

**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.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

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**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants 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.

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**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%
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### **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**

Each student will choose their own textbook for this course which allows for personal areas of focus within the course information. At the end of the course manual is a bibliography of potential books. However, feel free to pick one not on the the list that is compatible with this course.

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**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

#### **Assignment #1: Read The Manual.**

Read the entire [manual](#) and send a one page summary of what you hope to learn in this class. Everyone taking the class, including in groups, must complete this assignment. Download the current manual from my website.

#### **Assignment #2: Read Your Chosen Book.**

Read a book from the bibliography or one of student's choice. If taking this course in a group, each person should read a book. Only one person needs to write a summary.

Critique the book based on personal experiences and insights. **Write a 2-3 page paper.**

#### **Assignment #3: Literature Review.**

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

Create an annotated bibliography. The annotation should include Title, Author, Publisher (or URL), and a paragraph review of information contained. Add your opinion of the value of the contents of each article. Turn in this assignment (**2 pages**).

#### **Assignment #4: Complete Manual Worksheets.**

Complete the following pages:

Case Study p.14

Self-Rating Checklist p. 38

(write a **1-2 page summary** for each page)

**Assignment #5: Classroom Observation.**

Observe another classroom. Write out the questions or statements made by the educator and label them based on page 16 (listening responses) and page 18 (questioning responses). Please have at least **four (4) statements for each page** (4 listening, 4 questioning). There are examples on the worksheet pages. **Turn in this assignment.**

**Assignment #6: “Listening” & “Questioning” Responses.**

Fill out "Listening Responses form" (p. 17) and "Question Responses form" (p. 19) in the manual. **Turn in this assignment.**

**Assignment #7: Two Week Journaling.**

Keep a 2-week journal of your listening and question responses in your classroom, in your area of work, or with other educators. A **minimum of 5 entries per week**. Sample page (p. 50) in the manual. **Turn in this assignment.**

**Assignment #8: Student in Crisis.**

Review the “Students in Crisis” topics found on pages 40-46. Choose a student you have had that falls into one these categories. How did you handle the situation and what would you do different now? **Write a 2 page summary.**

**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 do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

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**Assignment #9: Run a Class Meeting.**

Run a class meeting (guideline given in the manual on page 27). This only needs to be about 10 minutes or so. Choose an appropriate topic (difficulties with transitions, recess, being on time, teaching a specific topic, etc). Allow students to share and you be the facilitator. **Write a 1-2 page summary.**

**Assignment #10: Lesson Development.**

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

Assignment #A:

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.

OR

Assignment #B:

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.

### Assignment #11: (500 level only)

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

Option A) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Develop a plan for the implementation of these ideas. **(1-2 pages)**.

OR

Option B) Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. **Minimum of 15 slides**. Save this as a pdf.

OR

Option C) Another assignment of your own design, with instructor prior approval.

### 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)**

Write a 400-500 word Integration Paper answering these 5 questions:

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?
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#### 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, M.S.W., D. Min.**, brings over 40 year of educational experience as a special education director, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the United States and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification. Mike has worked with children of all ages, specifically with children exhibiting behavioral challenges, mental health concerns, and characteristics of Autism Spectrum Disorder. In addition, he taught general education classes in the elementary school and middle school arenas. All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found success in implementing Mike's clear and concise approaches. All of his course material may be immediately implemented into a school or a home.

#### 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.**

**Brackett, Marc. Permission to Feel. Celadon Books, 2019. Addresses the mental well-being of children and adults. (P-12). [www.celadonbooks.com](http://www.celadonbooks.com)**

**Campbell, Elizabeth. Helping Skills Training for Nonprofessional Counselors. Routledge Publications, 2019. Skills for adults who work with children. (P-12) [www.routledge.com](http://www.routledge.com)**

**Childs, Camille and Jones, Bryan. Feelings and Dealings. Ofunlo Inc (dba- game on family), 2019. [www.gameonfamily.com](http://www.gameonfamily.com) This social emotional storybook supports emotional health and connections. (P-3).**

**Crowder, Amanda and Weed Phifer, Lisa. CBT Toolbox for Children and Teens Bundle. PESI Publishing, 2019. <https://publishing.pesi.com> Worksheets and activities to help children work through emotions (grades 3-12).**

**Hempen, Brandy. 10 Techniques to get Students Talking. Independently Published, 2022. Practical ideas for communicating with students. (K-8). [www.amazon.com](http://www.amazon.com)**

**Hurley, Katie. The Depression Workbook for Teens. Althea Press, 2019. [www.amazon.com](http://www.amazon.com). A workbook to help teens work through feelings of depression (grades 7-12).**

**Karapetian, Alvord. Conquer Negative Thinking for Teens. Instant Help, 2017. How to break nine negative thought habits (P-12). [www.newharbinger.com](http://www.newharbinger.com).**

**Peterson, Jean. How and Why to Get Students Talking. Free Spirit Publishing, 2019. 78 group discussion on a variety of topics (anxiety, self-esteem, relationships). (grades 3-12). [www.freespiritpublishing.com](http://www.freespiritpublishing.com)**

**Stuart, Dave. The Will to Learn: Cultivating Student Motivation. Through love and commitment, reaching students and enriching lives. Corwin Press, 2023. [www.corwin.com](http://www.corwin.com)**

**Tierney, Jeff. Teaching Social Skills to Yourth. Boys Town Press, 2022. An easy to follow guide to teach life skills and prosocial skills. (P-12). [www.boystownpress.org](http://www.boystownpress.org)**