

San José State University
DEPARTMENT OF COUNSELOR EDUCATION

EDCO 289 Seminar in Professional Counseling

Spring 2011

Instructor:	Lewis Aptekar
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Office Hours:	Tuesday 5-7, Thursday 2-4
Class Days/Time:	Tuesday, 7-9:45
Classroom:	Sweeney Hall,
Prerequisites:	EDCO 282, EDCO 283

Course Description

This course is part of the advanced requirements in the counselor education program. We will examine counseling issues related to working with different population groups with a specific multicultural community emphasis. The following themes are the focus in the current semester:

Community counseling

EDCO 289: Seminar in Professional Counseling; A culminating seminar which emphasizes a critical review and critique of theory and research in application of human development specialties.

This course may be repeated for credit when an alternate focus is shown in the Schedule of Classes.

Prerequisite: Instructor consent.

Course Goals and Student Learning Objectives

- To help students understand a variety of counseling techniques when working with children and families in particularly difficult circumstances in diverse cultural situations.
- To teach students about community counseling in diverse cultural situations.
- To assist students to become counselors and change agents in a multi-cultural environment.
- To expand students' professional capacity to present information in professional environments.
- To expand student's knowledge of issues affecting certain underrepresented populations.

Standards-Specific Course Objectives:

Based on the Standards of Quality and Effectiveness for Pupil Personnel Services Credential <http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

- To provide students with an understanding of the effects of (a) Mental Health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development. (Standard 2)
- To facilitate the development of sensitive cultural competence in order to work with students of different ethnic background. (Standard 3)
- To foster an understanding of group dynamics as applied to educational settings. (Standard 26).
- To identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and devise strategies to address these issues effectively. (Standard 23)
- To foster skills in helping pupils to: respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns (Standard 21)
- To provide candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. (Standard 14)

This course is mixed-mode –classroom and web based instruction. It meets face-to-face four times as scheduled. Students will regularly need to use the Internet to review lecture notes, keep track of course announcements, get details on assignments,

participate in discussions, and interact with the instructor and other students electronically on a weekly basis.

Required Texts/Readings

Textbook Community Counseling: Empowerment strategies for a diverse society (3rd ed).

By Judith Lewis, Michael Lewis, Judy Daniels, & Michael D'Andrea; Thomson/Brookscole, 2003

Classroom Protocol

Students are expected to attend all classes and arrive on time unless they receive instructor approval.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Readings: There will be weekly readings and activities to complete. Follow the schedule of classes

Activities: Posting of your assignments is due each Sunday of the week.

Papers: The students would be expected to write three papers

Class Participation: This is a critical component of this course as it facilitates a dialog on the issues being discussed. Online discussion participation and classroom meeting participation will be included in your final grade.

Grade	Percentage Earned	
A	90 - 100%	
B	80 - 89%	

C	70 - 79%	
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Classroom participation is important and will be graded on a ten-point scale. Postings in the Discussion area and class participation are extremely important and will make up to 25% of your final grade.

Assignment	Points	
Paper 1	25 %	
Paper2	30%	
Paper 3	30%	
Participation in postings	15%	
Total	100%	

No extra credit and late assignments will be marked down at least one grade

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional)

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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

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List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1/11	Topic - Introduction to community counseling Class meeting
2	2/8/11	Topic – The community counseling model Read - chapter one in text and do exercises 1.2, 1.3 Class meeting
3	2/15/11	Topic – Preventive Counseling Read - chapter two in text and do exercise 2.1
4	2/22/11	Topic –Preventive Counseling continued Work on project
5	3/1/11	Topic – Outreach to Vulnerable Populations Read - chapter three in text and do exercise 3.1
6	3/8/11	Topic- Community counseling and the counseling process Read - chapter four in text and choose exercise to post
7	3/15/11	Topic – The community counselor as social change agent Read - chapter five in text and choose exercise to post
8	3/22/11	Topic – Class reporting of evaluation of first experience with project. Assignment due, critical review of first project experience Class meeting
9	3/29/11	Topic – Client advocacy Read - chapter six in text and choose exercise to post
10	4/5/11	Topic- Applications of the community counseling model Read - chapter seven in text and choose exercise to post

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment due, Interview of community counselor
11	4/12/11	Topic- Managing the community counseling model Read - chapter eight in text choose exercise to post
12	4/19/11	Topic- work on project.
13	4/26/11	Topic- work on project.
14	5/3/11	Topic- work on project.
15	5/10/11	Class presentation of projects Assignment due, Final paper Class meeting
16	5/17/11	Class presentation of projects, Class meeting
Final Exam	TBA	