



**Penfield College
Department of Counseling
Atlanta Campus**

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| Course Title: | COUN 642: Theories and Methodologies of Brief Therapy |
| Instructor: | Dr. Karen D. Rowland |
| Office Hours: | Tuesday 3 – 5PM and <i>by appointment only</i> |
| E-mail address: | rowland_kd@mercer.edu |
| Office Phone: | 678-547-6049 |
| Class Meeting Time: | Summer 2017 - Monday: 5:00 – 9:45 PM/Hybrid |

Course Description:

Students will be introduced to an in-depth review of the varied theoretical and methodological perspectives on brief therapy. Students will practice the techniques and strategies in Brief theoretical approaches with emphasis on supervised practice sessions that are appropriate to the P-12 school-age children and adolescents.

Course Prerequisites:

COUN 605, COUN 606, COUN 612, COUN 618, COUN 631, COUN 632.

Student Learning Objectives:

The professional school counselor candidate will understand and demonstrate:

| Outcomes | CACREP Standard | NCATE Standard | Assessment |
|--|-----------------|---------------------------------|---|
| 1. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; | G.5.d | 1,1 1.2 1.3 1.4 1.5 | - Critique/ Questions - Book Review |
| 2. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; | G.5.e | | |
| 3. A general framework for understanding and practicing consultation; and | G.5.f | | |
| 4. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies. | G.5.g | | |
| 5. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. | C. 1 | | |
| 6. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. | C.2 | | |
| 7. Knows strategies for helping students identify strengths and cope with environmental and developmental problems. | C.3 | | |
| 8. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. | C.4 | | |
| 9. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation | C.5 | | |

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|---|-------|-----|---|
| of teams to enable students to overcome barriers and impediments to learning. | | | |
| 10. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. | C.6 | | |
| 11. An orientation to wellness and prevention as desired counseling goals; | G.5.a | 1.1 | - Counseling Session - Personal Theory |
| 12. Counselor characteristics and behaviors that influence helping processes; | G.5.b | 1.2 | |
| 13. Essential interviewing and counseling skills; | G.5.c | 1.3 | |
| 14. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; | G.5.d | 1.4 | |
| | | 1.5 | |
| | | 3.4 | |
| | | 4.1 | |
| | | 4.2 | |
| 15. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; | G.5.e | | |
| 16. A general framework for understanding and practicing consultation; and g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies. | G.5.f | | |
| 17. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. | D.1 | | |
| 18. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. | D.2 | | |
| 19. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. | D.3 | | |
| 20. Demonstrates the ability to use procedures for assessing and managing suicide risk. | D.4 | | |
| 21. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. | D.5 | | |

Required Textbooks:

American School Counselor Association (2013). *The ASCA National Model: A Framework for School Counseling Programs* (3rd ed.). Alexandria, VA: Author.

American Psychological Association (2012). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Banks, S. G. (2009). *Choice Theory: Using Choice Theory and Reality Therapy to Enhance Student Achievement and Responsibility*. Alexandria, VA: ASCA.

Sklare, G. B. (2015). *Brief Counseling That Works* (3rd ed.). Thousand Oakes, CA: Corwin Press

The Conceptual Framework

The conceptual framework of the school counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the Tift College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration** and **Systemic Change**. Mercer's program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the College of Continuing and Professional Studies has developed the School Counseling Program is: **"The Transformational School Counselor: Leader, Advocate, Collaborator and Systemic Change Agent"**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the Tift College of Education Department of Teacher Education has chosen for its conceptual framework the theme ***"The Transformational Educator-To Know, To Do, To Be."***

Combined Conceptual Framework: TIFT COLLEGE OF EDUCATION and COLLEGE OF CONTINUING & PROFESSIONAL STUDIES

The Transformational Educator:

To Know, To Do, To Be

Leader, Advocate, Collaborator, & Systemic Change Agent

To Know

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

Leadership. Professional School counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.

1. Demonstrates knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.
2. Demonstrates an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.
3. Articulates an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

To Do

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Advocacy. Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

1. Assesses, plans, and implements strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student's right to a rigorous curriculum that ensures post secondary success.
2. Demonstrates a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barriers.
3. Consults with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling programs.

To Be

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

Collaboration and Systemic Change. Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

1. Models positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.
2. Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrates an ability to develop and implement educational programs that meet the individual goals of all students.
3. Demonstrates an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.

COURSE REQUIREMENT

Activities and Assessments

- I. **Discussion/Critique Questions:** Students will read the weekly chapters and respond to the discussion/critique questions posted in Canvas. In your response you will provide a reaction to the chapter read, stating which part of the chapter you liked best and which you liked least giving reasons for your evaluation. Your grade for this assignment will also be based on your response to the responses of two other classmates on a weekly bases.
- II. **Professional Library Book Review:** Each student will review two (2) children and/or adolescents books that they would find useful to add to your professional school counseling library for use with students at your school as bibliotherapy (for individual or small group counseling) or in classroom guidance. One book should be appropriate for children in grades K-3 or grades 4-5, and one for adolescents in middle school or high school. The following information should be submitted for each book selected: title, author, publisher, and a detailed

summary and a recommended use of the book. Each professional library book review is to be completed in no less than two (2) pages. Be prepared to present your book reviews in a 15-20 minutes PowerPoint presentation on the date due.

- III. Counseling Session: Students will choose a school age child (Kindergarten – 12th grade), to conduct a videotaped individual counseling session. The session should be 15 – 20 minutes in length. As the counselor you will use either a Solution-Focused Brief Therapy or Reality Therapy approach in working with your client. In addition to your videotape, you will write a 2 – 3 pages reaction paper critiquing the use of your counseling skills, techniques, and theoretical approach by addressing your strengths and areas to grow. The video will be turned in to the course instructor on a jump drive, on the date due.
- IV. Personal Theory Paper: You are asked to write a 4-5 pages paper outlining a personal theory of brief counseling appropriate to the school setting (level) of your choice. Strive for integration rather than a listing of what you like and do not like from the theories that we have studied. Be sure to clearly include the structure and overall goals of your brief counseling approach in light of wellness and prevention as counseling outcomes. Include a case example demonstrating how you would work with a student using your brief therapy approach. (You may use the client from your individual counseling as your case example). Be prepared to discuss your theory in class.
- V. School Counseling Issue Paper and Presentation: Students will work in groups of 3 or 4 to write a 10 – 12 page paper and make a presentation on a current issue or topic related to counseling children and adolescents in the schools. The goal is to develop a comprehensive program that is a response to your school's (choose a school level) need connected to the counseling issue chosen. The presentation will be 30 minutes in length and will include a PowerPoint presentation with a handout and an interactive class activity to address the issue. Creativity in presentation is expected! Topics must be chosen on the first night of class from the following list: *Absenteeism/Dropout; Disruptive Behavior/Delinquency; Bullying/Cyber Bullying; Mean Girls/Girl Fights; Mentoring Minority Students; Teenage Pregnancy/Teen Parenting; Suicide; Substance Use and Abuse.*

This assignment will address:

- a) The Prevalence of the counseling issue nationally as well as locally.
- b) A detailed description of the Strategies and Interventions activities that will be used in your counseling program.
- c) The Student Outcomes to include the ways you will assess whether students are different as a result of your counseling program (ASCA Mindsets and Behavior Standards).
- d) The Evaluation component which will address the ways you will determine the effectiveness and efficiency for the program for your school developmental level.
- e) A Timeline for the implementation of your program.
- f) To also include an introductory and concluding paragraph in your paper.

METHODS OF INSTRUCTION

The following methods will be used to facilitate learning in this course:

- lecture
- small group activities, including discussions and interactions
- cooperative learning via group projects and activities
- use of media, including video tapes, audiotapes, visual aids
- research via library, internet, interviews, case studies
- simulation via role play, mock testing
- critical thinking exercises - “thinking outside the box”
- writing via reaction papers, evaluation of assessments

Writing Expectations:

Introduction to School Counseling is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style, referring to the APA Manual (5th ed.). Papers will be evaluated based on content, writing, and APA style.**

EVALUATION

- Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work.

Assignment Evaluation

| | |
|----------------------------------|-------------|
| Discussion/Critique Question | 20% |
| Professional Library Book Review | 25% |
| Counseling Session | 15% |
| Personal Theory Paper | 15% |
| School Counseling Issue | 25% |
| <hr/> | |
| Total | 100% |

Grading Policy

A grade of **A, B, C, or F** will be earned based on fulfillment of all course requirements

Grading scale:

| | | |
|-----------|--------------|--|
| A | 93-100% | mastery of content/concepts |
| A- | 90-92 | |
| <hr/> | | |
| B+ | 87-89 | |
| B | 83-86 | good understanding of material |
| B- | 80-82 | |
| <hr/> | | |
| C+ | 77-79 | |
| C | 73-76 | rather basic understanding, more work is needed to perform |
| C- | 70-72 | <i>appropriately and at a professional level</i> |
| <hr/> | | |
| F | <70 | |

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to ***demonstrate exceptional work***.
- Grade in the “B+/B” ranges are very good grades, and signify a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.
- Grades in the “C+/C” ranges indicate that the basic objectives of the course have been achieved, that the student has demonstrated satisfactory mastery of the material of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “F” grade is failing.

POLICIES AND EXPECTATIONS

- The *classroom format is seminar discussion and experiential*. It is not possible to make up the experiences of discussion, demonstration, and practice done in class. In addition, your readings should be completed on the day assigned so you may be able to participate in the discussion.
- *Participation*: You will be required to demonstrate being engaged in every class period via attentiveness and verbal/nonverbal communication. That includes not playing on the internet on your laptop or other activities that are not related to the class.
- *Absences*: missing two classes will result in a “F” for the course; missing one class will result in one letter grade reduction.
- *Punctuality*: being on time is expected. Consistent lateness will also add up and become inclusive as an absence. Additionally, leaving class significantly early two times will be equivalent to one absence. In order to participate, attendance is necessary.
- Attitude also plays a direct role in your grade; therefore, what you put into the course you will get out.
- *Late work*: a 10% penalty will be assessed for late work and each day after another 10% will be deducted. Unless arrangements are made, it will be considered late.
- In *writing papers*: plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade.

- *Academic Honesty*: All students are expected to adhere to the Honor Code as explained in your Mercer catalog. (see the information on Honor Policy below).
- All cell phones must be turned off during class. If there is an expected emergency where you need to be accessible, the phone must be in the “vibrate/silent” mode. In addition, you may not leave during class to answer your cell phone; however, you may respond during break.
- You may bring your laptop to class and use it to take notes. However, if use of your laptop becomes disruptive or if it impedes your ability to attend to subject matter (i.e., surfing the internet, working on assignments for other classes, etc.), you will be asked to shut down your program and leave your laptop at home.
- Please be courteous to the class and refrain from talking during the instruction or when others are speaking. You will also be asked to return promptly from breaks to maintain classroom decorum and assure you don’t miss essential information.
- As noted and stated, mutual respect is requested and will be adhered to.
- If at anytime the professor is unable to attend class, there will be an online classroom discussion assignment on Blackboard for that missed class.

Honor Policy

Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer’s Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System.

“The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

- 1) Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted the professor;
- 2) Copying ideas or facts from another’s papers during a test situation;
- 3) Giving or receiving facts or ideas either verbally or in writing during a test situation;
- 4) Obtaining test questions which a teacher does not release for further reference;
- 5) Obtaining or giving specific information which will be on a test before the test is administered;
- 6) Using unassigned translations in a reading course in a foreign language.

It is to be emphasized that these examples are not the only possible ones. They are listed in order to give the student a general idea of what constitutes an Honor Code violation.

Plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors” (The Lair Student Handbook and Academic Planner 2000-2001, pp. 59-60).

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

Disability Syllabus Statement for Atlanta, Douglas & Henry Co. Campuses

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the Disability Support Services Coordinator to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the Disability Services Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability or with current disabilities who do not wish to use academic accommodations are still strongly encouraged to register with the Disability Services Coordinator and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://campuslife.merceratlanta.org/disabilityservices.html>.

Student Conduct

The University expects students to conduct themselves in a manner, which reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University sponsored events held off campus. Please refer to the Mercer catalog for examples and other information.

Diversity

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

The Code of Ethics for School Counselors

“The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.” Ethical Standards for School Counselors, American School Counselor Association (June 24, 2004). Retrieved January 19, 2008. <http://www.schoolcounselor.org/content.asp?contentid=173>

The Code of Ethics for Educators

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards, which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.”

The Code of Ethics for Educators, Georgia Professional Standards Commission (July 15, 2003). Retrieved August 14, 2003,

<http://www.gapsc.com/Professionalpractices/NEthics.asp>

Internet Resources

Jefferson County School Counselor Resources

<http://classroom.jc-schools.net/guidance/>

School Guidance Counseling Sites

<http://www.portup.com/~lburhans/schoguid.html>

Advancing Technological Literacy among School Counselors

<http://www.schoolcounselor.com/>

National Technology Institute for School Counselors

<http://www.techcounselor.org/nti3/nti.htm>

Professional Organizations

American School Counselor Association (ASCA) <http://www.schoolcounselor.org>

American Counseling Association (ACA) <http://www.counseling.org>

Georgia School Counseling Association (GSCA) <http://www.gaschoolcounselor.org>

Digital Tools

Computer Access: Computer with Macintosh or Windows operating system

Electronic Devices: Printer, Multimedia Projector, Scanner, Digital Camera, CD Burner

Delivery Media: Internet Access (Web Browser, Email, LiveText), CD-ROM, DVD

Current Software: Microsoft Office (Word, PowerPoint, Excel), Adobe (Acrobat) Reader, QuickTime Player or QuickTime

Recommended Professional Journals

ASCA School Counselor

Professional School Counseling

Georgia School Counselor

GSCA Journal

Journal of Counseling and Development

The Career Development Quarterly

The Journal of Multicultural Counseling and Development

Abbreviated Bibliography

American School Counselor Association (n.d.). School counselors: Partners in student achievement. Retrieved November 26, 2005, from <http://www.schoolcounselor.org/files/partners%20in%20achievement.ppt>.

Baker, S.B. (2001). Reflections on forty years in the school counseling profession: Is the glass half full or half empty? *Professional School Counseling*, 5, 75-83.

Campbell, C. & Dahir, R.D. (1997). *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association.

Dahir, C.A. (2000). Principals as partners in school counseling. *The ASCA Counselor*, 38(2), p. 13.

DeVoss, J.A. & Andrews, M.F. (2006). *School Counselors as Educational Leaders*. Lahaska Press: Boston, MA.

Gysbers, N.C. & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*, 4, 246-256. House, R.M. & Hayes, R.L. (2002). School counselor: Becoming key players in school reform. *Professional School Counseling*, 5, 249-256.

Litrell, J.M. & Peterson, J.S. (2005). *Portrait and Model of a School Counselor*. Lahaska Press: Boston, MA.

Paisley, P.O. & McMahon, H.G. (2001). School counseling for the 21st century: Challenges and opportunities, *Professional School Counseling*, 5, 106-115.

Pederson, P.B. & Carey, J.B. (2003). *Multicultural Counseling in Schools: A Practical Handbook* (2nd ed). Allyn & Bacon: Boston, MA.

Pérusse R. & Goodnough, G.E. (2001). A comparison of existing school counselor program content with the education trust initiatives. *Counselor Education and Supervision*, 41, 100-110.

Pérusse, R. & Goodnough, G.E. (2004). *Leadership, Advocacy, and Direct Service Strategies for Professional School Counselors*. Cengage: Upper Saddle River, NJ.

Pérusse, R., Goodnough, G.E., & Donegan, J., Jones, C. (2004). Perceptions of school counselors and school principals for school counseling programs and the transforming school counseling initiative. *Professional School Counseling*, 3, 152-161.

Schwallye-Giddis, P., ter Maat, M., & Pak, M. (2003). Initiating leadership by introducing and implementing the ASCA national model. *Professional School Counseling*, 6, 170-173.

Studer, J.R. (2005). *The Professional School Counselor: An Advocate for Students*. Cengage: Upper Saddle River, NJ.

Whiston, S.C. & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development*, 76, 412-426.

TENTATIVE CLASS SCHEDULE

| <u>Date</u> | <u>Assignment</u> | <u>Activity</u> |
|----------------|---|---|
| Week 1 5/22 | Banks Sklare | Introduction to Brief Therapies that Work in the Schools: Reality Therapy & Solution-Focused Brief Counseling |
| 5/29 | Banks <i>Online Class Sessions</i> | Reality Therapy in the School Techniques that work in the School Setting - discussions |
| Week 2 6/5 | Sklare – Chapters 1 – 2 <i>Online Class Sessions</i> | Counseling in Schools; Setting Goals – case studies, discussions, role plays, discussions |
| Week 3 6/12 | Sklare – Chapters 3 – 4 <i>Online Class Sessions</i> | Discovering and Constructing Solutions; Connecting the Pieces; Goals – case studies, role plays, discussions - <i>Professional Library Book Review due</i> |
| Week 4 6/19 | Sklare – Chapters 5 – 6 <i>Online Class Sessions</i> | Abbreviated SFBC Session; Conducting Subsequent Sessions– case studies, discussions |
| Week 5 6/26 | Sklare – Chapter 7 – 8 <i>Online Class Session</i> | Working with Reluctant & Mandated Students; Expanding Solution-Focused Concepts – Goals – case studies, discussions - <i>Personal Theory paper due</i> |
| Week 6 7/3 | | - <i>Video tape Critique and Paper due</i> |
| Week 7 7/10 | | - <i>School Counseling Issue Paper & Presentation due</i> |

**ALL Readings MUST be done before the class day and time.*

**Please check course website every week for updates on class activities and course assignments.*

Note: This syllabus is a guide that may be amended as needed: the schedule, course topics and course requirements.

All Assignments MUST be emailed to the course instructor on or before the due date.