

COURSE TITLE: COUNSELING SKILLS FOR EDUCATORS

WA CLOCK HRS: 50

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

OREGON PDUs: 50

PENNSYLVANIA ACT 48: 50

INSTRUCTOR: Michael Sedler
mike@communicationplus.net

COURSE DESCRIPTION:

In today's educational world, it is not uncommon for one to have the need for counseling strategies as well as teaching strategies. In this day of abuse, suicide, gangs, violence, drugs to name a few, educators are being asked to be not only academically proficient, but to be quasi-counselors. This course will provide educators with basic skills and guidelines for a wide variety of student situations where counseling skills would be valuable. Specifics will include conflict resolution, classroom discussions, individual discussions, and student centered groups.

The focus **will not** be to have each person become a counselor, but instead to be able to effectively ask questions, direct discussions toward resolution and to know when to refer a person on to others. This course will be helpful to all teachers, counselors, support service personnel, specialists and administrators. Increasing student communication will be addressed and specific models will be presented. At the conclusion of this course, each person will feel more equipped to handle daily situations and specific problems. Whether a student is in need of relationship guidance, frustrations at home, problems on the playground or general social skills, each person will have an increase in confidence and skills to aid students.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Identified factors contributing to student withdrawal.
2. Developed strategies to address classroom disruption and problems.
3. Intervened effectively with questions and re-focus discussions.
4. Listed intervention strategies for different areas of dysfunction as they apply to students.
5. Organized and run a classroom meeting.
6. Assessed appropriate interventions and integrate them into daily routines in schools.
7. Addressed preventative methods within the school system for students.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your

district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Chosen text from Bibliography plus all handout materials, case study, and samples. Text may be purchased directly from publishing companies.

A list of all companies and phone numbers is located in the back of the Student Manual.

None. All reading is online.

MATERIALS FEE

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com/> without charge, once you have registered for this course. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Counseling Skills". It will download as a PDF. While there is no fee for the manual, you may have to pay in order to order a book from the bibliography. Or, you may borrow one from a friend or check one out at the public library for free.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1: Read a Book.

Read book from bibliography of your choice. (If doing this class as a group, each person should read a book.)

Assignment #2: Read the Manual/Complete Worksheets.

Read all enclosed material in the manual and **send all designated ones to the instructor.**

Send to instructor: mike@communicationplus.net, Subject Line to read ?Counsel #2.?

Assignment #3: Literature Review.

Review literature (minimum of four (4) magazines, journals) on general topic of counseling.

Create an Annotated Bibliography. The annotation should include Title, Author, Publisher (or URL), length of article and a paragraph review of information contained.

Add your opinion of the value of the contents of each article.

Send to instructor: mike@communicationplus.net. Subject Line to read 'Counsel #3.'

Assignment #4: Case Study.

Read the enclosed case study in the manual, answer questions.

Send to instructor: mike@communicationplus.net. Subject Line to read ?Counsel #4.?

Assignment #5: Classroom Observation.

Observe another classroom, noting the types of questions asked by instructor.

Assignment #6: "Listening" & "Questioning" Responses.

Fill out "listening responses" and "question responses" forms in manual.

Assignment #7: 2-Week Journaling.

Keep a 2-week journal of your listening and question responses in the classroom or with other educators. A minimum of 3 entries per week.

There is a sample page in the manual.

Send to instructor: mike@communicationplus.net, Subject Line to read ?Counsel #7.?

Assignment #8: Self-Rating Checklist.

Complete the "self-rating checklist."

Write 1-page analysis of your assessment.

Send to instructor: mike@communicationplus.net, Subject Line to read ?Counsel #8.?

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #9: Run a Class Meeting.

Run a class meeting (guideline given in the manual.)

Send to instructor: mike@communicationplus.net. Subject Line to read 'Counsel #11.'

Assignment #10: Lesson Development.

Assignment #10: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A: **(SEND commentary to Instructor)**

- Develop a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 2 page commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.

(The following is encouraged but not required):

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

OR

Assignment #B: **(SEND lesson and summary to Instructor)**

Use this option if you do not have a classroom available.

- Develop a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

(The following is encouraged but not required):

- Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.
- Please email a copy to [Yvonne Hall \(yvonne@hol.edu\)](mailto:yvonne@hol.edu) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog)

Send to instructor: mike@communicationplus.net, Subject Line to read ?Counsel #10 (A or B.)?

Assignment #11: (500 level only)

In addition to the 400 level assignments, complete **one (1)** of the following options:

Option A) Read two (2) additional articles on line about counseling techniques or strategies. Write a 2-3 page summary paper.

Send to instructor: mike@communicationplus.net, Subject Line to read ?Counsel #11-A.?

OR

Option B) Write a summary of chosen book read for class (3 pages.)

Send to instructor: mike@communicationplus.net, Subject Line to read ?Counsel #11-B.?

OR

Option C) Choose an assignment of your own (with approval.)

Send to instructor: mike@communicationplus.net, Subject Line to read ?Counsel #11-C.?

C. INTEGRATION PAPER

Assignment #12: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching "adult learning classes" since the mid 1980's and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found ongoing success in implementing Mike's clear and concise approaches.

BIBLIOGRAPHY

COUNSELING SKILLS FOR EDUCATORS

You may pick a book not on the list, with the instructor's approval.

To order a book, contact the publisher or purchase through a bookstore, on-line, or other retail outlets.

Cline, Foster and Fay, Jim. *Parenting With Love And Logic..* Love and Logic Institute, 2006. New approaches to working with children (grades K – 12.) www.loveandlogic.com 800 455 7557.

Erickson, K.H. *Choice Theory.* CreateSpace Publishing, 2014. Evaluating ones life and outlook on life. Grades P-12. www.createinspace.com

Fitzell, Susan Gingras. *Transforming Anger to Personal Power.* Research Press, 2007. Teaching anger management (grades 6 – 12.) www.researchpress.com 800 519 2707.

Gartell, Dan. *A Guidance Approach For the Encouraging Classroom.* Cengage Learning, 2010. Positive approaches for helping children (grades P-12.) www.cengage.com 800 354 9706.

Nelsen, Jane. ***Positive Discipline in the Classroom.* Crown Publishing, 2013. Create cooperation and self-discipline in students (grades K – 12, series.) www.crownpublishing.com .

Randall, Kaye and Bowen, Allyson. *Mean Girls.* Youthlight, Inc., 2012. Creative strategies for working with relational aggression/bullying (grades 3 – 12.) www.youthlight.com 803 345 1070

Reyes, Carmen. *Thinking, Feeling, Behaving.* Research Press, 2012. Helping children address thoughts and consequences (grades K

– 12.) www.createinspace.com

Schab, Lisa. *The Self-Esteem Workbook for Teens*. New Harbinger Publications, 2013. Strategies to teach teenagers to navigate difficult emotional roads. www.newharbinger.com 800 748 6273.

Schmidt, John. *The Elementary/Middle School Counselor's Guide*. Jossey-Bass Publishing, 2010. Strategies for effective communication in difficult situations. P-12th grade. www.wiley.com 877 762 2974.

Sedler, Michael. *When to Speak Up and When to Shut Up*. Revell Books, 2006. Communication book discussing anger, avoiding power struggles and building relationships. Grades 4-12. www.bakerbooks.com 800 877 2665. (faith based book).

Sklare, Gerald (Bennett). *Brief Counseling That Works*. Corwin Press, 2014. Grades P-12. www.corwinpress.com 800 233 9936.

Waterman, Jill and Walker, Elizabeth. *Helping At Risk Students*. The Guilford Press, 2009. Diverse strategies for working with elementary and secondary students. Grades 5th -10th. www.guilford.com 800 365 7006.

Wright, Jim. *No Putdowns*. Courage To Change, 2006. Fifty lessons to help encourage understanding and respect (K – 8 series.) www.couragetochange.com 800 440 4003.