

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to meet our diverse community's lifelong educational needs

COUN 555 Counseling Children and Youth

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Term: Winter 2013

Instructor: Catherine Nyhan, LSC, LPC

Phone: 503.957.1222

Office hours: before or after class

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Class Location: BHB 219

Date/ Time: Thursdays 4-6:30

PROGRAM POLICY STATEMENT

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>
Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies that are not corrected will be cause for disciplinary action, which may include termination from the program.

Accommodation: Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Student Services (503-725-4155) to document their disability and to provide support services when appropriate. Discuss any district policies and procedures relating to any needed accommodation with our on-site supervisor.

Course Description: This course is designed to provide a critical transition from theoretical orientation to direct application in schools for school counselors. We will review growth and development of children and youth, protective factors, and cultural competency as well as how to create guidance lessons, individual plans and groups. The emphasis will be on translation of theory to practice. and creating topic specific, flexible plans for any aged student.

Required Text:

Thompson, C.L., Rudolph, L. B. & Henderson, D. (2011) Counseling Children, 8th ed. Brooks/Cole: Pacific Grove, CA

TSPC practices and competencies addressed in this course School counselors are expected to:

1. Develop and implement plans which promote social and emotional development
2. Establish programs appropriate for group, individual, and family counseling
3. Demonstrate interpersonal skills, working with others and communicating with community members
4. Practice and promote group process, crisis resolution, anger management and violence prevention
5. Demonstrate ethical standards and knowledge of legal framework unique to counseling
6. Assist with curriculum coordination as it relates to guidance activities
7. Understand students assessment as it relates to academic, career counseling and personal/social development
8. Assist with goal setting, learning skills and the development of self-directed learners
9. Support and develop plans which respect differences and promote communication among diverse groups
10. Collaborate with school staff, families, and community members to meet individual students needs
11. Assist staff to understand the needs of all students
12. Demonstrate effective counseling techniques for individuals and small groups

Class Participation and Readings

Class participation is vital in creating an open, dialogue-based learning community. To effectively participate, you need to be present for the entire length of the class. Further, our goal is to create an open, respectful community that honors multicultural differences, differences in opinion and viewpoint, and differences in professional and personal experience. The creation of this environment requires full, respectful attentiveness to the learning community and your colleagues at all times.

If you are late to class or need to leave early, please provide reasonable explanation to the learning community.

Each tardiness or absence following the first will reduce your participation grade by 5 points.

Additionally it is IMPERATIVE that you have read the chapters assigned for the week in order to participate in the conversation around how to put a theoretical orientation into practice in schools.

2 points per class will be taken if students do not come prepared for the class discussion. It is for this reason that you will have only once project to complete within the course and possible in class quizzes.

Class Requirements

Class Participation (2 points per day@ 11 days) 22

Theory to practice project 78 *(13 points for each of the 6 main elements)*

Grading Scale:

A 90-100 C 70-79 *any grade below a B is not passable for continuation in the school counseling specialization

B 80-89 D 60-69

In class theory to practice project

1. In class we will brainstorm a list of issues that students face in schools, issues which students bring to a school counselor for help with such as; death/bereavement, divorce/separation, domestic violence, stepfamilies, attention problems, autism, social skills etc. You will then pick a topic of interest for your project.
2. Then you will pick a theoretical orientation and using current research on the topic and strategies to deal with this topic, you will focus on and prepare a presentation with a brief explanation of the theory, what the counseling relationship and goals are in that theory of counseling, explain the counseling relationship and goals you have for your students, and demonstrate some therapeutic techniques through the following.
3. Keeping your theoretical orientation in mind, you will create:
 - a. An individualized plan for a child experiencing this life issue
 - b. A 6-8 week group plan
 - c. A classroom guidance activity or series of lessons addressing this issue
4. Address how you would modify these plans focusing on the developmental differences that elementary, middle or high school students face. (including special considerations like parent permission, confidentiality etc.)
5. Other issues to include in your presentation:
 - a. any multicultural issues that you would like to address/acknowledge?
 - b. how are protective factors and resiliency a part of your plan?
 - c. Discuss complications that could come up and how you might deal with them (see appendices in book for ideas)
 - d. Discuss complications with the theory that you are using as it pertains to using it in a school.
6. Finally, you will present your work to the class. Please include handouts to share and plan to practice a

technique of your theory with the class. Include references, resources and possible other activities to address this issue in schools. Students will email each other their projects that that when we are all done, you will all have a big portfolio of ideas for your work in the field and in internship next year.

Reading Schedule: Read before the next class

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|----------------|---|
| Jan. 10 | Read: Chapter 1, Chapter 2, and Chapter 3
In class: Introduction to class, what and why theory? |
| Jan. 17 | Read:
In class: |
| Jan. 24 | Read:
In class: |
| Jan 31 | Read:
In class: |
| Feb. 7 | Read:
In class: |
| Feb. 14 | Read:
In class: Lynnea Gillen from Yoga Calmtly |
| Feb. 21 | Read:
In class: Special space to meet for Sand tray Therapy, class meets
Susan Halvorson will be talking with us |
| Feb. 28 | Read:
In class: |
| Mar. 7 | Read:
In class: |
| Mar. 14 | Read:
In class: |
| Mar. 21 | Read:
In class: |