

**College of Education Vision**

***“Learners and leaders of today and tomorrow”***

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**SECTION 1: Course Information**

1. **Course Information**

MHS 6720 Seminar in Prof Dev & Supervision

Fall 2011

CRN: 81624

Time and Location: *Thursdays 07:50 pm - 08:45 pm -- Academic Building Three 203*

1. **Instructor Information**

Professor: Russell A. Sabella, Ph.D.,

Office: AB3-269

Office Hours: Tuesdays 1-4pm OR by appointment

Office Phone: 239-590-7782

Email: [rsabella@fgcu.edu](mailto:rsabella@fgcu.edu)

**OR via SKYPE: Russell\_Sabella**

NOTE: This syllabus is subject to change.

1. **Course Description**

A seminar experience to help transition students from the structure of the University environment to the less structured professional role of a school counselor. Focus on development of a professional identity, self-supervision, and learning throughout the professional career.

* **Course Prerequisites: Defined by the Program of Study***.*
* **Course Co-requisites:** **Defined by the Program of Study**

1. **Textbooks and Instructional Materials**

**Required:** Readings are selected by students and approved by the instructor as part of the professional development plan. Also, additional readings may be located in the ANGEL system for this course.

**Recommended Resources:**

**Technology Resources:**

**Library Resources:**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com>

**SECTION 2: Outcomes, Objectives, Assessments**

1. **College of Education Proficiencies**

* *List appropriate Knowledge/Skills proficiencies (KSP) as noted on critical task(s).*
* *List appropriate Disposition proficiencies (DP) as noted on critical task(s).*

1. **Program Outcomes, State Competencies, and National Standards**

**CACREP Competencies Met**

* 1. FOUNDATIONS OF SCHOOL COUNSELING
     1. current trends in school counseling and educational systems;
     2. relationship of the school counseling program to the academic and student services program in the school;
     3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
     4. strategies of leadership designed to enhance the learning environment of schools;
     5. knowledge of the school setting, environment, and pre-K—12 curriculum;
     6. current issues, policies, laws, and legislation relevant to school counseling;
     7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
     8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
     9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
     10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

1. **Course Outcomes/Objectives/Assessments**

|  |  |
| --- | --- |
| **Competency** | **Assessed** |
| A. Continuous Improvement: Engages in continuous professional quality improvement for self and school | - Weekly Reading Summaries  - Program Description Paper  - Closing the Gap Project |
| B. Ethics: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. | - Weekly Reading Summaries  - Program Description Paper  - Closing the Gap Project |
| C. Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students. | - Weekly Reading Summaries  - Program Description Paper  - Closing the Gap Project |
| D. Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter. | - Weekly Reading Summaries  - Program Description Paper  - Closing the Gap Project |
| E. Role of the Teacher: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students. | - Weekly Reading Summaries  - Program Description Paper  - Closing the Gap Project |

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| X | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

1. **Field/Clinical Activities and Assignments**

*Identify activities as appropriate. Include required number of hours (if appropriate).*

1. **Critical Task(s)**

**Title:**

**Description:** *Insert a clear and comprehensive description of the task including all requirements as taken from the most current LiveText rubric in the coral share drive repository. (The folder begins with “LiveText Rubrics” and ends with the date the repository was more recently updated.)*

1. **Grading Policy**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Personal SWOT Analysis and Reflection Report | 50 |
| Closing the Gap Multimedia Results Report | 100 |
| Resume and Cover Letter Development  Optimal Resume Tips and Instructions [pdf]  <http://studentservices.fgcu.edu/Careers/2588.asp> | 40 |
| Professional Development Plan | 25 |
| Peer Supervision Feedback | 25 |
| Weekly reading summaries (5 x 10pts) OR  Attendance at 4 educational sessions at the FSCA conference with summary report. | 50 |
| **TOTAL** | **290** |

|  |  |  |
| --- | --- | --- |
| **Minimum percent** | **Minimum**  **Points** | **Grade** |
| 90 | 261 | A |
| 80 | 232 | B |
| 70 | 203 | C |

1. **Attendance and General Policies**

**Class Attendance.** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to missing one group supervision meeting and only one individual supervision meeting without penalty. For each absence beyond this, you will be required to retake the internship. To be considered present you must be in class from beginning (within 15 minutes of the official class start time) to the end (within 15 minutes of the official end time) on a given day. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking in modeling are welcomed and encouraged.

**Confidentiality.** Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any student you work with as specified and limited by your ethical standards and relevant laws.

**Evaluation.** Evaluation of your performance is strictly on a Pass/No Pass basis. To successfully complete the course, you will need to meet minimum levels of competencies for all assignments as determined against a rubric of performance levels.

**Technology:** Technological proficiency is a must for all counselors. All students must have competence to set up and use a word process, process email, search and navigate the web, and use other software such as PowerPoint and Excel. Technological support is available to you at the University’s Library (go to http://library.fgcu.edu and look at the Instruction and Training menu).

**Proficiency in the Use of Oral and Written Standard English** is expected of all students. All papers and projects are expected to reflect Standard English grammar, spelling, punctuation, and appropriate vocabulary and sentence structure.

**Professional Liability Insurance**: If you have not already, you will need to obtain and provide proof of professional liability insurance. You may obtain a policy through one of the professional associations such as ASCA. Or, you may contact your homeowner insurance provider for an appropriate rider. You will need a minimum of $1,000,000/$2,000,000 protection although more is recommended.

**Background Check:** Some school systems require anyone who interacts with students to undergo a state and/or federal background check. Talk to your site supervisor about this.

1. **Course Schedule**

*Insert your course schedule here as a matrix that includes (e.g., content covered, class dates, assignments, assignment due dates, assessments, etc.*

**SECTION 3: College and University Policy Statements/Resources**

1. **College LiveText Policy – GRADUATE ONLY**

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from [www.livetext.com](http://www.livetext.com). **This is a one-time only purchase, and your LiveText account is available to you for five years.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

1. **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at

<http://studentservices.fgcu.edu/judicialaffairs/new.html> or

<http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf>

1. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

1. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

1. **Academic Integrity**

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

1. **Turnitin.com**

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

1. **Important University Dates**

*Complete as desired with dates for holidays, drop/add, etc.*

1. **Standards Matrix**



**Closing the Achievement Gap Project**



**Closing the gap**: According to the ASCA National Model™, the use of data will drive the program. The needs surface when disaggregated data are analyzed for every student. Data are necessary to determine where the school counseling program is now, where it should be and where it is going to go. Needs are identified discrepancies between the desired results and the results currently being achieved (also referred to as the gap).

The purpose of this assignment is for counseling intern students to demonstrate that they can competently:

1. Use data-drive decision making to detect significant gaps in achievement between one or more students and his/her peers.
2. Select appropriate competencies per the ASCA National Standards that need to be addressed
3. Select appropriate interventions/activities for closing the gap. Provide a rationale for why you chose the interventions you did.
4. Evaluate the outcomes of the interventions
5. Create a multimedia (narrated) report (6-10 slides) that describes:
   1. The nature of the achievement gap (use data to establish the need and illuminate the gap);
   2. A description of the appropriate intervention, including objectives (must be linked to the data, ASCA National Standards, and the Sunshine State Standards). Also include the rationale for chosen intervention out of all possible interventions. Discuss rationale for choosing these out of all possible interventions. Interventions should be collaborative (include others such as social workers, psychologist, teachers, parents, etc.) and comprehensive (use two or more types of interventions such as individual counseling, small groups, large groups, peer programs, consultations, etc.).
   3. Description of data collection methods (also linked to data and interventions). For example, did you do a survey, import attendance data, etc.?
   4. A description of the results (including graphs)
   5. Recommendations for future interventions

Note: You can download a Multimedia Reports Handout (PDF) online at [http://bit.ly/mm-reports.](http://bit.ly/mm-reports) We will also look at samples in class.

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**SWOT Analysis Questions for Job-Seekers**

**in Career Planning**

**adapted from** [**http://www.quintcareers.com/SWOT\_questions.html**](http://www.quintcareers.com/SWOT_questions.html)

These questions are designed to help job-seekers with developing your career SWOT Analysis. If you haven't already done so, please read Using a SWOT Analysis as a Career-Planning Tool.

**Strengths**

1. What are your advantages?
2. What do you do well?
3. Why did you decide to enter the field you will enter upon graduation?
4. What were the motivating factors and influences?
5. Do these factors still represent some of your inherent strengths?
6. What need do you expect to fill within your school? Profession?
7. What have been your most notable achievements?
8. To what do you attribute your success?
9. How do you measure your success?
10. What knowledge or expertise will you bring to the school you join that may not have been available to the organization before?
11. What is your greatest asset?

**Weaknesses**

1. What could be improved?
2. What do you do badly?
3. What should you avoid?
4. What are your professional weaknesses?
5. How do they affect your job performance? (These might include weakness in technical skill areas or in leadership or interpersonal skills.)
6. Think about your most unpleasant experiences in school or in past jobs and consider whether some aspect of your personal or professional life could be a root cause.

**Opportunities**

1. Where are the promising prospects facing you?
2. What is the "state of the art" in your particular area of expertise?
3. Are you doing everything you can to enhance your exposure to this area?
4. What formal training and education can you add to your credentials that might position you appropriately for more opportunities?
5. Would another graduate degree add to your advantage (e.g., Specialist or Doctorate)?
6. How quickly are you likely to advance in your chosen career? How come?
7. Useful opportunities can come from such things as:
8. Changes in technology and markets on both a broad and industry-specific scale
9. Changes in government policy related to your field
10. Changes in social patterns, population profiles, lifestyle changes, etc.

**Threats**

1. What obstacles do you face?
2. Are the requirements for your desired job field changing?
3. Does changing technology threaten your prospective position?
4. What is the current trend line for your personal area of expertise?
5. Could your area of interest be fading in comparison with more emergent fields?
6. Is your chosen field subject to internal politics that will lead to conflict?
7. Is there any way to change the politics or to perhaps defuse your involvement in potential disputes?
8. How might the economy negatively affect your future school and your work group?
9. Will your future school provide enough access to new challenges to keep you sharp -- and marketable -- in the event of sudden unemployment?

*Adapted in part from an article by Dave Jensen, managing director of Search Masters International.*

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**Professional Development Plan**

Using the [School Counselor Performance Standards](http://www.ascanationalmodel.org/content.asp?pl=33&sl=35&contentid=35) developed by American School Counselor Association, develop a Professional Development Plan that includes

1. A minimum of eight (8) goals that you would like to work towards. The 8 goals will include a minimum of two (2) goals from each of the four quadrants (foundation, delivery, management, accountability).
2. *How* you will demonstrate goal attainment (e.g., reading articles, writing a column, doing the MM results report, etc.)
3. A section that describes your support system from your internship site, university (including me), and other. That is, what will you need specifically from each of us?