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**Guidance Program Planning and Management  
Counseling Psychology 270-803**

Spring, 2005  
3 Credits  
Mondays 8-11  
318 Education Building

Office Hours: Monday 1:30-3:30 and By Appointment  
(Children are welcome)

**Course Objectives:**

The purpose of this course is to prepare students for a career as a K-12 school counselor. The school counselor's role is complex and demanding. A competent school counselor needs to acquire many skills such as being a self directed learner, a counselor, a consultant, a teacher, a public relations manager, and a scientist-practitioner. To help students integrate these multiple roles into a coherent professional identity, they will be introduced to an ecological perspective on school counseling.

**Course Requirements**

- 1) Class attendance and active participation.
- 2) Several classroom presentations.
- 3) Active participation in group projects.
- 4) Successful completion of required and optional tasks

**Required Texts (On Reserve at IMC and College Library)**

Baker, S.B. (2000). *School counseling for the 21st century*. 2nd ed. Prentice Hall.

Campbell, C.A., & Dahir, C.A. (1997). *The National Standards for School Counseling Programs*. ASCA, Alexandria, VA.

*The Wisconsin Developmental Guidance Model: A Resource and Planning Guide*.  
Department of Public Instruction, Madison, WI.

**Optional Texts**

Ladson-Billings, G. (1994). *The Dreamkeepers*. Jossey-Bass, San Francisco

Miller, W.R., & Rollnick, S. (1991). *Motivational interviewing: Preparing people to change addictive behavior*. NY: Guilford.

Schmidt, J.J. (1991). *A survival guide for the elementary/middle school counselor*. West Nyack, NY: The Center for Applied Research in Education.

Oaklander, V. (1988). *Windows to our children*. Highland, NY: Center for Gestalt Development, INC.

Grevious, S.C., (1993). *Multicultural activities for primary children*. West Nyack, NY: Center for Applied Research in Education.

## Tasks

There are three required tasks (4, 7, & 9) and you may choose two optional assignments. All tasks, except 4 & 9, can be done in a group. 5 points of your final grade will be determined by classroom participation.

- 1) Design a culturally relevant school-based intervention for students at-risk for academic underachievement or failure. (Optional, 20 points) due April 11
- 2) Demonstrate your understanding of the school counselor's role in a school's reading program. (Optional, 20 points). TBA
- 3) Demonstrate your understanding of the school counselor's role in a school's talented and gifted program (Optional, 20 points). TBA
- 4) Personal theory of school counseling. (Required, 20 points) Due May 2. As part of this task, you will spend at least 3 hours in a school observing and interviewing a school counselor. Additional information on creating a personal theory is included in the course readings.
- 5) Prepare a school counselor's handbook on assessment. (Optional, 20 points). TBA
- 6) Design an evaluation plan for a school counseling program. (Optional 20 points). April 25
- 7) Classroom presentation on Intervention Plan for Specific Challenges. (Required, 25 points) April 11. To accomplish this task, you will research a common challenge facing children and adolescents (e.g., ADHD, disorders of conduct, depression, addictions, special needs students, and develop a school-based and developmentally appropriate intervention. As part of this task, you will present the intervention to the class in a 30 minute presentation.
- 8) Design a parent or teacher education workshop. (Optional, 20 points. TBA
- 9) Prepare a portfolio of your competence as a school counselor. (Required, 10 points). A manual for how to prepare a portfolio is attached to this syllabus. May 2
- 10) Complete a consultation project with an area school counselor. (Optional 30 points) TBA
- 11) Design your own project. (Optional, 20 points). TBA

## **Class Schedule**

January 24<sup>th</sup>                    **Ecological Perspectives in Development and Behavior**

Bronfenbrenner, U. (1979). The ecology of human development. (pgs.3-44). Cambridge, MA, Harvard University Press.

Garcia Coll et al., (1996). An integrative model for the study of developmental competencies in minority children. Child Development, 67, 1891-1914.

January 31st                    **What Do Schools Do?**

Ladson-Billings, G. (1994). The Dreamkeepers. Jossey-Bass, San Francisco

February 7th                    **What do we do when things go right?  
National Standards  
Developmental Guidance**

Baker, S.B. (2000). A balanced approach to school counseling. School counseling for the 21st century. 2nd ed. Prentice Hall.

Campbell, C.A., & Dahir, C.A. (1997). The National Standards for School Counseling Programs. ASCA, Alexandria, VA.

Paisley, P.O., & L.D., Borders (1995). School counseling: An evolving specialty. Journal of Counseling and Development, 74, 150-153.

The Wisconsin Developmental Guidance Model: A Resource and Planning Guide

February 14                    **What are the Core Functions of the School Counselor**

Baker, S.B. (2000). Chpts 2 - 8 School counseling for the 21st century. 2nd ed. Prentice Hall.

Coleman, H.L.K., James, A., Hellman, S., & Tuescher, K. (1995). Portfolio assessment of school counselor competence. Unpublished manuscript. University of Wisconsin-Madison.

Stone, L.A., & Bradley, F.O. (1994). Classroom guidance. Foundations of elementary and middle school counseling (pp. 129-148). White Plains, NY: Longman.

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

February 21                    **Developmental Guidance**

Baker Chpt 9

Cohen, J.J., & Fish, M.C. (Eds.) (1993). Classroom management, (pp. 12-122). Handbook of school-based interventions. San Francisco: Jossey-Bass.

Omizo, M.M., & D'Andrea, M. (1995). Multicultural classroom guidance. In C.C. Lee (Ed.), Counseling for diversity: A guide for school counselors and related professionals (pp. 143-158). Boston: Longwood.

Stone, L.A., & Bradley, F.O. (1994). Developmental school guidance: What does the elementary school counselor do? Foundations of elementary and middle school counseling (pp. 21-40). White Plains, NY: Longman.

Yeates, K. O., & Selman, R.L., (1989). Social competence in the schools: Toward an integrative developmental model for intervention. Developmental Review, 9, 64-100.

Wisconsin School Counseling Association Annual Meeting  
in Stevens Point, February 24,25

February 28<sup>th</sup>

## **What do we do when things go wrong? Risk and Resilience**

Keys, S.G., Bemak, F., & Lockhart, E.J., (1998). Transforming school counseling to serve the mental health needs of at-risk youth. Journal of Counseling and Development, 76, 381-388.

Lundy, M.S., & Rekers, G.A. (1995). Homosexuality: Development, risks, parental values, & controversies. In G. A. Rekers (Ed.), Handbook of child and adolescent sexual problems. (pp. 290-312). NY: Lexington.

Mills, R.C., Dunham, R.G., & Alpert, G.P. (1988). Working with high-risk youth in prevention and early intervention programs: Toward a comprehensive wellness model. Adolescence, 23, 633-660.

Richman, J.M., & Bowen, G.L., (1997). School failure: An ecological-interactional-developmental perspective. In M.W. Fraser, (Ed.) Risk and resilience in childhood: An ecological perspective. pgs. 95-116.

### March 7 **Ecological Model of School-Based Interventions**

Coleman, H.L.K & Tuescher, K.D. School-based interventions for psychological disorders. (pgs. 1-53). Unpublished manuscript.

### March 14 **Ecological Model of School-Based Interventions**

### March 21st **Programmatic Interventions**

Durlak, J.A., & Wells, A.M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. Journal of Community Psychology, 25(2), 115-152.

Hightower, A.D., & Braden, J. (1991). Prevention. In J.R. Kratochwill, & R.J. Morris (Eds.). The practice of child therapy (pgs. 410-440). Allyn & Bacon: Needham Heights, MA.

### March 28<sup>th</sup> **SPRING BREAK**

### April 4<sup>th</sup> **Parent Intervention, Group Counseling**

Bass, C., & Coleman, H.L.K. (1997). Enhancing the cultural identity of early adolescent male African Americans. Professional School Counselor, 1, 48-51.

### April 11 **Individual Counseling**

Miller, W.R., & Rollnick, S. (1991). Motivational interviewing: Preparing people to change addictive behavior. NY: Guilford.

Greenspan, S.I., (1997). Developmentally based psychotherapy. (pgs 7-70). International Universities Press Inc., Madison WI

Oaklander, V. (1988). Chapters 1,2, 3 (pp 1-66), 7 (137-158), and 11 (285-317). Windows to our children. Highland, NY: Center for Gestalt Development, INC.

### April 18<sup>th</sup> **Systematic Evaluation of Performance**

Gybers, N.C., & Henderson, P. (1994). Assessing your current guidance system. Developing and managing your school guidance program (2nd ed.) (pp. 101-134). Alexandria, VA: American Counseling Association.

Lewis, A.C., & Hayes, S. (1995). Accountability in a culturally pluralistic school setting. In C.C. Lee (Ed.), Counseling for diversity: A guide for school counselors and related professionals (pp. 173-188). Boston: Longwood.

April 25<sup>th</sup>

### **Ethics in School Counseling**

Baker, S.B. (1996). Chpt 10 School counseling for the 21st century. 2nd ed. Prentice Hall.

American School Counseling Association (1992). Ethical standards for School Counselors. The School Counselor, 40, 84-88.

Davis, J.L., & Mickelson, D.J. (1994). School Counselors: Are you aware of ethical and legal aspects of counseling? The School Counselor, 40, 5-13.

Tompkins, L. & Mehring, T. (1993). Client privacy and the school counselor: Privilege, ethics, and employer policies. The School Counselor, 40, 335-342.

May 2

### **Termination**

## ANALYTIC SCALE FOR STUDENT ORAL REPORTS

Speaker:

Topic:

Date: \_\_\_\_\_

*After your presentation please use this form to rate yourself and then hand it in along with a copy of all your presentation materials.*

Rating Scale:

Strong	OK	Weak		
5	4	3	2	1
				Comments

Introduction

- Creates interest
- Announces topic
- Previews content

Organization

- Clear main points
- Strong transitions

Conclusion

- Summarizes content
- Effects closure

Content

- Carefully documented
- Relevant

Delivery

- Effective vocal behavior
- Effective physical behavior

Language

- Correct
- Clear

General Comments:

## Portfolio: A Manual for School Counselors

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The purpose of this document is to outline the process for creating a portfolio that can be used by a counselor to demonstrate his or her competence in specific areas. What actually goes in a portfolio is influenced by three factors. The first is the purpose of the portfolio. The second factor involves the awareness, knowledge, and skills of the counselor. The third factor is the context in which the counselor is working. Given the importance of each of these factors, it is not possible to tell someone exactly what should go in a portfolio. This document will provide guidelines for creating a portfolio along with examples. The final decision as to what goes in the portfolio needs to be made by the counselor. I have attached a copy of a manuscript that provide a more in-depth discussion of the value of portfolios

## Step I: Purpose of the Portfolio

The first step in developing a portfolio is to determine its' purpose or goal and how it will be used. This purpose will determine what actually goes into the portfolio. There are several different uses of a counselor's portfolio. For a counselor in training, it could be used to show his or her current level of competence, the areas in which she or he needs to improve, or the progress he or she has made over the course of his or her training period. Such a portfolio could be used by the supervisor to give feedback on progress or to evaluate the counselor's performance. Another purpose of a portfolio can be to demonstrate to a potential employer the skills a counselor currently possesses to do a particular job. For a counselor who is already employed, a portfolio can be used as part of his or her job evaluation, or to demonstrate to an administrator the importance of the counselor's role. In any case, a portfolio always helps the counselor to be more aware of what he or she is, or is not, able to do.

The purpose and use of the portfolio needs to be determined in advance with the supervisor. In this case, the purposes of this portfolio is to (a) identify the current level of counselor competence that 2nd semester students in this department possess, (b) determine the competence the student wants to develop, (c) create a timeline for developing that competence, and (d) a criteria for evaluating the acquisition of that competence.

## Step II: Choosing Evidence

The second step in developing a portfolio is choosing the evidence that demonstrates competence in a particular area. The evidence a counselor uses will be a function of his or her level and stage of competence in a particular area. He or she may be a novice who is only aware of particular types of competence, or an expert who had awareness, knowledge, and skills across a wide range of competence domains.

In School Counseling, there are six areas in which a counselor needs to develop and maintain competence. They are:

**Assessment & Intervention**, individual, group, and organizational  
**Developmental Guidance**, both in classrooms and through programmatic efforts  
**Consultation**, with parents, teachers, administrators, and human service personell  
**Program Management**  
**Professional Identity**  
**Multicultural Competence**

Obviously these are not discrete or unrelated areas of competence. They do, however, represent the range of functions that are part of the school counselor's role.

Once an appropriate piece of evidence is chosen, prepare a competence statement. (See Caption Sheet at end) A competence statement describes what the evidence is, how it demonstrates the counselor's competence and why he or she chose it rather than other evidence.

One concern is creating a portfolio of counselor competence is the confidentiality of the material selected as evidence. Several steps need to be taken to insure that confidential material remain so. The first step is to remove any information that identifies individuals or institutions (unless the portfolio is being used within the institution). If this is not possible,

the individuals whose material is being used must give their informed consent. They need to be told what the material is being used for, who will see it, and how it might effect them. If information about individuals are used, their written permission must be included within the portfolio.

### Step III: Self-Evaluation Statement

Portfolios are designed to include self-reflection and proof of one's self-assessment. The counselor should prepare a statement that describes what he or she believes are his or her strengths, as demonstrated in the portfolio, and the areas in which he or she believes there is room for change, growth, or improvement.

### Step IV: Preparing the Portfolio

Once the evidence is collected and described, the portfolio should be organized in a manner that will allow a third person, who is not familiar with your work, to understand and evaluate the material. The evidence being used will greatly effect the final shape of the portfolio. Accessibility to others should be a factor in what that shape looks like.

### Step V: Evaluation

Depending on the context in which the portfolio is being used, there will be some form of evaluation. When the portfolio is being used as a tool for skill development, it is recommended that feedback be given in a written format that is shared with the counselor and that he or she have an opportunity to respond to that feedback. If the portfolio is being used to evaluate the counselor's overall competence, the portfolio should be reviewed by at least two trained experts and that any inter-rater discrepancy be resolved by a third expert before the evaluation is shared with the counselor and the results are made a part of a permanent personnel file.

### Conclusion

Creating a portfolio can be a time-consuming and anxiety-producing experience. The goal of this investigation is to determine if it also has a beneficial effect on training, self-awareness, and fair evaluation of performance.

## GUIDE TO PORTFOLIOS

### A portfolio is:

[A] purposeful, interrelated collection of student work that shows [his or her] efforts, progress or achievements in one or more areas. The collection includes evidence of [the students'] self-reflection, and their participation in setting the focus, selecting the contents, and judging merit. Activities are guided by performance standards. A portfolio *communicates what is learned* and *why it is important* (Paulson & Paulson 1991, p. 2, bold and italics added).

A portfolio may be used by a counselor trainee to demonstrate his or her competence in one or more areas of counseling (awareness, knowledge and skills). The development of a portfolio is guided by its **purpose** (why it is being developed), its **goals** (what will be demonstrated), and the **context** in which it is created. A portfolio consists of (a) exhibits (work selected for inclusion), and (b) reflections about the selected work.

Each portfolio is the unique creation of its developer, and no two portfolios are exactly the same. Guidelines, rather than specific dictates, are provided to aid in the development of the portfolio. Material can be selected and "deselected" for the portfolio at any time during its development, and the final decision regarding what goes into the portfolio is made by each individual trainee.

## PURPOSE OF A PORTFOLIO

Portfolios generally serve one (or both) of two functions:

1. **Pedagogical** (where the focus is on instruction and learning)
2. **Assessment** (where the focus is on formative and summative evaluation)
  - a. *Formative assessment*—the ongoing assessment of the trainee's progress
  - b. *Summative assessment*—the final, or end-point assessment of the trainee's

status compared to an external, professional standard of excellence

The purpose of the portfolio will guide its development and the types of material selected to be included. At this time, there is greater empirical support for the use of portfolios in instruction and learning than in assessment. In this class, the *primary purpose of the portfolio will be instruction and learning*.

## GOALS

The portfolio should provide concrete evidence of your awareness, knowledge and skill in counseling—it will reflect what you know and are able to do. The portfolio assembled this semester through your 270-860 class might be used to demonstrate:

- (a) Your current level of multicultural counseling knowledge, awareness, and skill
- (b) Your particular strengths and identify areas in which you need more experience
- (c) The progress you have made over the course of the semester

A key component of any portfolio are the **self-reflections** that are required at each step of portfolio development. Self-reflections are documented in brief “*captions*” that accompany each “exhibit” selected for inclusion in the portfolio, as well as in a “*competence statement*” completed at the end of the semester summarizing your efforts and learning. “Caption” forms are provided with this manual to help guide the self-reflection process.

As you review your portfolio over the course of the semester, it will provide the basis for ongoing (formative) self-evaluation, which may be helpful in guiding your future efforts. Although not specifically a part of the study, a review of your portfolio (developed during this class) will be provided at your request.

## STEPS IN DEVELOPING A PORTFOLIO

1. **Determine the function/purpose of the portfolio** — As part of your 270-860 class, your portfolio will be used as a strategy for instruction and learning. It will not be used as a form of assessment for any class-related grade.
1. **Establish learning goals** — what you will demonstrate through the portfolio exhibits
2. **Development of the portfolio**
  - a. ***Table of Contents***—a “working” exhibit which is open to modification and revision as exhibits are selected (and deselected). At the end of the semester, a final table of contents should be included in the front of the completed portfolio.
  - b. ***Competence statement***—also a “working” exhibit during the semester, completed in final form at the end of the semester. The competence statement should include:
    - i. Your goals for the portfolio
    - ii. What you learned (strengths and areas where there is room for change, growth or improvement)
    - iii. The personal meaning of what was learned
  - c. ***Portfolio exhibits/selections*** may be drawn directly from class assignments
  - d. Each selection should be accompanied by a ***brief caption*** with the following information:

- i. Title of the exhibit
  - ii. Date and context in which the item was produced
  - iii. Brief description of the selection
  - iv. Statement as to why the item was selected
  - v. What competence you feel the selection demonstrates
3. **Organization of the Portfolio**—The portfolio should be organized so that a third person, unfamiliar with your work, can understand and evaluate the material.
4. **Establish a Time-line for the Development of the Portfolio** including the date for submission of the completed project (for the purposes of this project, portfolios will be due 12/2/97).

### **CONFIDENTIALITY**

In developing counseling portfolios, steps must be taken to ensure confidentiality of the materials selected for inclusion.

1. Remove any information that identifies individuals or institutions (unless the portfolio is being used only within the institution).

2.

3. If identifying information cannot be removed (i.e. video-tape), the individuals whose material is being used must give their informed consent. A copy of that written consent must be included in the portfolio.

4.

## **CAPTION SHEET**

**Title** (of the exhibit)

**Date**

**Brief description of the selection**

**What competence do you feel the exhibit demonstrates?**

**Why was the exhibit selected (why is this exhibit important to you)?**

**What did you learn as a result of producing this exhibit?**



## MULTICULTURAL COMPETENCE

Culture-Based Interventions	0 1 2 3 4
Techniques and strategies	0 1 2 3 4
Relationship between groups	0 1 2 3 4
Inclusive education	0 1 2 3 4

## PERSONAL FACTORS

Tolerance of ambiguity	0 1 2 3 4
Readiness to take risks	0 1 2 3 4
Self awareness	0 1 2 3 4
Sensitivity to others	0 1 2 3 4
Flexibility	0 1 2 3 4
Enthusiasm for the job	0 1 2 3 4
Self reflection	0 1 2 3 4
Ability to be a life long learner	0 1 2 3 4