



SYLLABUS FOR MHS 6605: SPECIAL NEEDS COUNSELING AND CONSULTATION

General Course Information

Spring 2011

CRN 10157

Credit Hours: 3

CLASS TIME: Wednesday Online

LOCATION: AB 3 212

Instructor: Dawn Romano, PhD, LPCS

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Office Hours: By phone or email

COURSE DESCRIPTION:

MHS 6605 - Spec Needs Counseling & Consultation

Identifying and planning for the special needs of atypical children from age 3 - 18. Explores issues relevant to working with clients from special population groups within educational settings. Particular emphasis is given to children with special needs who may come from families and communities with distinct ethnic, racial or socioeconomic parameters which may prove challenging for schools and school counselors.

This course is designed to provide information on special needs children and the issues in counseling and consultation for their optimal growth, development and school achievement. It is structured to engage students in applying developmental theories and data on exceptional individuals to actual special needs children in varied settings. Finally, it is geared to challenge students to integrate theoretical material from texts and case studies into the world educating children in need as well as working with their families and schools/community facilities. Particular emphasis is given to children with special needs who may come from families and communities with distinct ethnic, racial or socioeconomic parameters which may prove challenging for schools and their counselors and teachers.

Required Text: Pedersen, P. & Carey, J. (2003). *Multicultural counseling in schools: A practical handbook*. Boston, MA: Pierson.

This course is designed to address a wide range of CACREP competencies, particularly in the areas of Professional Identity (1.a.b.f.g.), Human Growth and

Development and Helping Relationships (5.a.b.) through mastery of research, case content and application to direct work in school-community agency collaborations for families and children with special needs. As noted in the course calendar, methods of instruction include lecture, discussion, case study, agency visitation, research into issues and programs of intervention, and field work.

CACREP Requirements met:

Section II K-2.e: theories of multicultural counseling, theories of identity, and development, and multicultural competencies

School Counseling Standards:

B - 1.: Advocacy for all students and for effective school counseling programs

B- 2. coordination efforts with resource persons, specialists, businesses, and agencies outside the school C-1.a: to promote program objectives;

- b. use management and analysis of surveys, interviews, and needs assessments;
- c. implementation and evaluation of specific strategies designed to meet program goals and objectives; and
- e. developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational, and career options).
- f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
- g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.

DOE: Florida Guidance and Counseling Competencies:

10 Knowledge of social and cultural diversity

COURSE OBJECTIVES, REQUIREMENTS AND EVALUATION:

Upon successful completion of MHS 6605, students will have evidenced the capacity to:

1. Explore, analyze, synthesize and apply research relevant to counseling, children, adults and groups from differing cultures, life-styles, socioeconomic classes and abilities.

2. Describe and apply aspects of counseling theory to work with at least five special populations, such as students with developmental disabilities, with exceptional intelligence, with limited English proficiency, with physically handicaps, with learning limitations, etc.
3. Identify the characteristics, coping capacities and potential strengths in five domains of special needs children: physical, social/behavioral, intellectual/cognitive, linguistic and emotional.
4. Describe the parenting and family needs of groups rearing exceptional children.
5. Analyze and apply consultation strategies in working with atypical children and their families.
6. Acquire and evidence knowledge of the skills and competencies essential to the school counselor as consultant and collaborator with community agencies.
7. Incorporate current computer and networking technologies conducive to the effective practice of consultation and collaboration.
8. Facilitate the integration of children with special needs into the school environment or into environments which most adequately meet their exceptionalities.
9. Interact with school personnel, community agencies, advocacy organizations, family support systems and other organizations involved in addressing needs of special children and families.
10. Evidence awareness and capacity to articulate one's own cultural heritage and how that may influence attitudes and values the counselor or consultant brings to the counseling situation.
11. Engage in a forum for inquiry and scholarship on issues relating to professional consultation, counseling and collaboration for children with special needs and their families and communities.
12. Produce a scholarly report showing the capacity to observe, consult and communicate effectively to facilitate a child's appropriate placement and progress in an educational setting.

The following course requirements will evidence above-listed competencies have been met:

CALENDAR, TOPIC AREAS AND ASSIGNMENTS:

Date	Topic	Assignment	Due
1/12/11	Review of syllabus/Overview Special Needs/School Counselor's Role	Review Resources	
1/19/11	Federal Mandates / Discrimination	# 1 Section 504/IDEA Presentation for Parents	2/ 02/11
1/26/11	Characteristics/Identification of Students with Special Needs	# 2 School Search Activity	2/23/11
2/2/11	Disabilities – Visible & Invisible	Work on Assignments	
2/9/11	Special Education Process		
2/16/11	Collaboration/Consultation/Advocacy	Work on Assignments	
2/23/11	Achievement Gap/ Over Representation of Minorities in Special Education	Work on Assignments	
3/2/11	Special Topics	TBA	TBA
3/9/11	Spring Break No Class	Spring Break	Spring Break
3/16/11	English Language Learners / Migrant Children	# 3 Lee County Services for ELL and Migrant students	3/16/11
3/23/11	Cultured Centered Education Reform	Text Ch 1	Read
3/30/11	Racial Identity	Text Ch 3	Read
4/6/11	State Standards/ Accountability Measures/High Stakes Testing	# 4 Choice of Assignments	4/06/11
4/13/11	Homeless/ Homebound/ Juvenile Justice	Work on Assignments	
4/20/11	Last Class	Work on final Exam	
4/27/11	Final	Final Exam Due	4/27/11

January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 # 2 Due	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 # 3 Due	24	25	26
27	28					
March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16 # 4 Due	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6 # 5 Due	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 Final Due	28	29	30

Assignments

Please Note: The length of each assignment equals whatever it takes to sufficiently address the topic. Let it fit your own academic style. Many people are able to express a great deal in a very concise fashion while others prefer to elaborate and emphasize. Grades will be based on the accuracy of your content, not the length or format. Creativity is encouraged. If you are unsure about any assignment, feel free to email me with your concerns. All grades will be based on :

1. Was the assignment completed?
2. Did it demonstrate an understanding of the topic?
3. Was the content accurate?
4. Was the content based on reliable sources?
5. Does the assignment reflect a genuine effort?

1. Discussion Postings

Post at least 3 comments (may do as many as you'd like) on the Angel Discussion Forum. **Due by the end of the semester 5%**

2. Section 504/IDEA Presentation for Parents

As a school counselor you will be called upon to act as an advocate and educator for parents of students with special needs. Design a presentation explaining Section 504 and IDEA as it applies to students with special needs in elementary school.

Due on 2/02/11 - 20%

3. School Search Activity

Assume the role of a parent with a child with special needs. Conduct a search of schools in your county, in two other states. Compare the available services of each of the three school districts. Explain which school you would choose for your child and why.

Due 2/23/11 - 20%

4. Outline the services Lee County has available for ELL and migrant students.

Due on 3/16/11 - 15%

5. Choose **One** of the following assignments - Only choose one!!!!1

Due 4/06/11 - 20%

1. Interview with (choose 1)

- a. An adult with a disability
- b. A special education teacher
- c. Principal who has been involved with inclusion
- d. Educator who has been involved with inclusion
- e. Family member of a student with special needs
- f. Your choice of an appropriate interview subject

2. Movie or Book Review - explore the ways in which individuals with disabilities are portrayed in books or films.

3. Design a web page that provides information about a specific disability. Use a variety of sources and include a bibliography.

4. Make a timeline of Supreme Court's decisions regarding students with special needs.

5. Create an educational "public service" video on a topic from this course.

6. Adapt lessons to meet the needs of a student with special needs.

7. Summarize the history of the disability rights movement in the United States.

8. Create a photo album of assistive technology devices – include descriptions and explanations.

9. Literature Review – on High Stakes Testing

Due 4/20/11

FINAL EXAMINATION – 20%

Reflection paper: Critically assess your readiness to support special needs children and their families. Discuss your areas of strength as well as areas in which you feel you need additional training.

Due 4/27/2011

Syllabus Statement:

The College of Education has adopted the use of LiveText software to provide for the improvement of student performance and program quality. As a degree-seeking student you are responsible for purchasing a membership to LiveText during your first course in the FGCU's College of Education. If you do not have a membership to LiveText, you will need to purchase it immediately. **This is a one-time only purchase.**

All 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 receive scores in LiveText that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

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>

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 239-590-7956 or TTY 239-590-7930

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 observances. 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 of the reason for the absence.

Resources for Faculty General Education

Information on General Education program requirements is available online at http://www.fgcu.edu/General_Education/index.html

Service-Learning

Information on integrating service-learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connect/>

Distance-Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/> *Approved 3-27-09 by Faculty Senate; Approved 4-30-09 by Provost and Vice President for Academic Affairs* Page | 3