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# COUN 565.01: School Counseling Program Development

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**THE UNIVERSITY OF MONTANA**  
**COUN 565 – COURSE SYLLABUS**  
**SCHOOL COUNSELING PROGRAM DEVELOPMENT**

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**SCHEDULED CLASS MEETINGS:** Class will meet on Mondays from 4:10pm to 7:00pm, beginning Monday, September 8, 2003. Finals week is Dec 15-19.

**COURSE DESCRIPTION:** This course is an overview of contemporary school counseling issues, with a special emphasis on development, administration, and evaluation of comprehensive school counseling programs for students K-12.

**PURPOSE AND OBJECTIVES:** The overall purpose of this course is to introduce you to the main issues, demands, and opportunities associated with being a professional school counselor. In particular, we will explore and discuss the ever-transforming role and function of school counselors within the K-12 school setting. Primary course objectives and their corresponding CACREP Standards are listed below:

- To acquire an overall view of historical, contemporary, and future perspectives regarding the nature and implementation of a comprehensive school counseling program, including an understanding of the American School Counseling Association National model as well as models practiced by local and regional school districts. C1b.
- To gain awareness of the structure and nature of school environments, including, but not limited to the wide range of personnel and roles assigned to individuals within a school system. A4.
- To obtain knowledge and skills necessary for designing, implementing, and evaluating a comprehensive school counseling program within elementary, middle, and high school settings. B6, C1a, C1b, C1c.
- To understand and identify strategies for integrating a comprehensive school counseling program into the total school curriculum. B3, B5.

- To become aware of and manage the time spent, as a professional school counselor, delivering responsive, individual, system, and curriculum components of a comprehensive school counseling program.
- To be able to identify and respond professionally to common ethical and legal issues facing contemporary school counselors. A7, A11.
- To be able to identify and assist special student populations, including students who are gifted and talented, students who qualify for special education, and students who suffer from emotional and behavioral problems. C1d, C2d, C2e, C2h, C3d.
- To be able to provide services to culturally diverse students. A8
- To obtain skills for consulting with teachers, administrators, students, parents, and the community regarding academic, social, and emotional concerns. B5, C2f, C2g, C3b, C3c.
- To provide a school-wide career and post-secondary guidance program, including the use of an MCIS laboratory. A10, B2, B3, B4, B6, C1g.
- To become aware of counseling and guidance approaches that can be implemented as a part of a comprehensive school counseling program.
- To obtain skills necessary for providing large group classroom guidance, including the writing of lesson plans and developing or assisting with classroom management strategies. B3.
- To obtain skills needed to provide prevention, risk assessment services, interventions, and school-wide responses for abuse, harassment, suicide, violence, substance use, and other potential crisis situations. B7, C2d, C2h.
- To be able to implement and oversee peer mediation/counseling and community building activities. B3, B4, C2c, C3a.
- To be able to organize, implement, and provide teacher in-service trainings. A4, B4, B5.
- To be able to provide academic and vocational advising to students and parents, including oversight of post-secondary and vocational admission procedures. A10, C2e.
- To obtain knowledge and skills for evaluating program effectiveness of a comprehensive school counseling program. B6, C1a, C1b, C1c.

### **TEACHING METHODS:**

1. Lectures/class demonstrations.
2. Guest lectures/ student presentations.
3. Class activities.
4. Video presentations.
5. Class discussions.

### **TEXTBOOK**

Erford, B. T. (2003). Transforming the school counseling profession. Upper Saddle River, NJ: Merrill Prentice Hall.

## **SUPPLEMENTARY TEXTBOOKS**

Baker, S. B., & Gerler, E. R. (2004). School counseling for the 21<sup>st</sup> century (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Cobia, D. C. & Henderson, D. A. (2003). Handbook of school counseling. Upper Saddle River, NJ: Merrill Prentice Hall.

Dollarhide, C. T. & Saginak, K. A. (2003). School counseling in the secondary school: A comprehensive process and program. Boston: Allyn & Bacon.

Greenberg, K. R. (2003). Group counseling in K-12 schools: A handbook for school counselors. Boston: Allyn & Bacon.

Henderson, P. & Gysbers, N. C. (1998). Leading and managing your school guidance program staff. Alexandria, VA: American Counseling Association.

Holmgren, V. S. (1995). Elementary school counseling: An expanding role. Boston: Allyn & Bacon.

Myrick, R. (2003). Developmental guidance and counseling: A practical approach (4<sup>th</sup> ed.). Educational Media Corporation.

**ADDITIONAL READINGS:** Additional readings will be selected from the supplementary textbooks and assigned on an occasional basis. Our plan is to have regular 15-20 minute discussions of supplementary readings. During these discussions, you will be expected to show reasonable recall of the readings and their historical and practical implications. Your class participation grade will be partly dependent on your performance during these discussion periods.

**GRADING PROCEDURES AND COURSE ASSIGNMENTS:** Grades will be based on completion of class assignments, midterm and final examination scores, and class participation/attendance. If individual students have specific concerns about the grading procedures or require special assistance due to a disability, please meet with the instructors within a week of the initial class period. Course assignments include: (1) Book Review/Critique Oral Report (25 points); (2) School Counselor Shadow/Interview Oral Report/Video (25 points); (3) Student Interview Reflection Paper (25 points) (4) Service Learning Reflection Oral Report (25 points); (5) Midterm Examination (50 points); (5) Final Oral Examination (50 points); (6) Term Paper (75 points), and (7) Attendance and Relevant Participation (25 points). There is a total of 300 points available to earn during the semester. Grades will be assigned on a percentage basis (with some modification or curving depending upon overall class performance).

A = 93-100%    B = 85-92%    C = 77-84%    D = 69-76%    F = Below 68%

**APPROXIMATE WEEKLY SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS**

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	9/8		Orientation and syllabus distribution. Exploring school environments.	
2	9/15	Erford Ch. 1-3	Overview and history. Legal and ethical issues.	
3	9/22	Erford Ch. 4	Comprehensive school counseling models and delivery system time allotment.	Former student interview reflection paper (25 pts).
4	9/29	Holmgren Ch. 2 and Dollarhide & Saginak Ch. 2	Elementary, middle, and high school counseling.	
5	10/6	Erford Ch. 5	Large group developmental guidance.	Book review reports begin (25 pts).
6	10/13	Erford Ch. 6, 15	Career planning, post-secondary guidance, and assessment.	
7	10/20	Erford Ch. 7-8	Consultation, collaboration, and parental involvement.	School counselor interview reports begin (25 pts).
8	10/27	Erford Ch. 9-10	Individual and group counseling intervention options.	
9	11/3	Review all readings to date.	Midterm examination.	Midterm exam (50 pts).
10	11/10	Erford Ch. 11-12	Common student problems.	Service learning reflection reports begin (25 pts).
11	11/17	Erford Ch. 16	Disabilities.	
12	11/24	Erford Ch. 13-14	Peer mediation, peer counseling, diversity issues, and community building.	
13	12/1	Erford Ch. 17	Advocacy and teacher training.	Term paper (75 pts).  Deb E. Presents
14	12/8	Erford Ch. 18	Accountability and outcomes.	
15	12/15	Review all readings.	Final examination.	Final oral exam (50 pts).