Instructor: Roselind Gullo Bogner, Ph.D.
Location: Vini 312
Time: Tuesday 4:20 - 7:05 PM
Phone: 286-8545
Office Hours: Timon Hall Room 2
Monday 10:30-12:30
Tuesday 2:00-4:00
Wednesday 2:00-4:00
Also by appointment
Email: rbogner@niagara.edu or roselind@adelphia.net

Course Description

This three-credit course is a school-based experience in counseling. The major emphasis is on the counseling situation in an individual or group setting. The student will be supervised both by a certified counselor and by the university instructor. Feedback will be provided on individual techniques, application of theory, and counseling styles.

Course Objectives

Upon completion of the course, students will be able to:

● Demonstrate the skills in individual counseling using all major theoretical perspectives when appropriate
● Maintain attitudes and behaviors that form the core conditions necessary for effective counseling relationships
● Demonstrate skills in group counseling
● Demonstrate regard for professional development and ethical standards
● Recognize and respond appropriately to personal and professional abilities and limitations
● Apply knowledge of ethical and legal issues to relevant situations
● Be familiar with community resources and know when to appropriately refer clients
● Work cooperatively with staff in the site setting and in outside agencies
● Understand the changing role of school counselors with emphasis on the impact of technology
● Address the needs of special populations, such as: learning disabled, gifted, gay/lesbian, etc.
● Follow established professional ethical guidelines regarding the counseling and guidance of multicultural and specific populations
Methods of Teaching

This course is framed within a constructive perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, reflection and social interaction. Instructional methods will include class and small group discussions, individual and cooperative activities, presentations by instructors and classmates, and observations of instructional videos and PowerPoint presentations. The first half hour of each class will be dedicated to a discussion of a critical incident in school counseling. Each week one incident will be selected from the text for discussion. In addition, each week specific sections of the ASCA National Model will be discussed in relationship to the practicum sites. The students' unique experiences at the practicum sites will be addressed consistently through the use of tapes, role plays, journals, and case conceptualizations.

Required Text


Various readings to be assigned throughout the semester.

Course Attendance and Participation

Your presence at each class is expected and essential. You will be allowed one absence. Please notify the instructor if you expect to be absent from class. Any additional absences for professional reasons will be excused with the completion of an additional written assignment. Any additional absences will adversely affect your final grade because active participation in all class activities is an essential aspect to your achieving the required knowledge and skills.

Academic Integrity

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism. **Cheating** includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.
Plagiarism is the presentation of ideas, words, and opinions of someone else as one’s own work. Paraphrased material, even if rendered in the student’s own words, must be attributed to the originator of the thought. Please refer to the undergraduate catalogue for Niagara University’s policy on cheating, plagiarism, procedures and penalties.

Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Grading and Assignments

This course is graded on an S or U basis. All assignments must be completed to the satisfaction of the university professor. In addition, the professor will consult with the on-site supervisor during the semester regarding the professional attitude, initiative and skills demonstrated by the counseling intern at the school. The written evaluation by the on-site supervisor must be received at the university by May 10, 2006 in order to determine the final grade. The on-site supervisor must verify the student's total number of hours completed during the semester (100 minimum) on the evaluation form. The student must sign the form indicating that a discussion of the ratings transpired. This form can be faxed to Dr. Bogner's attention at (716)286-8546.

SIX "Individual Session Notes" forms will be completed for students during the semester. Interns are to submit a minimum of 6 forms for students they counseled alone or with the supervisor present.

TWO "Case Conceptualization" forms and tapes will be completed for 1 or 2 students. There should be clear evidence of the use of appropriate counseling skills.

WEEKLY Journal Submitted: Each typed entry must include the date and the number of hours (100 minimum for semester). You are to provide a detailed description of your activities at the practicum site. You are to focus on individual and group counseling experiences. Please explain who you are counseling and what you are doing to assist them. Describe in detail your psycho educational group or counseling group. Attach your outline, goals, rules, etc. Compare these and other experiences with respect to how they relate to the ASCA model and standards. Also describe your personal reactions to the activities of the day. Explain how you think these experiences are impacting you as a future school counselor. This journal will not be read by anyone.
other than the professor. At the end of each weekly entry formulate one question that you would like addressed either by your professor or your peers.

THREE times during the semester a tape will be brought to class for discussion within a group of three students (to be assigned at random on the first day of class). The tape is to be queued to a section where you would like to demonstrate good techniques illustrating your personal counseling approach. Another section of the tape should be marked so each student can obtain suggestions in an area where the student was stuck as to what to say or do with the student. Prior to playing segments from the tape the intern will provide a brief description (5 minutes) of the student and presenting problem. The total feedback session will last 20-30 minutes.

ONE lesson plan related to one ASCA standard. The standard will be assigned at random in class.

Written evaluation form submitted by your on-site supervisor. (DUE MAY 10)

Course Calendar Spring 2006

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<th>Topic</th>
<th>Assignment</th>
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<td>Jan. 31</td>
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<td>School Violence</td>
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<td>First Tape and Case Conceptualization</td>
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<td>March 28</td>
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<td>April 4</td>
<td>Parenting</td>
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<td>April 18</td>
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<td>April 25</td>
<td>Purposeful Behavior</td>
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<td><strong>Oral Defense (5 students)</strong></td>
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<td>May 2</td>
<td>Student Motivation</td>
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<td><strong>Course evaluations, conclusions</strong></td>
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INDIVIDUAL SESSION NOTES

Intern Name_______________________________

Session #________________________________

Student Name____________________________

Student Grade/Age_________________________

Date of Session____________________________

Length of session___________________________

Planning for the Counseling Session:

TOPICS TO BE DISCUSSED:

INTERVENTIONS/STRATEGIES TO BE USED:

Session Notes:

TOPICS DISCUSSED:

EFFECT OF COUNSELING STRATEGIES/INTERVENTION:

ADDITIONAL TOPICS TO BE EXPLORED IN FUTURE SESSIONS:

POSSIBLE ISSUES OR QUESTIONS THE STUDENT MAY HAVE WHICH NEED TO BE ADDRESSED:
STUDENT CASE CONCEPTUALIZATION FORM

Intern Name_______________________________ Student Name_______________________________

Date of First Session ________________________ Grade/Age of Student________________________

Date of Last Session_________________________ Referred By ________________________________

Average Length of Session___________________ Total Number of Sessions____________________

Ethnic Background:

Family Background (including relationships):

Peer Relationships (outside of school):

   Same Sex Friendships:

   Typical Activities:

   Romantic Relationships:

School Environment:

   Peer Relationships:

   Adult Relationships:

   Extra Curricular Activities:
Areas of Strength:

Areas of Weakness:

**Career Development:**

Interests/hobbies:

Voluntary Activities:

Work Experience:

Career Goals:

Educational Goals:

**Intern's Theoretical Orientation:**

**Presenting Problems and the Methods of Assessment:**

Affect:

Behavior:

Thoughts/Cognitions:
Student Goals and Methods of Assessment:

Affect:

Behavior:

Thoughts/Cognitions:

Counseling Techniques/Interventions/Strategies:

Effective:

Planned for Future:

Relationship of the Counseling Techniques to your Theoretical Orientation: