



COLLEGE OF
EDUCATION
COLLEGE OF EDUCATION
Seattle University
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The College of Education's Conceptual Framework

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION

Course: COUN 5090
Title: Comprehensive School Counseling
Building/Room: Loyola, 302
Day/Time: Wednesdays, 5:00-7:40
Term: Fall 2022

INSTRUCTOR

Professor:
Office hours:
Phone:
Email:

COURSE MATERIALS

Required Texts:

Richard D. Parsons, Karen L. Dickinson, (2021). *Introduction to School Counseling* (1st ed.). Cognella, Incorporated, 2021.

(highly recommended but I'm not allowed to require it) ASCA membership
(www.schoolcounselor.org)

Readings will be added throughout the quarter, depending on the class's needs for further learning or understanding

CONTENT AREAS

COURSE DESCRIPTION

[Graduate Bulletin Description](#)

Emphasizes expanded role of the school counselor in curriculum, instruction, assessment, and consultation. Discusses the school counselor role within school systems and reviews comprehensive school counseling programs and Washington State laws. Prerequisite: candidacy.

Course Purpose

The purpose of this course is to prepare emerging school counselors to develop, plan, and implement a comprehensive school counseling program and to understand their roles as professional school counselors in helping students reach their academic, career, and personal/social potential.

Course Rationale

CACREP Standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- c. multicultural counseling competencies
- f. help-seeking behaviors of diverse clients

8. RESEARCH AND PROGRAM EVALUATION

- c. needs assessments

- d. development of outcome measures for counseling programs
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

SEC. 5 SCHOOL COUNSELING

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs

2. CONTEXTUAL DIMENSIONS

- f. competencies to advocate for school counseling roles
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

Washington Administrative Code requirements met [WAC 180-78A-165 (4)]

This course is developed to help students meet Washington State standards for the Educational Staff Associate Certificate required to be a school counselor. In addition, the course also aligns with HB 1670 law, stating the role of a school counselor in a comprehensive school counseling program.

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES

By the end of quarter students will:

1. *Develop foundational knowledge of working in a K-12 school.*
2. *Understand the role of school counselors as change agents within the context of a school and community.*
3. *Identify as a counseling professional and can describe essential features of the counseling profession, including history, role, functions, and relevant professional organizations.*
4. *Describe professional credentialing, licensure, and public policy issues in counseling.*

5. *Use research and data to evaluate the school counseling program and counseling interventions.*
6. *Be able to describe the role of the school counselor in relation to a comprehensive school counseling program.*
7. *Articulate key features, benefits, goals, and objectives of a comprehensive school counseling program.*
8. *Articulate and documents how the school counseling program and counselor activities support the mission of the school and impact student learning.*
9. *Articulate the school counselor's role as an active participant in the school improvement planning process to ensure a school climate that supports equitable learning for all students.*
10. *Design, deliver, and evaluate a student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.*
11. *Be able to describe components of the ASCA National Model.*
12. *Be knowledgeable of, and integrates academic, career, and personal/social student competencies, including Washington State Learning Goals, Essential Academic Learning Requirements, and Grade Level Expectations, into the school counseling program.*
13. *Address a variety of diversity issues that impact student's academic, career, and personal/social potential.*
14. *Understand their role as social justice change agents in a K-12 system.*

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities

Assignment	CACREP Standard	Points Possible
School Counseling Observation and Interview Summative Assignment	1.b,c,d,h,j	50
Attendance & Written Reading Reflections	1.a,b,c,d,e,f,g,h,i,j,k,l,m 2.a,c,f 5.1.2.3, 8	20

Assignment	CACREP Standard	Points Possible
Group project: Intervention Plan	1.b,c,e 2.a,c,f	20
Position Paper	1.a,b,c,d,e,f,g,h,i,j,k,l,m	10
Total points		100

Grading Percentage

94-100%	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

A. Attendance and Participation

This course is organized around the idea of a ‘learning community’, which means that each student’s contributions to our collective learning are as important as her or his individual projects. These contributions to the whole usually show up as ‘participation’, but they also depend on careful preparation for class discussion (readings), and willingness to foster meaningful dialogue during class, including small group discussions. Participation is graded based on a range from low (just showing up – 10 pts), medium (showing up prepared and contributing something relevant or meaningful sometimes – 17 pts) to high (showing up prepared and contributing something relevant and meaningful often all of the time – 20 pts). You are expected to attend every class; **missing two or more classes will result in an ‘F’ in the course.**

B. Written Reading Reflections - 20 points (2 points per week)

Readings are required. You are expected to come to class prepared to discuss the reading for the week. After each reading, you are to:

- **Write one question, comment, or argument (for each week’s readings)** that occurs to you during your reading that you would like to have discussed in class. Display thoroughly that you have read the text. We will explore these reflection questions, comments, or arguments in different ways each class.
- Your reflections on the readings are intended to offer you an opportunity to discuss in class the content of the readings that you found most provocative, challenging, or useful (e.g., what stirred your imagination or challenged your assumptions; what surprised you?)
- Your reflections are also your opportunity to find the answers to questions raised by the readings. That is, if there is something you do not fully understand or are curious

about, create a question to be discussed in class. Questions, however, should not be simplistic or easily answered by the readings, e.g., What does ASCA stand for? This question is easily answered by the text and does not reflect critical thinking about the subject matter.

- Your writing will be assessed according to the reading reflection rubric.
- *These responses and any relevant notes taken during class will be turned in during the class period and graded for completion, not for content. All notes will be returned to students in the subsequent week.*

C. School Counseling Observation and Interview Summative Assignment – 50 points

The School Counseling Observation and Interview summative assignment is used to determine student knowledge and skills in the Foundations of School Counseling CACREP specialty area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

Evaluation Process

The professor will complete the following rubric to assess student foundations of school counseling knowledge and skills. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
90-100	Mastery	4	Able to perform at a high level without supervision on a consistent basis
80-89	Proficient	3	Able to perform without supervision on a consistent basis
70-79	Developing	2	Able to perform with supervision on a consistent basis
60-69	Beginning	1	Able to perform with supervision on a inconsistent basis
59 and below	Inadequate	0	Unable to perform with supervision

Directions:

Each student will interview a school counselor of their choosing. Find out the joys and difficulties/obstacles the counselor encounters in their work. Ask questions that would help you understand more about counseling and the particular field of school counseling. **Use the questions included below in the syllabus.**

- The *Interview Report* should include a summary of the information received for each question, your personal reactions to that information, and a brief summary of the experience in general (i.e., your thoughts and feelings about the interview, the counselor, and what you observed.)

- **School Counselor Interview Questions:**

1. How many school counselors are in your school (ask this question if not found online/other sources)?
2. What are the minimum requirements for being a school counselor at your school/district?
3. How many staff members are in the school counseling office?
4. What is the counselor/student ratio at your school?
5. What types of counseling activities do you perform in your role as the school counselor? Would you say that they are aligned with the ASCA National Model? If so, how? If not, how not? (this is a great chance to ask about the development of the CSCP and alignment with SB5030)
6. What is/are your favorite, least favorite counseling activities, and why?
7. On average, how long are individual and/or group counseling sessions?
8. What type of paperwork is involved in performing your responsibilities as the school counselor?
9. How does your office deal with ethical and legal concerns such as confidentiality, counselor training, counselor competence, etc.?
10. How is your school counseling program funded?
11. What is the starting salary for a certified school counselor in your school system (find this information online if this is a public school)?
12. What is the salary range in your school system (find this information online if this is a public school)?
13. How many years of experience do you have as a school counselor, and what are your credentials?
14. What recommendations or advice would you give to a newly hired school counselor with no experience?
15. (At least one additional question created by the student.)

E. Group project: Intervention Plan – 20 points

Part A: Define the group dynamic and explain the need (20 points - 2-4 pages)
Soft Due Date: October 19 (Week 5)

Groups will be formed to address a hypothetical need in a K-12 school. The group, acting as a team of school counselors in a school building, will create an intervention plan using the knowledge of MTSS and the school counselor's role. The instructor will provide common needs or the group is free to come up with their own. **The problem can be real or imagined, as long as the problem being presented is realistic.** Feel free to use your imagination. Groups will check in with each other throughout the quarter to get feedback, insight, and support. Remember: some needs affect a small number of students, other affect the school as a whole. Some impact staff, others impact the community. Every intervention plan will have a different need, population, and intended audience.

1. Group roles: what will each member do/contribute to this project?
2. Be specific in the description of the need and the student population:

3. For example, “graduation rates are dropping at Lincoln High School” is not specific enough. “The graduation rates of Black and Latino boys at Lincoln High School have dropped an average of 3% annually since 2016.” tells a more detailed and intersectional story of who is needing intervention.
4. Use of data: how do you know this is a problem? What data did you use? What did the data show? How was the data collected?
5. What does the problem look like compared to other schools - locally, regionally, nationally?
6. What does the research literature say about this issue? ASCA? WSCA?

Common needs in K-12 schools:

- Graduation rates
- Mental health: suicidal ideation, eating disorders, stress/anxiety
- Housing insecurity
- Suspension/discipline rates
- School refusal (and/or truancy)
- Sense of belonging
- Postsecondary access/knowledge
- Bullying/Harassment
- Sexual assault prevention
- Relationships
- Executive functioning: organization, navigation of systems

Part B: Create an intervention plan (minimum 3 pages with addendums if necessary)

Additionally, each group will create a detailed and complete intervention plan. The paper should reflect how you as a school counselor would address this problem.

Inspiration Questions:

1. What is your intervention strategy - be detailed! (for example, if your intervention is classroom guidance, provide an outline of the presentation and the source of your content for the presentation)
2. Through the lens of MTSS, what tier does this fall under?
3. What is your delivery system?
4. What is your data strategy? How will you understand the efficacy of your intervention?
5. Who are the stakeholders needed to implement the intervention? What other staff members do you need to implement the intervention?
6. What are the obstacles/concerns in implementing this intervention? How will you navigate equity and access in the implementation of this intervention (MLL, IEP, 504, MKV students, for example)

Your group will turn in a complete write-up of the intervention plan, including answering the questions listed in parts A and B, and any addendums (an example of an addendum would be the outline of the presentation you’re delivering to staff if that is your

intervention to address graduation rates). The format of the paper is flexible, as long as it thoroughly explains the need and the intervention.

Part C: Presentation of the project

Each group will present a 7-15 minute summary of their problem, process, and intervention plan in Week 9 or 10. The audience will have an opportunity to provide feedback.

F. Position Paper – 10 points

The student will engage in self-exploration and honest confrontation of their strengths and challenges for becoming a school counselor. Through critical thinking, personal reflection, and conceptualization of principles and issues in assigned readings, the student will create a position paper (APA 6th Edition compliant). The student will be graded on their ability to clearly and fully express ideas. Depth of thinking, critical evaluation, independent judgment, insights into issues, practical knowledge, and organization will produce a quality paper. Address each question or issue within .5 to 1 pages (no longer than 4 total pages).

1. How will your cultural background, cultural values, and life experiences impact you in counseling students who are culturally different from you?
2. Pretend that you are interviewing for a school counseling position. How would you answer the following questions (keep in mind most interviews allow for 1-2 minutes per question)?
 - a. Why do you want to be a school counselor?
 - b. How do you see the role and function of the school counselor?
3. What is your most pressing concern as you think of yourself in the process of becoming a school counselor?
4. Evaluate how you have grown and changed during this term. What are the most important things you have learned so far in the relationship to becoming a school counselor?

COURSE EXPECTATIONS

Assignments: All assignments are due either prior to the beginning of class (reading reflections) or by midnight of the due date. **Late assignments will not be accepted.** All assignments must be successfully completed to pass the class. Exceptions may be made in emergency situations.

Attendance: Due to the experiential nature of this course, and the content covered in classes, attendance is required for all classes. Missing a class and/or having a pattern of tardiness/absences will result in a lower grade or possibly an “F”. One unexcused absence will result in the drop of a ½ letter grade (e.g., A to A-), unless for documented medical

emergencies. Having a pattern of absences (2 or more) will result in an “F” grade for the class. If you intend to miss two or more classes you will need to drop the course.

Cell phones and Computer Policy: The expectation is that all students in the class have the capacity and ability to be professional and present while class is in session. Please be respectful of presenters, including classmates and colleagues. Do not be completely reliant on your computer and ready to participate with paper and a writing utensil when needed. The instructor has the right to modify or review this policy as needed.

Readings: All assigned readings are to be completed prior to the beginning of class. This will enhance class discussions and understanding of course material. I will assume you have not read the assigned chapters and articles if you do not turn in a reflection. This would then impact both your participation and reading reflection point totals.

Written Work: All written work is to be typed, double-spaced and adheres to APA style 6th edition guidelines (unless otherwise specified).

SCHEDULE OF COURSE ACTIVITIES

Date	Topics	CACREP Standard (Topics)	Readings and Assignments	Due Dates
Class #1 9/21	Overview of the Course and Syllabus- Introduction to the role, opening activities		Introduction Participation Activity (will be explained in class) Student Survey	Survey Due
Class #2 9/28	History and Transformation of School Counseling/Future Issues WA State Graduation Requirements	A.1., A.2., A.3., A.5., C.1.e., K.1.b., K.1.f	Intro to school counseling, Ch. 1-3	
Class #3 10/5	Overview of the ASCA Model WA State SB5030 and implications The ‘Nice Counselor Syndrome’ –	K.1.d., K.1.e., A.1., A.2., A.5., B.3., B.4., B.6., C.1.e.	“New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome” Bemak and Chung (found in Lemieux digital library) Intro to school counseling, Chapters 4 and 5 (pages 44-76)	Interview Ask E-mail Due
Class #4 10/12	Overview of MTSS and The School Counselor Role SB5030 in WA State	B.3., B.6., C.1.a., C.1.b., C.1.g.	Intro to school counseling, Chapter 6	

Date	Topics	CACREP Standard (Topics)	Readings and Assignments	Due Dates
			<p>“MTSS and the ASCA Model”, ASCA Magazine, September 2021</p> <p>“MTSS Team Player”, ASCA Magazine, September 2021</p> <p>“Trauma-Informed MTSS”, ASCA Magazine, September 2021</p> <p>WASB5030: https://app.leg.wa.gov/dlr/tld/results.aspx?params=2021-22_5030</p>	
Class #5 10/19	<p>Mid-point check-in</p> <p>Panel</p> <p>Intervention Plan Check-In and Work Time</p>	A.2., A.3., A.5., B.3., B.4., C.1.a., K.1.f.	<p><i>tbd</i></p> <p>3 questions for panel</p>	Group project check-in - soft deadline for Part A
Class #6 10/26	Intervention & Prevention Planning – Needs Assessments & Developing Surveys – Collecting & Using Data –	A.2., A.3., B.3., B.4., C.1.a.	“Needs assessment: A key evaluation tool for professional counselors”	School Counselor Observation and Interview Check-in
Class #7 11/2	<p>Social Emotional Learning</p> <p>Crisis Planning</p> <p>Intervention Plan Check-In and Work Time</p>		All readings found in Canvas Module	
Class #8 11/9	College and Career Planning	K.1.c., A.3., C.1.b., C.1.g.	<p><i>Elementary School’s Guide Assorted Resources for Review</i></p> <p><i>All readings found on Canvas Module</i></p>	
Class #9 11/16	Intervention Project Presentations	K.1.a, K.1.b., K.1.f, A1.	None	Intervention Project Due
Class #10 11/30	Review Look to the future	K.1.a, K.1.b., K.1.f, A1.	<p>Review</p> <p>FAQ</p> <p>Closing Activity</p> <p>Any readings found on Canvas</p>	Position Paper Due

Date	Topics	CACREP Standard (Topics)	Readings and Assignments	Due Dates
12/7 No Class Finals Week	No Class		None	Interview Report Due 12/9

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
Loyola 100, www.seattleu.edu/SAS/LA
peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
Engineering 307, <http://www.seattleu.edu/sas/LearningAssistance/default.aspx?id=29100>
peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, <http://www.seattleu.edu/scieng/math/Default.aspx?id=14586>
Drop-in help with mathematics homework and test preparation
- **Reference librarians**
Library 2nd floor, www.seattleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources
These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY which includes the issue of plagiarism (**Required in all Syllabi**)

The Academic Honesty Policy of the university is available using the following URL which opens a CoE web page where there is a hotlink to the Academic Honesty Policy document:
<http://www.seattleu.edu/coe/Inner.aspx?id=47649>

Grade Grievance - Procedure for Challenging Course Grades

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be using the following URL which opens a CoE web page where there is a hotlink to the Grade Grievance document:
<http://www.seattleu.edu/coe/Inner.aspx?id=47649>

Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the fair process policy can be found using the following URL which opens a CoE web page where there is a hotlink to the Fair Process Policy document:
<http://www.seattleu.edu/coe/Inner.aspx?id=47649>

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

[2005 ACA Code of Ethics](#)

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

<http://asca2.timberlakepublishing.com//files/EthicalStandards2010.pdf>

READING REFLECTION RUBRIC

For Questions, Comments or Arguments regarding the readings:

	Developing (1)	Accomplished (2)	Exemplary (3)
Substance	Mostly unclear that relevant information from the readings was understood by incorporation into questions/comments/arguments. Does not explain relevant course concepts, theories, or materials.	Somewhat clear that relevant information from the readings was understood by incorporation into questions/comments/arguments. Applies relevant course concepts, theories correctly but lacks sophistication or critical analysis; uses examples or supporting evidence from required readings.	Very clear that relevant information from the readings was understood by incorporation into questions/comments/arguments. Sophisticated analysis and/or application of course concepts, theories or materials; uses examples or supporting evidence from required readings.

*A mean score will be determined from the composite score.

*Example: If two out of the three reflections are Exemplary (3 points X 2 reflections = 6) and one is Accomplished (2 points) your composite score is 8 points. A mean will be calculated from the total score: 8 points divided by 3 reflections = 2.66, and rounded to the nearest half = 2.5 (mean scores will be rounded to the nearest half or full point in either direction).

PROFESSIONAL SCHOOL COUNSELOR INTERVIEW RUBRIC

	Beginning (10)	Developing (14)	Accomplished (17)	Exemplary (20)
<p>Substance- Explores, explains, expands upon issue being discussed. Applies relevant course materials.</p>	<p>Assessment lacks a thoughtful reflection and analysis on both the school counselor observation and results of the interview; reflection lacks examples of personal insight and awareness; an extremely brief analysis of the interview questions/answers; a shallow summary of the thoughts and emotions experienced in both the observation and interview. Writing quality is very poor, i.e., numerous grammatical and sentence structure errors (>5).</p>	<p>Assessment mostly lacks a thoughtful reflection and analysis on both the school counselor observation and results of the interview; reflection for the most part lacks examples of personal insight and awareness; an extremely brief analysis of the interview questions/answers; a shallow summary of the thoughts and emotions experienced in both the observation and interview. Writing quality is subpar (4-5 grammatical and sentence structure errors); overall a shortcoming of self-awareness as a counselor.</p>	<p>Assessment somewhat lacks reflection and analysis on both the school counselor observation and results of the interview; reflection includes few examples of personal insight and awareness; an overly brief analysis of the interview questions/answers; adequate summary of the thoughts and emotions experienced in both the observation and interview. Writing is adequate, but with some grammatical errors and confusing sentence structures (2-3); self-awareness lacks a sophisticated level of understanding.</p>	<p>Assessment reflects a thoughtful reflection and analysis on both the school counselor observation and results of the interview; reflection includes clear examples of personal insight and awareness; a concise but meaningful analysis of the interview questions/answers; descriptive and insightful summary of the thoughts and emotions experienced on the whole of the assignment. Overall, a high quality of writing (no grammatical errors and blaring sentence structure errors <1); self-awareness.</p>