Copy of: COSC 660 | School Counseling Collaborative Model Template

by David Beachboard

School Counseling Collaborative Model Template

Component #1: Professional Identity

1) Grounded in knowledge of history and trends in the profession, student describes roles and functions of the contemporary professional school counselor in relation to others within and outside of the school in planning and implementing a collaborative model for school counseling.

2) Student demonstrates an understanding of professional credentials, associations, organizations, preparation standards, and the ASCA National Model in advocating for an appropriate professional identity and collaborative program.

3) Student uses specific examples to illustrate the components listed above.

As a counselor, you must understand that the world and education are both changing. The counselor of the past played more a vital role in the guidance toward career and planning, which has flipped now and added that a counselor is at all times to look out for the well-being of their students, to meet student needs and to understand that they are an advocate for all students (ASCA, 2019). The counselor of today must understand there are many people involved in the life of the student and that the counselor must involve all of the stakeholders that play a role. The counselor should work not only with the student but they team of staff, parents, community organizations and anyone playing a role in students life to best advocate for them. This will require a reach much beyond the school buildings walls and has become a much more involved relationship between counselor and student to make sure that everything you are advocating for the student is being completed (Mrvar & Mažgon, 2017). As the counselor roles grow and change, it may be important to talk to the adminstration about the roles the school counselor has and where you will be most useful because they may not understand all the professional changes that have progressed in the career in more recent years and how a counselor of today may be able to greatly increase their role from times past (Bardhoshi & Duncan, 2009).

Component #2: Consultation and Collaboration

1) Student describes how consultation and collaboration is used in working with other in the school, community, and family to promote student personal-social, career, and academic development and identifies community resources to aid students and families toward this end. Attach a Word file with a list of 10 resources with contact information to this component in the LiveText Template).

2) Student identifies and describes models of consultation and approaches to collaboration (at least two of each) and identifies the approach used to create their collaborative model for school counseling.

3) Student compares and contrasts consultation and collaboration.

In the modern counseling approach a counselor is to collaborate with all stakeholders involved in the students environmental make up. This includes things such as teacher meetings, meetings with family members, as well as meeting with outside agencies involved in students success. The counselor is there to ensure that all measures are being taken advantage of and that they are advocating for a safe and healthy learning environment for the student. These meetings are to support the student as well as the parents or others in creating an environment that reflects all the resources being available to the student in need of them. Erford (2019) states that collaboration is about working to ensure that you are acting in the best interest of the student in the decisions being made. The collaboration can come in various forms and Erford (2019) talks of these various forms with students. These can be things like collaborative-dependent and collaborative independent approaches with students in that the counselor is working with the student and the stakeholders to decide on the best plans available for that student and ones that will benefit all the people invloved to create the neccessary learning environment that the student needs. Consultations are relationships that the counselor is advocating for the student and planning goals or things through meetings based upon what they think will benefit them as opposed to collaboration which will involve the whole party to work together to reach solutions.

Attachments Community_Resource_Page.docx

Component #3: Systems- and Academic-Focused

1) Student describes their role as a systems change agent, how this collaborative model aligns with the academic- and systems-focused paradigm for school counseling, identifying strategies for closing the achievement gap and preventing dropping out of school.

2) Student describes specific strategies, programs, and approaches to engage students with psychoeducation which provides social-emotional, career, and academic support

and includes as example of one of these programs by attaching it as a PowerPoint file in this component of the LiveText template.

3) Student discusses the personal significance of this component to future work as a professional school counselor.

School counselors are advocating for many things and to effectively be able to see if the programs are working or not for them, they must be able to evaluate them. Counselors must look at the programs that they create and analyze them to see if they are efficiently meeting the standards of what they expect as well as the professional responsibilities they owe to the school and students. If a counselor fails to have data and support in the programs they establish they will not be able to support that they are advocating for their students and ultimately fail to efficiently see the changes taking place as a result of these programs. A major issue in education is the gaps and the dropout rates, as a school counselor it is important to understand the ways you can close these gaps and lower the amount of dropouts as it is part of your duty to do so. If the counselor is effectively implementing these programs and looking to close the gap, they will most likely be achieving a healthy learning environment for the students at the school and will be pushing the students toward academic goals but also giving them all the necessary resources to be successful as well. As a future school counselor it is imperative that I am able to understand my role in the school and how big of a part I will play in promoting the academic success of all students. With that being said it is important that I note it is not only academics but also a large part in the social and emotional welfare of my students. By understnading the large role I have in this, I will be able to take into account that I am a leader and advocate for them and that I will effectively be able to provide my students an environment in which they can safely learn while having a great amount of support around them as well. They will look to me and the staff as people they can trust to better their lives if we are effectively putting systems into place that are successful and have the data to prove it.

Attachments High_School_4_Year_Planning.pptx

Component #4: Advocacy and Leadership

1) Student describes how advocacy and leadership is to be used in this model to promote student learning, social justice, equity, access, attainment, and systemic change, and to empower self-advocacy. Student gives an example of how barriers will be assessed and identifies the advocacy processes and/or changes to educational policy, programs, and practices needed to remove the barrier(s) presented in their example.

2) Student describes characteristics and styles of effective leadership including team building within and outside of the school that promotes student learning. Student briefly identifies the functions of student assistance programs, curriculum, and advisory councils.

3) Student identifies the personal attributes held by school counselors that may be helpful in leadership and advocacy.

In society today, more prevalent than ever is a matter of promoting equity among all. In the school this is a counselors goal to make sure that each student is provided the equal opportunity of a safe learning environment. The school counselor must promote equity for all their students and understand that they are the main advocate for this in the school. An effective counselor is able to look at their school as whole and identify the populations that are not being given equal opportunities. These can be because of social class, race, learning disabilities, religions, as well as various other limitations that are being held against students. Being able to identify these is the first step and a counselor must be able to step back and look at the cultures within their schools to do so. It is then the job of the school counselor to identify the barriers at hand and implement programs that will break those barriers. As the counselor once the barrier is identified it is important you look at why it is there and the ways that you are going to create this equity for the students that are being limited. Being an effective leader, the counselor would call a meeting with the various stakeholders and first identify that there is a problem. Once identified, the collaboration begins both within the school and within the community around the school to ensure fair and equal learning is being applied to all the students and in a safe environment (Erford, 2019). Assistance programs are created to track progress, while the curriculum is also matching up with what the intentions of the program are to create equity. An advisory council will be able to look at the overall success of the program and help to suggest changes they see to the program in areas they believe while also being able to address concerns among peers that can help to finely tune the program. To be a school counselor that is advocating and creating this environment it is important that you are an example and carry integrity into the career. It is important that a school counselor is also compassionate because you will need to be able to take difficult situations or uneasy topics and be able to give care to the students. The counselor must be open to suggestions and willing to make changes as the career is often changing and you will have to be able to understand different viewpoints over time as well.

Component #5: Ethical and Legal

1) Student identifies legal and ethical (identify specific ethical standards of ASCA and AACC) issues associated with cases related to: a) student expressing suicide ideation, b) suspected child abuse/neglect, and c) incidents of bullying/cyber-bullying. Student provides an example of the use of referral in one of these instances.

2) Student briefly identifies actions he or she plan to take as a part of the collaborative school counseling model in cases of: a) student expresses suicide ideation, b) suspected child abuse/neglect, and c) incident of bullying/cyber-bullying.

3) Student identifies potential issues he or she may experience when faced with issues noted above.

In the ASCA (2016) if a student is a harm to themselves or others it is our duty as the counselor to report this and as a minor it is reported to the parents as well. The students that are having suicidal thoughts can pose some ethical issues due to the situations that they face at home. If there is a link between these thoughts and what is happening at home the counselor should look to identify that link and work to prevent it or take action if necessary to act on the students behalf. A student who is battling child abuse would have a referral in the instance of an outside agency being contacted to go and act on the behalf of the child and remove them from an unsafe environmnet. Legally as a counselor, if there is a report of child abuse then it must be reported and you are held responsible for the information which can tie you in legally if you neglect the child. In the incident of cyber bullying among students, the counselor must assess what the bullying is about and why it is occurring. This can be an issue ethcially if the counselor does not act in the best interest of all studnets by looking to create a safe environment for all. As the counselor I would take action by making sure I am meeting my legal obligations and then working to ensure safety of my students. For suicide and child abuse the legal card plays a larger role but I would look to give risk assesments and try to understand why the thoughts or the action is occurring after reaching out those legally involved. The cyber bullying would be something I would look to create a classroom intervention through a guidance program in which I would be able to address a concern of cyber bullying among all my students, this would look to create a safer environment among all them and make sure that we bringing attention to a problem as whole. Issues that I could face as the counselor spawn from the importance of relationship and trust for me. In situations that a student ask me to keep things private and I am legally obligated to share them, I will feel as if I have broken the confidence they have that they can talk to me in confidence. I also as a Christian see how some of the issues that arise may be difficult for me to understand as I have a different world view than them and I have to acknowledge that I am still able to help this student.

Component #6: Multicultural

1) Student identifies how this collaborative model uses individual, group, family, and community strategies and multicultural competencies to advocate for diverse populations.

2) Student describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed in this collaborative model, and how the models promotes a positive, caring, and safe learning environment. Student identifies strategies to developing one’s own cultural self-awareness and competence.

3) Student shares reflections on the significance of multicultural sensitivity to his or her work as a professional school counselor.

All school counselors should examine their knowledge of differences in cultures and the competence they have about various cultures. The research should be done by the counselor to ensure they know the prevalent cultural differences in their own schools. By using the individual, group, community, and family model the counselors can look at all involved sections to best advocate for multicultural student bodies. It is important that the counselor takes into the account the effect that culture can have on academics and that they are making sure there are opportunities that are equal for the success of all diversities. The counselor in the school must be able to be sensitive to culture as students will feel like they are safer when it is acknowledged for them and the different cultural impacts on them are identified. The danger of this can come from a counselor neglecting to identify these cultures and could even result in the hinderance of a safe educational environment. It is also important that we can create a safe environment and make sure that things such as stereotypes do not exist in our own beliefs but as model for teachers as well (Rust, 2019). When it comes to multicultural competence, this is the area that we must self-reflect and be able to realize our own biases before we are able to assist others and promote change. By attending workshops or conferences the counselor can also make sure that they are bringing about self-awareness and competence (Erford, 2019). Moving into counseling I want to make it important that I show sensitivity to the cultures within my school. As a new counselor it will be important to be sensitive because I will still be learning and growing in my career, as I grow I should also be able to increasingly help these groups and understand the struggles they may have or the best ways that I can advocate for their own success.

Component #7: Writing

Student uses correct grammar, punctuation, sentence structure, and spelling.

Component #8: Scholarly Writing

Student includes at least three peer-reviewed journal articles to support suppositions.

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.

References

American School Counselor Association. (2019). Asca National Model: A Framework for School Counseling Programs (4th ed.)

Bardhoshi, G., & Duncan, K. (2009). Rural School Principals' Perception of the School Counselor's Role. The Rural Educator, 30(3), 16-24. http://ezproxy.liberty.edu/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Frural-school-principals-perception-counselors%2Fdocview%2F220952476%2Fse-2%3Faccountid%3D12085

Erford, B. T. (2019). Transforming the school counseling profession (5th ed.). Pearson.

Mrvar, P. G., & Mažgon, J. (2017). THE ROLE OF THE SCHOOL COUNSELLOR IN SCHOOL–COMMUNITY COLLABORATION: THE CASE OF SLOVENIA. International Journal of Cognitive Research in Science, Engineering and Education, 5(1)http://dx.doi.org/10.5937/IJCRSEE1701019G

Rust, J. P. (2019). Addressing the Sociocultural Determinants of African American Students' Academic Achievement: The Four Themes of the American School Counselor Association's National Model and the Role of School Counselors. Urban Education, 54(8), 1149–1175. https://doi.org/10.1177/0042085916636657

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