HCE 609 The Practice of School Counseling

This course will provide students with an introduction to the practices of consultation and large group guidance for counselors working within a developmental model of school counseling. Assignments will incorporate field experiences that promote reflective learning and skill building.

Prerequisite: Prerequisites: Open to matriculated students or by permission of instructor.

Credit Hours: 3

Course Type: Variable

Ideal Class Size: 25

Relationship to CEHD Core Values

Democracy: Students observe K-12 students in public schools

Civility & Caring: The entire counseling profession is centered on caring and civility. Guidance curricula are designed to foster civility and caring for K-12 students.

Equity & Diversity: See outcome # 5.

Social Justice: School counselor’s role as student advocate explored.

Scholarship: Program interventions based on Best Practices models.

Professional Learning & Continuous Improvement: One of the major elements of CACREP-accredited programs – School Counseling concentration. Benchmark course for student portfolios. Professional development emphasized as an ethical obligation.

Ethical Practice: Students sign a Code of Ethics Attestation statement upon entry into the Counselor Education program, and all students are responsible for abiding by the professional Code of Ethics in all course work and activities that represent program outcomes and standards.

Course Goal:
The intent of this course is to foster the integration of a developmental model of school counseling through practical field-based experiences. The course is designed to assist the student in conceptualizing, reflecting upon, and integrating a framework for helping students through the practice of consultation and large group guidance.

Course Outcomes:

Students will be able to:

1. examine the developmental school counseling model, as well as the functions and roles of a school counselor.
2. explore school counseling through field-based experiences.
3. explore the current status of the school counseling profession.
4. create integrated classroom guidance units that involve teachers and families, as well as students.
5. identify multi-cultural, political, legal and ethical issues facing school counselors.
6. reflect upon and synthesize their evolving professional identity through portfolio development.
7. demonstrate knowledge of the theories, models, and processes of consultation with teachers, parents, administrators, and others as appropriate.
8. examine strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of children.

5/01
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