

# Portland State University

## Graduate School of Education

*"Preparing professionals to meet our diverse communities' lifelong educational needs"*

### ***Diversity & Inclusiveness***

- to work in diverse settings
- to promote inclusive and therapeutic environments

### ***Research-Based Practices & Professional Standards***

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

### ***Impact on Learning and Development / Personal and Professional Growth***

- to ensure students and clients succeed
- to influence policy and provide leadership for organizations

### ***Evidence-Informed Decision Making***

- to use evidence to solve problems of practice and enhance therapeutic decisions

## ***Counseling 527 ~ Counseling Individuals with Diverse Needs***

***Summer Quarter, 2007***

### **Instructor:**

Sheila Kendall, MA

Contact phone: 503-913-9002

### **PROGRAM POLICY STATEMENT**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

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 opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are

expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

### **Course Description:**

This course is designed to prepare counselors to provide collaborative services for individuals with diverse needs in elementary, secondary, and post-secondary educational settings. Topics to be covered are: IDEA, Section 504, learning disabilities, identifying students needing services, transition planning, working with parents, and collaboration with learning specialists, and multicultural issues.

If you require accommodations (e.g. interpreter, notetaker, etc.) and are registered with the Disability Resource Center (725-4150), please notify me immediately. I will work with you to facilitate getting any needed accommodations.

### **Course Objectives:**

- \* Develop an understanding of concerns and issues relevant to counseling individuals with various types of disabilities.
- \* Increase knowledge of laws and legislation relevant to school counseling and special education.
- \* Gain awareness of the importance of transitional planning.
- \* Understand ethical and multicultural considerations in school counseling.
- \* Examine additional factors that put some students “at risk” for failure.

### **Required Text:**

Baumberger, Julie P. (1999) *Assisting Students with Disabilities, What School Counselors Can and Must Do*. Thousand Oaks, CA: Corwin Press.

### **Course Outline (Tentative)**

Monday, Aug. 6	Introduction and course overview The counselor's role in schools Intro. to Special Ed./IDEA Introduce textbook IDEA and Section 504 IDEA case studies Referral process—identifying students Final Project assigned
Tuesday, Aug. 7	Review Chapters 1 & 2 in textbook Students with Disabilities in College—Guest speaker Visit Portland State Assistive Technology Lab Learning Disabilities Website review Overview of AD/HD, Autism, Emotional Disturbance Group time/research
Wednesday, Aug. 8	Review Chapters 3 & 4 in textbook Elementary/middle school perspective—guest speaker IEP's 504 plans/assignment Review Chapter 5 in textbook Review websites
Thursday, Aug. 9	Review Chapter 5 in textbook Collaboration with Special Ed.—guest speaker Working with Parents—what to expect Exploring school phobia, depression, self-harm Project time Write exam questions
Friday, Aug. 10	Questions to ask... Turn in notebook Presentations

### **Course Requirements:**

\* Presentation ~ Each student will work either alone or in a group (no more than 3) on a presentation on a disability or related issue of their choice. Students will provide a one-page handout for each student in the class. The presentation will discuss counseling implications and recommendations related to the disability or issue. Presentations should be 5-8 minutes each for one person, or at least 15 minutes for 2 more people.

\* 504 plan ~ Students will receive a case study and will practice writing a 504 plan.

\* Internet search ~ Students will be provided with a list of websites relevant to special education. You will explore these sites and write a one-page response on your findings.

\* Readings ~ Students will be responsible for assigned readings and to participate in class discussion related to the readings.

\* IDEA Case Study ~ Students will be given information regarding an IDEA issue. You will write a two-page paper making recommendations for a plan of action.

### **Grading and Points:**

Presentation: 20

504 plan: 20

Internet search: 20

Case study: 20

Class discussion and attendance: 20

### **100 points total for course**

90-100 = A

and so on....

Class attendance and participation is strongly encouraged. If you have to miss class for a valid medical or personal emergency, please notify the instructor to discuss your circumstances.