American Public University System

The Ultimate Advantage is an Educated Mind

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<th>Education</th>
<th>EDUC655</th>
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<tr>
<td>Counseling</td>
<td>Counseling Children, Adolescents, and Teens</td>
</tr>
<tr>
<td>Children</td>
<td>Credit Hours: 3</td>
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<tr>
<td>Adolescents</td>
<td>Length of Course: 8 weeks</td>
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<tr>
<td>Teens</td>
<td>Prerequisites: EDUC505, 507, 515, 535</td>
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### Course Description (Catalog)

This course expands on the Counseling Theories (EDUC535) course by providing a further evaluation of the theories, techniques, and strategies especially helpful when working with school age populations and their families in the context of a comprehensive school counseling program. The course explores counseling issues and provides specific techniques and strategies that are developmentally appropriate and applicable to the school setting. Activities focus on the delivery system of the ASCA National Model including the school counseling core curriculum, individual student planning, responsive services, consultation, and collaboration. Application of ethical standards and legal requirements unique to counseling children and adolescents is included. (Prerequisites: EDUC505, EDUC507, EDUC515, EDUC535)

### Course Scope

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This course introduces students to the skills necessary in providing quality counseling services to children, adolescents, and teens. The course is primarily intended for students who are preparing to be counselors and/or supervisors in public and private schools.

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Standards

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

- CACREP - Council for the Accreditation of Counseling and Related Educational Programs
- Praxis II – Standards for School Counselors (Test #0421)
- West Virginia Professional Standards for Student Support Services (WVDE Policy 5100, Appendix A-6)

CACREP – Council for the Accreditation of Counseling and Related Educational Programs

This course meets the following General Standards for Counseling Programs:

II.G.1 – Professional Orientation and Ethical Practice – studies that provide an understanding of all of the following aspects of professional functioning:
   b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.

II.G.8 – Research and Program Evaluation – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
   d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications

The course assignments also require each student to demonstrate that he/she meets the following School Counseling Program Standards:

Foundations
   A. Knowledge
      3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

**Counseling, Prevention and Interventions**

**C. Knowledge**

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

**D. Skills/Practices**

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

**Assessment**

**G. Knowledge**

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

**H. Skills/Practice**

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students’ academic, career, and personal/social development.

**Research and Evaluation**

**I. Knowledge**

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.
J. Skills/Practice
   1. Applies relevant research findings to inform the practice of school counseling.
   2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
   3. Analyzes and uses data to enhance school counseling programs.

Academic Development
K. Knowledge
   2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

L. Skills/Practice
   1. Conducts programs designed to enhance student academic development.

Collaboration and Consultation
M. Knowledge
   1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
   2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
   4. Understands systems theories, models, and processes of consultation in school system settings.
   5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

N. Skills/Practice
   2. Locates resources in the community that can be used in the school to improve student achievement and success.
   3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
   5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

Leadership
O. Knowledge
   3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

PRAXIS II – Standards for School Counselors (Test #0421 and 5421)

These standards will be addressed:
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I. Foundations
   A. History and Role of the Professional School Counselor
   B. Human Growth and Development
   C. Ethics
   D. Legal Issues

II. Delivery of Services
   A. Guidance and Counseling
   B. Consultation and Collaboration

III. Management
   3. Understands how to design, develop, and implement a comprehensive professional school counseling program
   4. Knows how to manage various types of referrals

IV. Accountability
   3. Knows the goals and methods of evaluating achievement, program effectiveness, and student outcomes
   4. Knows how to apply data analysis results for program improvement (e.g., needs assessment, program evaluation)

West Virginia Professional Standards for Student Support Services
(WVDE Policy 5100, Appendix A-6)

These standards will be addressed:

Standard 1 Program Planning, Design and Management
   1A1: The professional school counselor designs and plans a data-driven School Counseling Program that addresses all domains and includes all delivery system components.
   1B2: The professional school counselor adheres to state student standards and professional school counselor performance standards when designing the school counseling program.
   1B3: The professional school counselor designs a School Counseling Program that is sequential, comprehensive in scope, based on student competencies and integrated within the school curriculum when appropriate.
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1D2: The professional school counselor solicits broad stakeholder input to plan and manage the school counseling programs and effectively meet the needs of all students.

**Standard 2: Program Delivery**

2A2: The professional school counselor actively partners with parents, guardians, families and community entities to support student learning and well being.

2A3: The professional school counselor promotes behaviors, programs and resources that are sensitive to students’ unique cultures, experiences, and communities.

2B2: The professional school counselor incorporates counseling theories and techniques into program practices.

2B3: The professional school counselor stays abreast of new, research-based counseling theories and techniques and incorporates them into practice.

2C3: The professional school counselor actively works to relate the guidance curriculum to the students’ everyday lives and future plans.

2D1: The professional counselor facilitates a collaborative approach to student academic and career planning.

2D2: The professional school counselor collaborates to develop and implement student plans designed to address individual student social/emotional needs.

2E3: The professional school counselor counsels individual students with identified needs to improve school success.

2E4: The professional school counselor facilitates targeted group interventions for identified groups of students.

2F3: The professional school counselor works with school staff and stakeholders to improve student support resources and services.

**Course Objectives**

After successfully completing this course, you will be able to:

- Explain the history of childhood problems and well-being
- Analyze developmental factors and cultural considerations that influence counseling children and adolescents.
- Evaluate particular developmental issues and concerns at the various stages of children, youth, and teens
- Demonstrate the counseling process, use of counseling theory, assessment, and techniques in individual and small group counseling with children and adolescents
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- Recommend counseling approaches for children and adolescents with special needs and concerns (abuse, violence, eating disorders, attention deficit, hyperactivity disorder, depression, etc.)
- Explain ethical and legal considerations involved in counseling children and working with their families
- Summarize consultation theories and models that promote the success of children and adolescents in academic, career, and personal/social domains.
- Illustrate the use of data available in schools to inform school counselor decision making (process, perception, and outcome data)
- Create school counseling core curriculum lesson plans
- Plan various elements of the delivery system in the ASCA National Model (e.g., direct and indirect counseling services)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions by Wednesday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Course Textbooks: No Required Textbook

Recommended Textbook for the degree program:
In addition to the required texts in this course, you are strongly encouraged to purchase the latest addition of the Publication manual of the American Psychological Association (Currently 6th Ed.) if you have not previously purchased this resource.

Required Readings:


Amatea, E. S., Daniels, H., Bringman, N., & Vandiver, F. M. (2004). Strengthening counselor-
teacher-family connections: The family-school collaborative consultation project.

*Professional School Counseling, 8*(1), 47-55.


to community-based interagency collaboration and interprofessional partnerships.


Guidance & Counseling, 27, 163-171.


Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling and...
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**Recommended Readings:**


**Web Sites**

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

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<thead>
<tr>
<th>Site Name</th>
<th>Web Site URL/Address</th>
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<td>American Academy of Pediatrics</td>
<td><a href="http://www.aap.org">http://www.aap.org</a></td>
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<tr>
<td>American Academy of Child and Adolescent Psychiatry</td>
<td><a href="http://www.aacap.org">www.aacap.org</a></td>
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<td>Bazelon Center for Mental Health Law</td>
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<td>Center for Health and Health Care in School</td>
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<td>Center for Health Services, Research and Policy</td>
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<td>Center for Mental Health in Schools</td>
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<td>Center for School Mental Health Assistance</td>
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<td>Child Welfare League of America</td>
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Evaluation Procedures

Counseling Issues Paper
Research best practices related to closing the achievement gap, academic success, and dropout prevention and discuss effective strategies other schools have implemented that show encouraging results. In your discussion identify barriers to academic achievement and personal/social development that you believe affect the well-being of students today. Find at least one peer-reviewed reference per issue that supports these beliefs. Summarize their findings and document them using APA (6th ed.) format. The minimum page requirement is 5 pages (not including reference page). Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be a minimum of 5 pages using APA format with all references cited. Assignment is due by 11:55 p.m. ET on Sunday of Week 1.

School Counseling Core Curriculum Lesson Plan
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Create an original lesson plan using either the ASCA National Model Lesson Plan Template attached, or the template used by the samples in this lesson, or what is used in your school district if you have access to that format. Select a grade level, consider the needs of that age level, and identify appropriate ASCA student standards (located in document attached) that you want to address. This lesson should focus on academic development. In addition to the lesson plan, provide a 2-3 page paper analyzing concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent drop out. If additional resources are used (i.e., worksheets, pre/post surveys to evaluate lesson, templates of activities), provide copies of those resources in the appendix of your paper. Assignment is due by 11:55 p.m. ET on Sunday of Week Three.

Small Group Counseling Video and Reflection
Role play a group counseling session in an 10-15 minute video. At least three participants are needed for this activity. Also, complete the self-critique form attached. This is a role play exercise, not a "real" counseling session. You must secure permission from your role play group participants prior to recording with the permission form attached. Also, keep in mind that your group participants should be 18 or older for these video role play exercises. Please secure a recording device in order to meet this requirement during the first couple of weeks of this course. Options may include your computer, cell phone, or video recorder. Each video will be 10-15 minutes in length. Video and Reflection are due by 11:55 p.m. on Sunday of Week 5.

Individual Counseling Video and Reflection
Role play an individual counseling session in a 10-15 minute video. Also, complete the self-critique form provided in the Sakai classroom under this Assignment. This is a role play exercise, not a "real" counseling session. You must secure permission from your role play partner prior to recording with the permission form attached. Also, keep in mind that your partner should be 18 or older for these video role play exercises; however, you will be using techniques and strategies appropriate for a child or adolescent. Please secure a recording device in order to meet this requirement during the first couple of weeks of this course. Options may include your computer, cell phone, or video recorder. Each video will be 10-15 minutes in length. Video and Reflection are due by 11:55 p.m. ET on Sunday of Week 7.

Consultation Case Study Paper
This course requires the completion of a consultation case study paper. For this paper, you will be seeking support/consultation from a community agency to assist with behavioral support of a student attending your school. This type of consultation is known as client-centered case consultation and is the most common type (Caplan & Caplan, 1993). This case study paper will consist of several sections outlined in the Sakai Classroom and should be between 8-10 pages, not including the title page, reference page, and appendix. Please be sure follow APA 6th edition standards and view the sample paper in the important information forum for formatting.
Support. Based on the case of Eric provided in the Sakai classroom, you will address the following requirements listed below.

In your consultation case study paper please include the following:

1. Discuss the importance of collaborating with parents, teachers, and administration to support students. Please site relevant readings, literature articles, and textbooks as supportive evidence.

2. Discuss the need for a signed release of information to consult with professionals outside of the school before contact is made (ethics/liability). Please site relevant readings, literature articles, and textbooks as supportive evidence.

3. Discuss the role of consulting with community agencies, benefits, and confidentiality in collaboration. Please site relevant readings, literature articles, and textbooks as supportive evidence.

4. Note potential information that could be obtained from the consultant based on the scenario and how will you apply that information to the given situation, how is this useful? What are your next steps in working with this student after gathering this information? Please site relevant readings, literature articles, and textbooks as supportive evidence.

5. Please create a sample release of information form and include it in the appendix section of your paper. If you adapt your own version from one that is already created, please reference the original source at the bottom. i.e. Adapted from: ...

6. Please gather information about a community agency in your area that could be a potential referral source/consulting agency as a practicing school counselor in your area and provide this information in the appendix section of your paper. Information to include: Name of Organization, Address, Phone, Fax, Website/email, Contact Person and Title, Services Offered, Eligibility Requirements, Fees, Office Hours, Other Information

The case study paper is due by 11:55 p.m. ET on Sunday of Week 8.

Forum Participation

Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
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- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Forum Rubric

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<tr>
<td>Counseling Issues Paper</td>
<td>15%</td>
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<tr>
<td>Lesson Plan</td>
<td>10%</td>
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<tr>
<td>Small Group Counseling Video &amp; Reflection</td>
<td>20%</td>
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<tr>
<td>Individual Counseling Video &amp; Reflection</td>
<td>20%</td>
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<tr>
<td>Consultation Case Study</td>
<td>20%</td>
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<tr>
<td>Eight forum weekly posts</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
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The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:
- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, e.g., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

Policies
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Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

Citation and Reference Style
Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism
Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are
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- Published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊
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Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.
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<th>GPA / Percent</th>
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<tr>
<td>A</td>
<td>4.0 / 100-94</td>
<td>Very high quality, clearly above average work</td>
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<tr>
<td>A-</td>
<td>3.67 / 93-90</td>
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<tr>
<td>B+</td>
<td>3.53 / 89-87</td>
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<tr>
<td>B</td>
<td>3.0 / 86-84</td>
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<td>B-</td>
<td>2.67 / 83-80</td>
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<td>C+</td>
<td>2.33 / 79-77</td>
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<td>C</td>
<td>2.0 / 76-73</td>
<td>Unsatisfactory</td>
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<tr>
<td>C-</td>
<td>1.67 / 72-70</td>
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<td>D+</td>
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### 8 – Week Course Outline

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<tr>
<th>Week</th>
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<th>Discussion(s) Assignment(s)</th>
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| 1    | Introduction to Counseling Children  
Developmental Considerations  
Multicultural Considerations | • Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.  
• Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.  
• Assesses barriers that impede students’ academic, career, and personal/social development.  
Research best practices related to closing the achievement gap, academic success, and dropout prevention and discuss effective strategies other schools have implemented that show promising results. In your discussion identify barriers to academic achievement and personal/social development that you believe affect the well-being of students today. Find at least one peer-reviewed reference per issue that supports these beliefs. Summarize their findings and document them using APA format. This assignment is a minimum of 5 pages plus a reference page. Due by 11:55 p.m. ET on Sunday of Week 1.  
Forum:  
Provide a two to three paragraph introduction of yourself. Share the following information in your introduction: a memory from elementary school, middle school, and high school. Please include any observations you remember about your school counselor’s role at each school level (elementary, middle, high; if you did not have a counselor at each level, just indicate that in your answer). Also, share two of your strengths/skills that will be beneficial when counseling children and adolescents. Your original post is due by Midnight on Wednesday of Week 1. Respond to classmates’ postings by 11:55 p.m. ET on Saturday of Week 1. |
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| 2    | Delivery System: School Counseling Core Curriculum | • principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications  
• Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.  
• Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.  
No Assignment this week  
Forum:  
Part of lesson planning includes the need to evaluate the lesson for effectiveness. Three types of data are collected: process, perception, and outcome data. Process data is simply how many students are participating in the lesson. Perception data refers to determining if student learning has taken place based on a project or activity completed or by comparison of pre and post-test surveys. Outcome data would include grades, test scores, attendance rates, behavioral data (i.e., suspensions, ineligibility list, times sent to office). Although it may be difficult to determine, the intent is to see if guidance lessons improve academic, attendance, behavior, and school climate.  
In this forum, you will create a pre/post-test survey for a guidance lesson using surveymonkey.com  
Provide the following information in this forum:  
1. What is the grade level of the students who will participate in this lesson?  
2. What is the topic of the lesson?  
3. Post the link to your survey for other classmates to view.  
In responses to classmates, answer the following questions:  
1. Is the survey developmentally... |
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| 3    | Delivery System: School Counseling Core Curriculum & School wide Activities | • Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.  
• Knows models of program evaluation for school counseling programs.  
• Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program counseling outcome research. Amherst, MA: Center for School Counseling Outcome Research. Retrieved from [http://www.spu.edu/orgs/schoolcounseling/OutcomeStudyMonograph.pdf](http://www.spu.edu/orgs/schoolcounseling/OutcomeStudyMonograph.pdf)  
Young, D. S. (2005). Today’s lesson by...Roosevelt? The use of bibliotherapy in classroom guidance. *School Guidance and Counseling, 10* (3), 236-243. | Assignment: Create an original lesson plan using either the ASCA National Model Lesson Plan Template attached or the template used by the samples in this lesson, or what is used in your school district if you have access to that format. Select a grade level, consider the needs of that age level, and identify appropriate ASCA student standards (located in document attached) that you want to address. This lesson should focus on either a career or personal/social competency. In addition to completing the lesson plan template form, provide examples of any other resources you may use in the lesson as an appendix. Examples of resources may include worksheets, pre/post surveys to evaluate the lesson, or templates of activities used. This assignment is due by 11:55 p.m. ET on Sunday of Week Three.  
Forum:  
2. Is the survey multicultural appropriate? Why or why not?  
3. Does the instrument measure what it is designed to measure?  
4. What will you do with the data you collect? Your original post is due by 11:55 p.m. ET on Wednesday of Week 2. Respond to classmates’ postings by 11:55 p.m. ET on Saturday of Week 2. |
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| 4    | Small Group Counseling with Children and Adolescents   | • Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.  
• Assesses barriers that impede students’ academic, career, and character portrayal in classroom guidance.  
Professional School Counseling, 12(6), 428-436. | Assignment:  
No assignment this week  
Forum:  
Reflect on the video included in Lesson Four and answer the following questions:  
1. What techniques do you see in the video that you would feel comfortable implementing as a future school counselor? |
<table>
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<th>personal/social development.</th>
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<th>2. What would you do differently if you were facilitating this group? Your original post is due by 11:55 p.m. ET on Wednesday of Week 4. Respond to classmates’ postings by 11:55 p.m. ET on Saturday of Week 4.</th>
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<td>Steen, S., &amp; Kaffenberger, C. J.</td>
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| 5    | Small Group Counseling with Children and Adolescents | • Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.  
• Knows strategies for helping students identify strengths and cope with environmental and developmental problems.  
• Understands the outcome research data and best practices identified in the school counseling research literature. | Lesson 5 Resources in Sakai Lessons Module                                  | Assignment:  
Role play a group counseling session in a 10-15 minute video. At least three participants are needed for this activity. Also, complete the self-critique form in Sakai classroom in Assignments. Due by 11:55 p.m. ET on Sunday of Week 5.  
Forum:  
Share two activities that you would use in a small group counseling setting to build rapport and trust among the participants. In your response, share the following information:  
1. Name of activity  
2. Grade level of participants  
3. Resources needed  
4. Procedures  
5. Discussion of how this activity is intended to build rapport and trust  
6. References |
After describing the two activities, reflect on the following scenario:
If a student breaches trust in the group by breaking confidentiality, how would you handle that situation?

Your original post is due by 11:55 p.m. ET on Wednesday of Week 5. Respond to classmates’ postings by 11:55 p.m. ET on Saturday of Week 5.

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| 6    | Individual Counseling with Children and Adolescents | • Applies relevant research findings to inform the practice of school counseling.  
Forum:  
View the individual counseling videos in Lesson Six and answer the following questions:  
1. Reflect on the skills you observed in the sessions.  
2. 3 Glows and a Grow Activity: Share 3 techniques/skills you noticed in the video that you feel confident using in a school setting. Share one technique/skill that you want to improve in preparation for your Practicum/Internship experience.  
3. Share a plan on how to improve the "grow" you mentioned. |
|      |          |                       |            | Your original post is due by 11:55 p.m. ET on Wednesday of Week 6. Respond to classmates’ postings by 11:55 p.m. ET on Saturday of Week 6. |
### Student Warning
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| 7    | Individual Counseling with Children and Adolescents | • Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.  
• Demonstrates the ability to use procedures for assessing and managing suicide risk.  
• Makes appropriate referrals to school and/or community resources.  
• Understands the outcome research data and best practices identified in the school counseling research literature.  
Forum: Discuss the counseling strategies to be used with children who experience suicidal thoughts. Identify the symptoms including a discussion of the key risk factors. Include information about assessment techniques to determine lethality (e.g., low, medium, high) as well as how to respond to each level. Respond to at least two classmates.  
Your original post is due by 11:55 p.m. ET on Wednesday of Week 7. Respond to classmates’ postings by 11:55 p.m. ET on Saturday of Week 7. |
### Week 8: Consultation and Collaboration
#### Interagency Collaboration

<table>
<thead>
<tr>
<th>Practice of School Counseling</th>
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<tr>
<td>- Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganizational collaboration and communications.</td>
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<tr>
<td>- Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</td>
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<tr>
<td>- Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.</td>
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<tr>
<td>- Makes appropriate referrals to school and/or community resources.</td>
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<td>- Applies relevant research findings to inform the practice of school counseling.</td>
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<th>Reading(s)</th>
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**Assignment:**

**Consultation Case Study Paper**

This course requires the completion of a case study paper. The case study is located in the assignment section in the Sakai classroom. This case study paper will address the information listed below and should be between 8-10 pages, not including the title page, reference page, and appendix. Please be sure to follow APA 6th edition standards and view the sample paper in the important information forum for formatting support. **The case study paper is due by 11:55 p.m. ET on Sunday of Week 8.**

In your consultation case study paper please include the following:

**Discuss the importance of collaborating with parents, teachers, and administration to support students.** Please site relevant readings, literature articles, and textbooks as supportive evidence.

**Discuss the need for a signed release of information to consult with professionals outside of the school before contact is made (ethics/liability).** Please site relevant readings, literature articles, and textbooks as supportive evidence.

**Discuss the role of consulting with community agencies, benefits, and confidentiality in collaboration.** Please site relevant readings, literature articles, and textbooks as supportive evidence.

**Note potential information that could be obtained from the consultant based on the scenario and how will...**
counseling.

- Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
- Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
- Understands systems theories, models, and processes of consultation in school system settings.
- Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
- Locates resources in the community that can be used in the school to improve student achievement and success.
- Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social needs.


References:

Forum:

School counselors are often in charge of various programs that address student academic, career, or personal/social needs. Collaboration is an indirect student service according to the ASCA National Model. Pretend you have been assigned as chairperson of one of the following committees at your school.

1. Bully Prevention
<table>
<thead>
<tr>
<th>and personal/social development.</th>
<th>and personal/social development.</th>
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<tr>
<td>• Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</td>
<td>• Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</td>
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<tr>
<td>• Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.</td>
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Review ethical codes (ACA and ASCA) regarding consultation

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<td>4. Suicide Prevention</td>
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<tr>
<td>5. Diversity/Tolerance</td>
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After selecting your topic, create a power point presentation that includes the following information (slides listed are minimum):

1. Summary of current research (must be within past 10 years) on the chosen topic and relevant statistics (most recent statistics available; 4-5 slides)
2. Goals of the committee & ASCA standards being addressed (1-2 slides)
3. Interventions/activities you plan to implement based on research (3-4 slides)
4. Resources needed (1 slide)
5. What data you will use to evaluate the program (1 slide)
6. Reference slides based on research included in the presentation (unlimited)

Your original post is due by 11:55 p.m. ET on Wednesday of Week 8. Respond to classmates’ postings by 11:55 p.m. ET on Saturday of Week 8.
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Selected Bibliography


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