

COURSE SYLLABUS OUTLINE

Department: Educational Studies, Leadership & Counseling

Course Number: GUI 687 Credit Hours: 3 semester hours

I. Title: Introduction to Guidance

II. Catalog Description:

An introductory survey course in the philosophy, principles and techniques of guidance, with emphasis on the organization and administration of guidance services in school and non-school settings.

III. Purpose:

This course is planned to help individuals define counseling programs and prevention/intervention strategies for normal and at risk youth; to help them evaluate present services or programs; to introduce new services and programs where needed; and, to encourage cooperate efforts to better serve students and meet KERA goals. This course should be of value to teachers who wish to personalize teaching, to encourage improved human relations, and by individuals interested in entering the field of counseling.

IV. Course Objectives: Beginning counseling standards will be utilized and reflected in the behavior indicated below. Participants in this course will:

1. Compare and contrast their school-counseling program with the Kentucky Beginning Counseling Standards (standards 1-7); Assess the counselor role in their school by personally interviewing the counselor (standards 1-7).
2. Reflect on their personal strengths that would help them develop and implement a total school counseling program utilizing the Beginning Counselor Standards (standards 1-7).
3. Identify and analyze specific strategies that would implement goals 3 & 4 of KERA (standards 1 & 2).
4. Analyze and develop key elements that could be used for at risk-youth both in prevention and intervention programs (standards 2, 4, and 5).
5. Compare and contrast contemporary research that implements positive strategies for helping students function more productively learning basic academic skills (standard 2-6).

6. Apply knowledge of counseling programs to critical areas of school problems (standards 2, 3, and 4).
7. Reflect on legal and ethical responsibilities as a functional decision maker (standard 7).

The course should provide knowledge and understanding of counseling services: familiarization with professional literature in the field, inculcation of the counseling "point of view" and the philosophical bases of guidance; awareness of current professional issues and concerns; recognition of on-going research; and, development of prevention/intervention programs to help normal and at-risk students.

V. Content Outline:

1. Content from textbooks/lecture
Students will read the assigned chapters from the textbook, listen to class lectures/discussion to begin formulating a professional perspective of counseling services. This learning will be integrated into a problem solving action research base for reflecting on best practices in managing a total comprehensive counseling program. This will help the learner to begin the process of developing their own unique philosophy of guidance and counseling (standard 1-7).
2. Reflective thinking-position paper
The purpose of this paper is for students to critically evaluate their thinking and the skills they possess to develop and manage a total counseling program (standards 1-7).
3. Counselor interview/counseling program evaluation
Students will perform a standardized interview assessing the work of the counselor and assess their total counseling program (standards 1-7).
4. Analysis and evaluation of programs for at-risk youth
Students will identify and critically analyze programs their system has for at-risk youth (standard 1-6).
5. Analysis and synthesis of contemporary counseling issues and concerns
Students will identify and analyze web-based contemporary counseling issues, articles and information into a compellation of best practices reflecting on the entire area of counseling both prevention and intervention (standards 1-6).

6. Professional identity
Students will identify professional organizations for counseling and their code of ethics (standard 7).
7. Course Portfolio
Students will collect and organize products and work samples from the course. This will include their personal statement about counseling.
- A. School Counseling
 1. Historical Perspectives/ A Balanced Approach to Counseling
 - a. Prevention/Intervention
 - b. At Risk Children and Youth: The Ecology of Problems
 2. Counseling
 - a. Youth suicide
 - b. School Dropouts
 - c. Substance Abuse
 - d. Teenage pregnancy and risky sexual behavior
 - e. Delinquency and problem of violence
 - f. Family counseling
 3. Curriculum
 - a. Early intervention and prevention
 - b. Core components of programs
 4. Consulting
 - a. Child and peer interventions
 - b. Parent training
 - c. Educational interactions
 5. Referral and Coordination
 - a. Legal issues
 6. Information
 7. Enhancing Transitions
 8. Assessment
 9. Accountability
 10. Legal Ethical Responsibilities
 11. The Mantle of Social Reform
 12. Professional Identity of the counselor

VI. Instructional Activities:

Instructional methods will be a mixture of lecture/presentation, group discussion, and problem solving; independent web work and reading; and independent assignments. The model of the reflective decision maker will be at the center of the course activities and will include techniques for analysis, synthesis, and application of information as well as self assessments.

How learning will be accomplished and how this learning will be assessed.

Learning Focus:

1. acquisition

Assessment:

- A. Portfolios

2. extension
 3. application
 4. reflection
 5. professionalism
- B. On Demand Tasks

Knowledge Base

1. The Guidance Services model /Intervention-Prevention and Children at Risk (1-4B)
2. Theories and models of counseling both individual and group
3. Legal and Ethical issues (1-4B)
4. Strategies for program development and evolution (1-4B)
5. Strategies for coordination of school community services (1-4B)
6. Counselor role in KERA (1-4B)

Skills Base

1. Conduct interview with school counselor (3,5A)
2. Using the Seven Standards for Beginning Counselors, evaluate your school's current guidance program (3,5A)
3. Design a position paper with your personal perspective on being a counselor (3,5A)
4. Using the At Risk Model areas, evaluate what is being done in your district in these areas (3,5A)

VII. Field and Clinical Experience:

Students will do field research in interviewing a school counselor, analyzing their school counseling program, and identifying their systems programs for at-risk youth. The results will be presented to the class for discussion and reflection.

- A. Interview a practicing counselor in their work setting.
- B. Evaluation of the entire program of guidance services.

VIII. Resources: Textbooks as well as on-line web based resources will be utilized.

- A. Hern, E.L. (1982) Why Counseling? [Monograph] Washington, D.C.: American Personnel and Guidance Association
- B. Wrenn, C.G. (1973) The world of the contemporary counselor. Boston: Houghton Mifflin.
- C. See addendum for Bibliography.

IX. Grading Procedure:

For "A" grade: 90%
"B" grade: 80%

- A. Read textbooks and take a mid-term and a final exam. 40%
- B. Utilizing the Seven Standards for Beginning Counselors, assess your school's guidance program. (Ask the counselor when you interview them). 10%
- C. Interview a counselor currently employed in a school system. Obtain a student handbook and calendar of activities from the counselor interviewed and bring to class. Share with class and turn in a completed questionnaire. 10%
- D. Evaluate your school system's programs for at-risk youth. 10%
- E. Wed Work Contemporary Topics: (See handout: 14%)
- F. Position Paper: Write a personal position paper about you and the counseling field to include
 - (1) What you see the counselor role as being?
 - a. Contemporary problems and concerns
 - b. Future developments
 - (2) Why I want to be a counselor.
 - a. What is your purpose in this work?
 - (3) What can you offer?
 - a. Your strengths and vision linked to your role and goals. (12%)
- G. Portfolio Entries: 4%

Note Continuous assessment/negative flags
Student's progress throughout the counselor
Preparation. Program is continuously mentored.

X. Attendance Policy:

This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Academic Honesty Policy:

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers or the presentation or unacknowledged material as if it were the student's own

work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XII. Text and References:

Baker, (1992). School Counseling in the 21st Century.
MacMillan Publishing Co.

McWherter, et al. (1997). At Risk Youth.

XIII. Prerequisites:

None

BIBLIOGRAPHY GUI 687

- Chapman, D.W. et.al. (1987) The effectiveness of the public school counselor in college advising. Journal of College Admissions. (115), 11-18.
- Crouse, J. (1985). Does the SAT help college make better selection decisions? Harvard Educational Review, 55(2), 195-219.
- Gazda, G. (1984). Group Counseling: A developmental approach (3rd ed.) Boston: Allyn and Bacon.
- Goldman, L. (1982) Assessment in counseling: a better way. Measurement and Evaluations in Guidance, 15(1), 70-73.

Conceptual Framework

Educator as Reflective Decision-maker

The graphic below represents the College of Education's conceptual framework with its ultimate goal of educating individuals who are **Reflective Decision-Makers**. The conceptualization of the educator as reflective decision-maker has its history with John Dewey and more recent educational leaders such as Schon and Posner. They view reflection as a process of inquiry based on prior understanding where difficult and complex educational problems are resolved for an immediate purpose as well as generalized to instructional principles in order to solve future classroom problems.

The circle of connecting elements serve to support the development of a reflective individual by focusing on the Kentucky New Teacher Standards as final program **Outcomes, integrating Kentucky Performance Standards** and the use of instructional technology for all certified programs, and including **National Program Standards** so that the contributions of learned societies inform MSU program goals. These, along with the University Studies Program goals, ensure the entire university program is guided to prepare MSU graduates for a successful, productive professional life.

A **Knowledge Base** is the foundation for all the ideas, values, philosophy, research, theory, and educational practices that comprises the MSU conceptual framework. **Continuous Assessment** connects all elements of the conceptual framework where each program is charged to develop a plan to document program milestones and how the assessment material provide a basis for program improvement. Together these elements focus efforts to

1. **Design/plan** instruction and learning climates;
2. **Create/maintain** learning climates;
3. **Implement/manage** instruction;
4. **Assess/communicate** learning results;
5. **Reflect/evaluate** teaching and learning;
6. **Collaborate** with colleagues, parents/others;
7. **Engage in professional development;**
8. **Demonstrate knowledge;**
9. **Utilize technology;** and
10. **Provide professional leadership** within school,

Note: A more extensive version of the Conceptual Framework that includes the Knowledge Base is available to students and