

San Jose State University
Counselor Education Department
EDCO 215 - Introduction to Counseling & Guidance
Spring 2011
Dr. Marion Beach – Sweeney Hall 418 – (408) 924-3709
Office Hours: Mon 3:00-4:00 pm. by appt.
Wed 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

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:

Nystul, Michael S., (2011). *Introduction to Counseling, an Art and Science Perspective*, Third Edition, Allyn and Bacon. (Any edition acceptable).

Strongly Recommended Text:

Publication Manual of the American Psychological Association (6th Edition). (2001). Washington DC: American Psychological Association.

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:

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|-----------------------|---------------|
| 1. Group Presentation | 40 pts |
| 2. Research Paper | 50 pts |
| 3. Genogram | 20 pts |
| 4. Journals | <u>40 pts</u> |

150 pts possible

Grading Scale	120-130 pts	B+	90-100 pts	C+
140-150 pts	A	110-120 pts	B	80-90 pts
130-140 pts	A-	100-110 pts	B-	70-80 pts
				C-

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, especially TV classes. Class will go the entire time. *Please plan on staying until 6:45pm every Monday.*

2. Group Presentation:

On January 31 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 90 minutes in duration. (Presentations exceeding time limit will be marked down). It is highly recommended that you use a variety of mediums (ex: 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.

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?

B. *Statement of Purpose:* What is the proposed intervention? (how will the problem be fixed?)

C. *A Literature Review:* This is a brief summary (5-7 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).

You will need six to ten references on the topic. At least one 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.

You will not have to formally present your Proposed Intervention Project to the class, although I may have you briefly discuss your topic in class (3-5 minutes).

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.

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 (March 7 and May 2) you will turn in your journals for the course. Your journal can be of any length and any combination of your *reactions to theories*, lectures, discussions, and activities as well as reactions to two field observations or interviews. (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). Creativity in journals 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- January 31

Introductions, syllabus review, sign up for group presentation,

* Counseling practice and scientific research

Session 2- February 7

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- February 14

Library visit. MLK Library Room #125

Intervention Topic due (at the end of class)

Session 4- February 21

Lecture/Discussion: Chapter 3: The Counseling Process

Lecture/Discussion: Chapter 4: Assessment and Diagnosis

* Assessing needs for services and psychological diagnosis

Session 5- February 28

Lecture/Discussion: Chapter 5: Counseling Research and Evaluation

* Research design, program development and evaluation of student progress

Intervention Paper Help

Session 6- March 7

Lecture/Discussion: Chapter 7: Classic Theories

* Counseling Role Plays

Journals due

Session 7- March 14

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- March 21

Lecture/Discussion: Chapter 9: Cognitive-Behavioral Theories

* Counseling Role Plays

Research Paper due

March 28

Spring Break. No class.

Session 9- April 4

Group Presentation, Chapter 10: Marriage & Family Counseling

* Family Activity

Session 10- April 11

Group Presentation, Chapter 11: Child & Adolescent Counseling

* Prevention and intervention programs for learning and academic development

Guest Speaker

Session 11- April 18

Group Presentation, Chapter 12: Group Counseling

* Individual Counseling and Group Counseling

* Student personal and social growth and development

Session 12- April 25

Group Presentation, Chapter 13: Career Counseling

* Education and career planning

Guest Speaker

Session 13- May 2

Group Presentation, Chapter 14: School Counseling

* Comprehensive prevention and early intervention for achievement, family-school collaboration

Journals due

Guest speaker

Session 14- May 9

Group Presentation, Chapter 6: Multicultural Counseling

* Diversity, poverty, and multicultural counseling

Genogram presentations

HELPFUL WEB SITES:

- **The Future of Children;** this web site provides numerous studies on issues affecting children, especially poverty (<http://www.futureofchildren.org/>)
- **National Strategy for Suicide Prevention** (<http://www.mentalhealth.org/publications/allpubs/SMA01-3518/index.htm#goal4>)
- **Youth Suicide Prevention Programs: A Resource Guide** (<http://aepo-xdv-www.epo.cdc.gov/wonder/prevguid/p0000024>)
- **American Counseling Association** (<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>))
- **California Association for Counseling and Development** (<http://www.cacd.org>)
- **The Facts about Sexual Orientation & Youth: A Primer for Principals, Educators, & School Personnel** (<http://www.nea.org/achievement>)
- **Gay, Lesbian, & Straight Education Network** (<http://www.glsen.org/templates/index.html>)

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