

# Portland State University Graduate School of Education Counselor Education

*“Meeting our diverse communities’ lifelong educational needs”*

Winter 2007  
Credits: 3

Course: **Guidance for the Classroom Teacher**  
Course: #Coun 425/525

Instructor: **Eric W. Stone, MS, NCC**

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Students needing an accommodation should immediately inform the course instructor. Students are referred to **Disability Services (725-4155)** to document their disability and to secure support services when appropriate.

## **Program Policy Statement**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Some core courses include experiences designed to enhance these qualities. These attributes may also be considered by faculty in assessing your overall qualifications for a career as a professional counselor.

All students in the program will demonstrate behavior that is consistent with the Ethical Standards forwarded by the American Counseling Association and the American Psychological Association in their Code of Ethics. Failure to do so can result in termination from the program.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the diverse opinions of others.

## **Course Description**

A study of responsibilities and procedures of teachers for guiding students at all levels in becoming effective and capable persons. Prerequisites: completion of 135 credits; student teaching or teaching experience.

**TSPC practices and competencies addressed in this course school counselors are expected to:**

- Develop and implement plans which promote social/emotional development
- Establish programs appropriate for group, individual, and family counseling

- Demonstrate interpersonal skills, working with others and communications with community members
- Practice and promote group process, crisis resolution, anger management, and violence prevention
- Assist with curriculum coordination as it relates to guidance activities
- Support and develop plans which respect difference and promote communication among diverse groups
- Collaborate with school staff, families, and community members to meet individual student needs
- Assist staff to understand the needs of all students
- Collaborate with colleagues, staff, parents, and the public to enhance the student's performance

**Oregon Comprehensive Guidance and Counseling Program Framework (Pre-Kindergarten through Twelfth Grade domains addressed in this course requiring school counselor, teacher, other stakeholder collaboration)**

- **Learning to Learn (Academic):** includes skills, knowledge, and attitudes that prepare students to participate fully in the formal school curriculum, achieve high academic standards, and be lifelong learner.
- **Learning to Work (Career):** includes skills, knowledge, and attitudes that prepare students to plan their education and career paths and manage their careers and work life through personal transitions and economic change.
- **Learning to Live (Personal/Social):** includes skills, knowledge, and attitudes that prepare students to build, maintain, and nurture relationships with others and to survive and prosper in an increasingly complex world.
- **Learning to Contribute (Community Involvement):** includes skills, knowledge, and attitudes that prepare students to be involved community members and global participants.

**Required Materials**

1. Bernard, B. (2004). Resiliency: What we have learned. San Francisco: WestEd.
2. Clean Copy Packet

**Course Requirements**

**Participation:** We will spend a great deal of time conducting professional dialogue and participating in activities. Your involvement and positive contribution are valued and necessary to our learning community. Attend class and be an active and interested participant in class discussions and experiences.

1. **Missing 2 classes will drop your grade by 10 %.** This is not negotiable. Exceptions such as a family death or illness should simply be discussed with the instructor so the absence does not factor into your grade.

2. **Class discussions** are wonderful learning opportunities. Demonstrate care, compassion and maturity by using civility when disagreeing with others. Show respect toward students, invited guests, and the instructor.
3. **Please turn your cell phones off or put them on vibrate while in class.**
4. **Create a positive** learning community by adhering to agreements when working in your groups. **If a problem arises** in a group and one member is not equally contributing to the group, the group must see the instructor immediately.

### **Group Project-required of all students (40 points)**

Each person in class will be expected to contribute new learning to our community of learners. This new learning will take the form of a group project that will be presented to the class. It is the intent of this requirement for you to work as a teaching team to select a topic of interest relevant to the content of this course, and explore a creative and informative way to present this information.

This project will involve:

- Each member of the group will write a two page paper presenting the research/material they contributed to the project. These collected papers will be due the evening of the presentation. The papers are to be typed, double spaced, 12 pt.
- The project must include a resource list, lesson plans, or other materials that will be distributed to each class member for use in their professional practice. The materials you generate will be a group effort, not single resources from individual members. Bring these materials on the day you present to handout.
- The project itself can take the form of:
  - a) present a prevention/intervention program or practice
  - b) more in-depth education on a topic of interest covered in class
  - c) present guidance/teaching curriculum directed at a topic covered in class (present/demonstrate material)
  - d) any other creative idea you have (see instructor for approval)

### **In Class Activities (35 points)**

During class, you will fill out questionnaires, take a survey, complete reflective writing exercises, and evaluate roll plays for your colleagues. These activities will be assigned point values, these points will total 35. I will use folders in class where all work will be turned in. I will return all work to you in the same folders. These folders tally attendance and note if work was turned in and received. I will also use a spreadsheet on my computer for points. In this manner, we both can track your work.

## Final Exam (25 points) - Graduate Students Only

The final exam will be a reflect process that you will work on throughout your participation in class. The purpose of this final is to explore and evaluate the effect of your learning process during the term and what impact it may have upon your classroom teaching and guidance. You may keep a log or journal weekly to examine what we process in class and how this impact your beliefs, values, and professional practice.

**A) The final product of this learning will be:**

- *9 journal entries, 2 paragraphs, reflections from that class, (date each entry) submit these weekly.*

**B) On the evening of the final, submit a two page, single spaced, typed paper that tells me:**

- *What have you learned about yourself as a teacher/counselor as the result of any experience you encountered in this class?*
- *How has this learning challenged, impacted, changed, or strengthened your teaching/counseling practices?*
- *What are you going to do personally or professionally with what you have learned or experienced in this class?*

## Grades

Group project	40 points
Class activities	35 points
Final Exam	25 points (grad students only)
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	100 points