San Jose State University
Counselor Education Department
EDCO 215 - Introduction to Counseling & Guidance
Fall 2014
Dr. Marion Beach – Sweeney Hall 418 – (408) 924-3709
Office Hours: Mon 3:00-4:00 pm. by appt.
Thurs 6:00-7:00 pm. by appt.
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College of Education Mission: The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education PPSC Program Mission: The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

COURSE DESCRIPTION:
EDCO 215 Introduction to Counseling and Guidance provides an introduction to the theories, concepts, skills, procedures and competencies of counseling and guidance. It is also an orientation to PPS School Counseling and Child Welfare Attendance programs. Students are exposed to their future profession. Students are required to conduct interview and observations to obtain understanding the protocol, mores, values, and issues of the counseling and guidance profession. Three Units. This course satisfies the University GWAR requirement.

METHOD OF INSTRUCTION:
The course will include lectures, discussions, activities and group work. Small group discussions and group presentations will also be important components of the course. Each student will be responsible for his or her part in a group presentation.

COURSE OBJECTIVES:

- Demonstrate knowledge of the role and function of the helping relationship including individual, group, academic, and career methods in a variety of settings.
• Demonstrate knowledge of the domains of school counseling, including the philosophy of school counseling, trends, state and national standards.
• Demonstrate an understanding of the historical origins, current status, and future directions of the counseling and guidance fields.
• Demonstrate an understanding of the impact that gender, class, race, ethnicity, age, sexual preference, and other cultural identities may have on the counseling relationship and outcome.
• Demonstrate an understanding of professional organizations, publications and journals, and research literature.
• Demonstrate knowledge of research design, program evaluation, and the professional writing and referencing style of the American Psychological Association (APA 6th edition).

REQUIRED TEXT:

Strongly Recommended Text:

COURSE REQUIREMENTS
1. Attend and participate in every class and turn in assignments on time
2. Complete assigned readings before the class
3. Group Presentation on one chapter of Nystul book
4. Complete a research paper (Proposed Intervention Project - APA style)
5. Complete family Genogram covering two themes for informal presentation to your classmates (cover themes and discuss only items you are comfortable sharing).

GRADING PROCEDURE:
This course will be graded on an A, B, or C basis. Failure to attend regularly, complete and turn in assignments, and/or participate in team presentations, however, may result in a failing grade. All activities will be graded according to the following weights:

1. Group Presentation 40 pts
2. Research Paper 50 pts
3. Genogram 20 pts
4. Journals 40 pts

150 pts possible

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<tr>
<th>Grading Scale</th>
<th>120-130 pts</th>
<th>B+</th>
<th>90-100 pts</th>
<th>C+</th>
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<td>140-150 pts</td>
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1. Attendance Policy:
Class attendance and participation is very important. Absences will be reflected in your grade. (More than two absences will require an additional paper and a lower grade). Leaving at the break will be reflected as an absence. Please do not come late to class as it disrupts class discussion. Class will go the entire time. Please plan on staying until 6:45pm every Monday.

2. Group Presentation:
On August 25 students will sign up to present a chapter from the Nystul book to the class. The primary purpose of this assignment is for you to work together, master the material, and present your chapter to the class in a concise and creative manner. Please assume your classmates have read the chapter and are relatively familiar with the theory. Your job is not to “lecture the theory from the book”, but rather to explain and apply the theory, making it come alive to the class. Presentations must be a minimum of 60 minutes but no more than 75 minutes in duration. (Presentations exceeding time limit will be marked down). It is highly recommended that you use a variety of mediums (ex: powerpoints, video excerpts, role-playing, group activities, handouts) when presenting your chapter. Please have an outline for each student. Try to make your presentation as interactive as possible, involving your classmates in activities and discussions. All group members are expected to be involved, however, you will be graded individually. This satisfies the Oral communication component of this course.

3. Proposed Intervention Project (Research Paper):
The primary purpose of this project will be for you to learn about research design, action research and program evaluation. You will create an intervention proposal using at least one theory of counseling. This type of project will be similar in structure to your final Thesis project, although it will be much less involved due to the obvious time limitations and scope of this class. Consider an area of interest within the field of counseling and/or education and develop the following: (put these sections in):

Abstract

A. Statement of the Problem: What is the problem, issue, or subject you wish to address? (One sentence)

B. Statement of Purpose: What is the proposed intervention (fix it). (One sentence)

C. Literature Review: This is a brief summary (5-6 pages) of the existing research on the subject you wish to address. In other words, summarize how previous research has attempted to address this problem. Be sure to use APA style in citing any/all research in your paper. (You may use sources from the Nystul text).

D. Research Design: What will be your research methodology – experimental design,
qualitative or quantitative study. You will want to include demographic information regarding the population you’re interested in working with. You will need to describe the intervention in some detail and include information on how you would measure the effectiveness of your intervention (ex: pre-post testing).

E. **Data Analysis:** What kind of data you will need to collect for the purpose of your study. You will search online to gather information for program evaluation.

F. **Intervention:** Develop an intervention that will address the problem that you have identified (ex: a three day/three hour workshop for 8th graders on sexual harassment prevention/education).

G. **Discussion Section:** This is the conclusion of your paper where you will discuss the type of results that you might expect, potential problems with the intervention, and how your intervention would generalize in helping society at large. (You may use “I” here).

H. **Project Evaluation:** Most students design programs for their theses in our department. For this type of project you need to develop strategies to evaluate outcomes of your program.

You will need at least ten to fifteen references on the topic. Several should be from a research-based journal (ex: Journal of Counseling and Development). You are expected to use at least one Theory of counseling either in the Literature Review or to support your Intervention.

Please use the Publication Manual of the American Psychological Association (6th edition) as your reference guide for completing this paper. All papers must be typed, double-spaced, and must follow APA style (including an abstract and the above mentioned sections) in order to receive full consideration. (15-20 pages required).

4. **Genogram Development:**
This assignment is one in which you create a Genogram that focuses on three themes in your family of origin including your extended family (going back to your grandparents). There are a number of possible themes that you may use. Some students select education, religion, occupations, cultural backgrounds, physical health, mental health, alcoholism, divorce, etc. Your Genogram should reflect information you are comfortable presenting to your colleagues in class.

5. **Journal and Counseling Observation**
At session 6 and session 14 of the class (October 6 and December 1) you will turn in your journals for the course. Additionally you will be required to conduct two counseling site visitations to observe and interview two counselors at schools to obtain early first hand knowledge and experience of the counseling profession. Your journal can be of any length and any combination of your reactions to theories, lectures, discussions, and activities as well as reactions to your field observations and interviews. Creativity is
encouraged (ex: pictures, poems, etc). There is no right or wrong way of doing a journal. You will not be graded on content, only on completion of journals. Only I will read them.

INSTRUCTIONAL SCHEDULE AND READING ASSIGNMENTS

Session 1- August 25
Introductions, syllabus review, sign up for group presentation,
* Counseling practice and scientific research

September 1
Holiday. No class.

Session 2- September 8
Lecture/Discussion: Chapter 1: Overview of Counseling
* Historical perspectives and trends of counseling and school guidance
  History and philosophy of school counseling, trends, state and national/state standards

Session 3- September 15
Library visit. MLK Library Room #125
Intervention Topic due (at the end of class)

Session 4- September 22
Lecture/Discussion: Chapter 2: Ethics
Lecture/Discussion: Chapter 3: The Counseling Process
Lecture/Discussion: Chapter 4: Assessment and Diagnosis
* Assessing needs for services and psychological diagnosis

Session 5- September 29
Lecture/Discussion: Chapter 5: Counseling Research and Evaluation
* Research design, program development and evaluation of student progress
  Intervention Paper Help (including: APA format, referencing and citation, figure and table composing, figure and table permissions from original sources and publishers, IRB permissions, formatting of research reports, abstracts, and proposals in the discipline).

Session 6- October 6
Lecture/Discussion: Chapter 7: Classic Theories
* Counseling Role Plays
Journals due

Session 7- October 13
Lecture/Discussion: Chapter 8: Experiential Theories
* Learning theories – including factors influencing learning and teaching such as
cognition, memory, attention skills, perceptual-sensory processes, and linguistic differences; Evaluation the congruence between instructional strategies and pupil learning assets and deficits.

**Session 8 - October 20**
Lecture/Discussion: Chapter 9: Cognitive-Behavioral Theories
* Counseling Role Plays
**Research Paper due** (online by midnight)

**Session 9 - October 27**
Group Presentation, Chapter 10: Marriage & Family Counseling
* Family Activity

**Session 10 - November 3**
Group Presentation, Chapter 11: Child & Adolescent Counseling
* Prevention and intervention programs for learning and academic development
Guest Speaker

**Session 11 - November 10**
Group Presentation, Chapter 12: Group Counseling
* Individual Counseling and Group Counseling
* Student personal and social growth and development
Guest Speaker

**Session 12 - November 17**
Group Presentation, Chapter 13: Career Counseling
* Education and career planning
Guest Speaker

**Session 13 - November 24**
Group Presentation, Chapter 14: School Counseling
* Comprehensive prevention and early intervention for achievement, family-school collaboration

**Journals due**

**Session 14 - December 1**
Group Presentation, Chapter 6: Multicultural Counseling
* Diversity, poverty, and multicultural counseling
**Genogram presentations**

**Session 15 - December 8**
Final class discussion
1. **Academic Integrity Statement:**

   “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct & Ethical Development. The policy on academic integrity can be found at: [http://www.sjsu.edu/senate/S07-2.pdf](http://www.sjsu.edu/senate/S07-2.pdf).”

While statements and policies about academic integrity are important elements of any university’s teaching and learning practices, for our purposes these are situated within a broader discussion about ethics. The development of one’s professional practice, and the professional community more generally requires a living conversation and ongoing reflection about what constitutes good and ethical behavior and judgment. Additional resources for consideration include:


2. **Campus policy in compliance with the Americans with Disabilities Act:**

   “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” See [http://www.sjsu.edu/senate/S97-10.pdf](http://www.sjsu.edu/senate/S97-10.pdf). It is not only my duty, but also my pleasure to assist.

Changes in Content—Students will participate in deciding course content, and the professor will make changes to support student learning and engagement, giving as much notice as possible. Guest speakers and alternative meeting locations (e.g. library, campus event) will be part of the course experience.

3. **SJSU Academic Senate Policy requires the following to be included in syllabi:**

   “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**HELPFUL WEB SITES:**

- **The Future of Children:** this web site provides numerous studies on issues affecting children, especially poverty ([http://www.futureofchildren.org/](http://www.futureofchildren.org/))
- **National Strategy for Suicide Prevention** ([http://www.mentalhealth.org/publications/allpubs/SMA01-3518/index.htm#goal4](http://www.mentalhealth.org/publications/allpubs/SMA01-3518/index.htm#goal4))
- **American Counseling Association** ([http://www.counseling.org](http://www.counseling.org))
- **American School Counselor Association** (You should become familiar with this site, especially: Role of the Counselor; National Standard for School Counseling Programs – “Sharing the Vision.” ([http://www.schoolcounselor.org](http://www.schoolcounselor.org))
- **California Association for Counseling and Development** ([http://www.cacd.org](http://www.cacd.org))
- **The Facts about Sexual Orientation & Youth: A Primer for Principals, Educators, & School Personnel** ([http://www.nea.org/achievement](http://www.nea.org/achievement))

**Plagiarism** (APA Principle 6.22; page 349)

Please be aware of the APA guidelines on paraphrasing, using quotes, and crediting sources that are presented in the Publication Manual of the American Psychological
Association, 5th Edition (see sections 3.34-3.41). Also refer to the statement on Plagiarism (page 430) in the San Jose State University Catalog, 200-2002.

**Counselor Education – Dispositions**

Disposition 1 – Respect for all Forms of Diversity

Disposition 2 – Equity & Excellence for all Students

Disposition 3 – Life-Long Learning

Disposition 4 – Ethical & Professional Practice

Disposition 1 – Democratic & Reflective Practice

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information (http://www.sjsu.edu/larc/).

**EDCO 215: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS**

**Primary Learning**

**Standard 11: Learning Theory and Educational Psychology**

Demonstrate the understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, and linguistic differences. Students know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

- Knowledge about theories of learning
- Understanding the role of parents and other caregivers in the support of pupil learning
- Knowledge about barriers to learning
- Knowledge about developing positive, culturally-sensitive learning environments
• Understanding of the strategies and techniques to help pupils accept responsibility for their own learning

• Knowledge about how feelings and emotions influence the learning process and impacts pupil self-esteem

**Standard 17: Foundations of the School Counseling Profession**

Student will learn the knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance program; and the theoretical bases for counseling practices in schools.

• The knowledge and understanding of the history, philosophy and trends of the school counseling profession including significant state and national events and factors

• The knowledge and understanding for developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program

• The knowledge and understanding of the domains of educational counseling including academic, career, and personal and social development

• The knowledge of how school counseling programs and services promote student development, learning and achievement

**Standard 30: Research, Program Evaluation and Technology**

Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

• The knowledge about basic principles of research design in education and psychology

• Ability to use relevant technology in order to (a) conduct and disseminate research, (b) access information and (c) evaluate pupil progress

• The knowledge and skills of program evaluation including the gathering of needs assessment data, the use of data in planning and decision making, the development of evaluation strategies, and the gathering of outcome data focused on student learning and achievement outcomes
Secondary learning

Standard 2  Growth and Development
Standard 3  Socio-cultural competence
Standard 4  Assessment
Standard 5  Comprehensive Prevention and Early Intervention for Achievement
Standard 6  Professional Ethics and Legal Mandates
Standard 7  Family-School Collaboration
Standard 9  School Safety and Violence Prevention
Standard 12  Professional Leadership Development
Standard 13  Collaboration and Coordination of Pupil Support Systems
Standard 15  Technological Literacy
Standard 20  Career Developments
Standard 21  Personal and Social Development
Standard 25  Individual Counseling
Standard 26  Group Counseling and Facilitation