>Foundation System;</b> data collection; needs assessment	ASCA Wkbk, Section I, II, III; Gysbers & Henderson, Ch. 2		C.2, H.1	I.F.
5	Feb. 11	Program goals; standards-based programming; crosswalking	Gysbers & Henderson, Ch. 5 & 6	Needs Assessment	C.2, G.3, K.1	I.H.
6	Feb. 18	Introduction to consultation theory/skills	(reading provided by instructor)		C.2, D.1, M.1, M.2, M.3, M.4, M.5, N.3	I.D.
<b>PART III: Design and Implement</b>						
7	Feb. 25	<b>Delivery System;</b> Academic intervention development;	ASCA Wkbk, Section IV	School Contact #1	C.1, C.2, C.5, D.2, D.3, G.1, K.3, L.1, L.3	I.B.
8	Mar. 4	Career intervention development; Technology	Gysbers & Henderson, Ch. 7	Data Analysis Summary	C.1, C.2, C.4, C.5, D.2, D.3, G.1, K.3, L.1, L.2	I.B., I.E., I.I.
9	Mar. 11	Personal/Social and crisis intervention development; <b>Management System</b>	Gysbers & Henderson, Ch. 8 ASCA Wkbk, Section V	Standards Selection Crosswalking Assignment	A.7, C.1, C.2, C.3, C.5, C.6, D.2, D.3, D.4, D.5, G.1, G.2, H.4, K.3, L.1, M.6, M.7, N.4, N.5	I.B., I.D.
10	Mar. 18	<b>Accountability</b> strategies, program evaluation	Gysbers & Henderson, Ch. 10 & 11 ASCA Wkbk, Section VI	Interventions	C.2, H.2, H.3, I.1, I.2, I.3, I.4, I.5, J.1, J.2, J.3	I.F.
<b>PART IV: Evaluate and Enhance</b>						
11	Mar. 25	Leadership, Advocacy, Collaboration, Systemic Change	ASCA Wkbk, Section VII	Evaluation Strategy	C.2. F.2, F.3, N.1, N.2, O.1, O.2, O.3, O.4, O.5, P.1	I.G.
12	Apr. 1	<b>No Class Easter Holiday</b>				
13	Apr. 8	Challenges to program implementation; ethical and legal considerations program promotion	ASCA, Ch. 7	School Contact #2	A.2, A.6, B.1, B.2, C.2. E.1, E.2, E.3, E.4, F.1, F.4, H.5, P.2	I.C., I.G., I.J., I.K.

14	Apr. 15	Service Learning Project Presentations		Service Learning Reports, Presentations, and Binders		
15	Apr. 22	Service Learning Project Presentations		Service Learning Reports, Presentations and Binders		
16	Apr. 29	Make Up Day (if needed)				

**References:**

American School Counselor Association (2004). *Ethical standards for school counselors* (Rev. ed.). Alexandria, VA: American School Counselor Association.

Baker, S. B., Robichaud, T. A., Westforth-Dietrich, V. C., Wells, S. C. & Schreck, R. E. (2009). School counselor consultation: A pathway to advocacy, collaboration, and leadership. *Professional School Counseling, 12, 3*, 200-206.

Bemak, F. (2000). Transforming the role of the counselor to provide leadership in educational reform through collaboration. *Professional School Counseling, 3*, 323-331.

Brown, D., Galassi, J. P., & Akos, P. (2004). School counselors' perceptions of the impact of high stakes testing. *Professional School Counseling, 8, 1*, 31-39.

Campbell, C. & Dahir, C. (1997). Sharing the vision: *The national standards for school counseling program*. Alexandria, VA: American School Counseling Association.

Carey, J. & Dimmitt, C. (2008). A model for evidence-based elementary school counseling: Using school data, research, and evaluation to enhance practice. *The Elementary School Journal, 108, 5*, 422-40.

Dahir, C. A., Burnham, J.J., & Stone, C. (2009). Listen to the voices: School counselors and comprehensive school counseling programs. *Professional School Counseling, 12, 3*, 182-192.

Issacs, M. L. (2003). Data-driven decision making: The engine of accountability. *Professional School Counseling, 6, 4*, 288-295.

Sink, C. (2009). School counselors as accountability leaders: Another call for action. *Professional School Counseling, 13, 2*, 68-74.



Start by marking "Developing & Managing Your School Guidance Counseling Program" as Want to Read: Want to Read saving...  
Want to Read. ...offers new recommendations for evaluating programs, personnel, and program change results and for using evaluation data to enhance programs that have been in place for a number of years. Get A Copy. Amazon. successful counseling program development- Counselors are provided with a learning model: curriculum design ideas pertaining to child development needs (physical development, social development, self-concept development, cognitive development and career development): and a number of activities that support the five dimensions of child development. Program Development Counseling Program Committee Bibliography. 7. the reader in either developing a new elementary school counseling program or in redesigning an existing program. These chapters are unique in that they spotlight the elementary school counseling program from a management perspective. Marywood's school counseling program prepares students to become K-12 school counselors. Our Master of Science (MS) in Counselor Education degree provides skills and expertise in individual and group counseling, educational planning, and career development. It is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets the Pennsylvania Department of Education's requirements for K-12 school counseling certification. Extensive Fieldwork Experience. I currently work as an undergraduate adviser at The Catholic University of America. In my position, I hope I have a positive impact on students, similar to how I was influenced by my former Marywood professors. The School of Business & Global Innovation at Marywood University is determined to develop business leaders who are innovative, entrepreneurial, disciplined, socially responsible, ethically minded, accountable, and full of integrity. The business programs hold ACBSP accreditation. Education The SoB offers Bachelors degrees in Accounting, Financial Planning, International Business, Marketing, Aviation Management, and Management with a Hospitality Management track. Graduate programs offered are the Masters in Management Information Systems degree and a Masters in Business Administration degree with concentrations in Finance & Investment, Management Information Systems, and General Management. The school counselor option within the Department of Counselor Education is the only program at Western Illinois University that prepares students for school counselor licensure. The counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). 521 Standards of Care and Management in Clinical Mental Health Counseling. (3) Current trends in the counseling literature/research and strategies for counseling specific to clinical mental health are explored. 546 Developing and Managing Comprehensive School Counseling Programs. (2) Procedures for planning, organizing, and evaluating a school counseling program.