



VITERBO UNIVERSITY

COUN 635: Prevention Programming and Interventions in the School

Course Information

Course Title, Number, Section Number: Prevention Programming and Interventions in the School, COUN 635-001

Term & Year:

Number of Credits: 3 Credits

Course Location:

Dates & Times: All meetings will be held at the day/times below.

Weekend 1: Lecture Friday 05:00PM - 10:00PM;

Lecture Saturday 08:00AM - 05:00PM

Weekend 2: Lecture Friday 05:00PM - 10:00PM;

Lecture Saturday 08:00AM - 05:00PM

Weekend 3: Lecture Friday 05:00PM - 10:00PM;

Lecture Saturday 08:00AM - 05:00PM

Instructor Information

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Office Phone: 608.796.3723

Cell Phone: 660.342.6396

Email: cmsmith@viterbo.edu <mailto:jlatten@viterbo.edu>

Instructor Preferred Method/Times for Student Contact: Wed. 2:00 – 3:30 PM on Zoom. You will find the Zoom meeting information on your Moodle course announcements. If this time does not work for you please contact me via email to schedule an appointment that works into your schedule.

Course Description

This course provides an overview of the most up-to-date school-based curriculum, prevention programming and intervention techniques. It encapsulates the school counselor's role in delivery of services using a multi-tiered system of supports (MTSS) within the schools and focuses upon practical applications and techniques that foster collaboration and promote student learning outcomes, social/emotional growth and career development.

Prerequisites: NONE

Methods of Instruction

The expected course outcomes will be presented using a variety of instructional strategies to complement the student's life experiences. Those strategies include, but are not limited to, the following: lecture, group discussion and group problem solving activities, guest speakers, audio visual materials, multimedia technology, outside assignments, class presentations, and in class activities/discussion.

Required and Recommended Course Materials

Course Texts:

1. Erford, B. T. (2016). *Professional School Counseling: A Handbook of Theories, Programs, and Practices*, 3rd Edition. Austen, TX: PRO-ED.
2. Portman, T. A. A., Wood, C., & Frye, H. J. (2019). *Critical incidents in school counseling*, 3rd Edition. Wiley. ISBN: 978-1-119-09831-7

Course readings on Moodle

Additional readings provided on Moodle.

1. Ockerman, M. S., Mason, E. C. M. & Feiker-Hollenbeck, A. (2012). Integrating RtI with school counseling programs: Being a proactive professional school counselor. *Journal of School Counseling*, 10(15).
2. Ziomek-Daigle, J., Goodman-Scott, E., Cavin, J., & Donohue, P. (2016). Integrating a multi-tiered system of supports with comprehensive school counseling programs. *Professional Counselor*, 6(3), 220-232.
3. Lund, E. M., Blake, J. J., Ewing, H. K., Banks, C. S. (2012). School counselors' and school psychologists' bullying prevention and intervention strategies: A look into real-world practices. *Journal of School Violence*, 11(3), 246-265.
4. Polanin J. R., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-based bullying prevention programs effects on bystander intervention behavior. *School Psychology Review*, 41, 47-65.
5. DeVoogd, K., Lae-Garon, P., & Kralowec, C. A. (2016). Direct instruction and guided practice matter in conflict resolution and social emotional learning. *Conflict Resolution Quarterly*, 33(3), 279-296. *Conflict Resolution Quarterly* v33 n3 (Spring 2016): 279-296.
6. Smith, H. M., Evans-McCleon, T. N., Urbanski, B., & Justice, C. (2015). Check-in/Check-out intervention with peer monitoring for a student with emotional behavioral difficulties. *Journal of Counseling and Development*, 93(4), 451-459.
8. McCormick, M. P., Capella, E., O'Connor, E. E., & McClowry, S. G. (2015). Context matters for social-emotional learning: Examining variation in program impact by dimensions of school climate. *American Journal of Community Psychology*, 56 (1-2), 101-119.

9. Burkhard, A. W., Gillen, M., Martinez, M. J., & Skytte, S. (2012). Implementation challenges and training needs for comprehensive school counseling programs in Wisconsin high schools. *Professional School Counseling*, 16(2), 136-145.
10. Knight, J. L. (2015). Preparing elementary school counselors to promote career development: Recommendations for school counselor education programs. *Journal of Career Development*, 42 (2), 75-85.
11. Reddy, L.A., & Newman, E. (2009). School-based programs for children with emotional disturbance: Obstacles to program design and implementation and guidelines for school practitioners. *Journal of Applied School Psychology*, 25 (2), 169-186

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings and integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

School Counseling Program Mission

The mission of the Viterbo University Master of Science in School Counseling graduate program is to prepare professional counselors to be interpersonally skilled and culturally competent in meeting the diverse needs in a K-12 school environment by assisting in the resolution of academic, vocational and social/emotional concerns. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Student Learning Outcomes

COUN 635 Standards/Assignment Alignment Chart

This course is aligned with the following national, professional and state standard for school counseling. Please refer to the following documents for more information: The Council for Accreditation of Counseling and Related Educational Program (2016). CACREP Standards; and, Wisconsin School Counseling: Licensing Program Guidelines.

Student Learning Outcomes	Standards (CACREP)	Assignments
1. Students will demonstrate awareness of the components of whole-school intervention programming in academic achievement, career development, and social emotional learning.	<i>5.G.3.d. interventions to promote academic development</i> <i>5.G.3.e. use of developmentally appropriate career counseling interventions and assessments</i>	Course readings, lecture, case studies Prevention Program development project

2. Students will understand the school counselor's role in implementing prevention programming efforts of PBIS, Bullying Prevention Programming, transition planning, conflict resolution, academic development and Peer Helpers programs within the schools	5.G.3.d. <i>interventions to promote academic development</i> 5.G.3.m. <i>strategies for implementing and coordinating peer intervention programs</i> WI SC #3 WI SC #7	Course readings, lecture, case studies, role plays, Prevention Program development project
3. Students will be to discuss interventions that promote academic development, academic and career planning and the interventions aimed at increased promotion, graduation rates and college and career readiness.	5.G.3.g <i>strategies to facilitate school and post-secondary transitions</i> 5.G.3.i. <i>approaches to increase promotion and graduation rates</i> 5.G.3.j. <i>interventions to promote college and career readiness</i> 5.G.3.k <i>strategies to promote equity in student achievement and college access</i> WI SC 6	Class discussion, Class readings, small group activities.
4. Students will be able to recognize the symptoms and characteristics, risk factors, and warning signs of students who may be struggling with mental health issues	2.F.3.c. <i>theories of normal and abnormal personality development</i> 5.G.2.g. <i>characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</i> 5.G.2.h. <i>common medications that affect learning, behavior, and mood in children and adolescents</i> 5.G.3.h. <i>skills to critically examine the connections between the social familial, emotional, and behavior problems and academic achievement.</i>	Class readings, class presentation, class discussion, case studies
5. Students will understand their role and demonstrate essential individual and small group counseling skills in working with K-12 students individually using short-term counseling techniques	5.G.3.f. <i>techniques of personal/social counseling in school settings</i> WI SC 5	Small group counseling demonstration, Role play counseling sessions
6. Student will demonstrate the ability to analyze, select and evaluate prevention programs for the schools.	5.G.3.b. <i>design and evaluation of school counseling programs</i>	Prevention Program development project
7. Students will be able to discuss and present on a topic related to student mental health interventions appropriate to the school	5.G.2.g <i>characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</i> 5.G.3.h. <i>Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement.</i>	Class Presentation

Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides)	Assignments
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<p>2. Students will understand the school counselor’s role in implementing prevention programming efforts of PBIS, Bullying Prevention Programming, transition planning, conflict resolution, academic development and Peer Helpers programs within the schools</p>	<p>3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies addressing issues including social/emotional competence, conflict resolution, peer mediation, bullying prevention, and crisis management</p> <p>7. Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transition such as, home to elementary school, elementary to middle to high school, and high school to a variety of postsecondary options</p> <p>WI PI 34.022(4): Conflict resolution, including all of the following: (a) Resolving conflicts between pupils and between pupils and school staff. (b) Assisting pupils in learning methods of resolving conflicts between pupils, including training in the use of peer mediation, and between pupils and school staff. (c) Addressing crises, including violent, disruptive, potentially violent, or potentially disruptive situations that may arise in a school or during activities supervised by school staff.</p>	<p>Prevention Program development project</p> <p>Role Play #1 & #2</p> <p>Mock Individual Counseling Role Pay #2</p>
<p>3. Students will be to discuss interventions that promote academic development, academic and career planning and the interventions aimed at increased promotion, graduation rates and college and career readiness.</p>	<p>6. Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development</p>	<p>Class discussion, case study, Intervention paper parts I and II.</p>
<p>5. Students will understand their role and demonstrate essential individual and small group counseling skills in working with K-12 students individually using short-term counseling techniques</p>	<p>5. Demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students’ social/emotional, academic, and career development throughout their Pk-12 school experience</p>	<p>Small group counseling demonstration</p> <p>Individual counseling mock practice sessions</p>

Evaluation Method

Grading Criteria

A = 95–100%	AB = 89–94%
B = 84–88%	BC = 79–83%
C = 74–78%	CD = 69–73%
D = 64–68%	F = <64%

Assignments	Points
Professional Dispositional Traits	10
Prevention/Intervention Presentation	30
Small group demonstration	20
Intervention Paper Parts I and II	40
Total	100

Evaluation of assignments and graded activities

All students are expected to demonstrate Required Competence in order to receive credit for the course. The different levels of possible competency attainment will be assessed for this course as follows:

Below Competence: Demonstrates an insufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course. As a mastery course, the student will be provided an opportunity (if time permitting) to resubmit prior to the end of the semester in order to minimally meet the requirements for the course assignment.

Required Competence: Demonstrates a sufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course.

Intermediate Competence: Meets the Required level of Competency, *and* demonstrates the ability to consider competing needs and opposing perspectives involved in the knowledge and skills outlined within the course assignment and overall purpose of the course. This may include the grounding of assertions and recommendations from not only course readings, but related research from the counseling literature as well. The student has demonstrated a proficiency at the level that is expected of graduate level MHC student.

Advanced Competence: Meets the Intermediate level of Competency, *and* demonstrates a depth and breadth to the knowledge and skills outlined within the course assignment and overall purpose of the course that *exceeds* expectations. This may include the grounding of assertions and recommendations from course readings, related research from the counseling literature, and an extension of the assignment relevant to the course and the professional curiosity and development of the student. The student has demonstrated a proficiency at the level that is expected of an advanced graduate level MHC student. (90-100%)

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Communication via E-mail

All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial

211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

Written Assignments

Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

COVID-19

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19

and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo’s goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.