



**P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology**

The College of Education's Organizing Theme
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

Course: COUN 509
Title: Comprehensive School Counseling
Room: Loyola 302
Day/Time: Wednesdays/4:15-6:55PM
Term: Fall 2008

INSTRUCTOR

Instructor: Manivong J. Ratts, Ph.D., N.C.C.
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COURSE MATERIALS

Required Texts and/or Readings:

American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: American School Counselor Association.

Stone, C. B., & Dahir, C. A. (2006). *The transformed school counselor*. Boston: Lahaska Press.

Required Articles:

Brown, D., & Trusty, J. (2005). School counselors, comprehensive school counseling programs, and academic achievement: Are school counselors promising more than they can deliver? *Professional School Counseling* 9(1), 1-8.

Cummings, Kelli D. (2008). Response to intervention. *Teaching Exceptional Children*. (40)4,24-31.

House, R., & Hayes, R. L. (2002). School counselors: Becoming key players in school reform. *Professional School Counseling*, 5(4), 249-256.

Lapan, R. T., Gysbers, N. C., & Petroski, G. F. (2001). Helping seventh graders be safe and

successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling and Development*, 71, 320-330.

Ponzo, Z. (1974). A counselor and change: Reminiscences and resolutions. *Personnel and Guidance Journal*, 53(1), 27-32.

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling*, 11(2), 90-97.

COURSE DESCRIPTION

Graduate Bulletin Description

Emphasizes expanded role of the school counselor in curriculum, instruction, assessment, and consultation. Links functions and activities of a comprehensive school counseling program to the Washington State Learning Goals and the Essential Academic Learning Requirements.

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 OBJECTIVES

By the end of quarter student will:

1. *Identifies as a counseling professional and can describe essential features of the counseling profession, including history, role, functions, and relevant professional organizations.*
2. *Can describe professional credentialing, licensure, and public policy issues in counseling.*
3. *Proficient with using technology (e.g., student database systems, email, internet, Word, Excel, and PowerPoint, etc.).*
4. *Uses research and data to evaluate the school counseling program and counseling interventions.*
5. *Is able to describe the role of the school counselor in relation to a comprehensive school counseling program.*
6. *Articulates key features, benefits, goals, and objectives of a comprehensive school counseling program.*

7. *Articulates and documents how the school counseling program and counselor activities support the mission of the school and impact student learning.*
8. *Can 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.*
9. *Can 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.*
10. *Is able to describe components of the ASCA National Model.*
11. *Is 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.*
12. Address a variety of diversity issues that impact student's academic, career, and personal/social potential.
13. Understand their role as social justice change agents in a K-12 system.

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

K.1. Professional Identity

- a. history and philosophy of the counseling profession, including significant factors and events;
- b. professional roles, functions, and relationships with other human service providers;
- c. technological competence and computer literacy;
- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.

School Counseling Program Standards:

A. Foundations of School Counseling

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
5. knowledge of the school setting, environment, and pre-K–12 curriculum;

B. Contextual Dimensions of School Counseling

3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development;
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

C. Knowledge and Skills requirement for School Counselors

1. Program Development, Implementation, and Evaluation:
 - a. use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;
 - b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;
 - e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
 - g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

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.

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

A. Assignments: See Angel for more specific information on specific assignments and grading rubrics.

Assignment	Points Possible	Due
<p>School Counselor Belief Statement: Write a synthesis of your emerging Philosophy and Practice about the role of the school counselor. This is a seven-paragraph double-spaced paper that articulates your belief about school counseling (3 pages maximum). Label and include the 7 paragraphs as follows: (a) a brief introduction and organizer; (b) your current theoretical orientation and how it is relevant to K-12 settings; (c) your views of the practice of school counseling, including how school counselors will have a positive and measurable impact on student learning; (d) how the ASCA Ethical Standards guide your practice; (e) any areas of special interest (e.g., diversity issues, educational leadership, math achievement, etc.); (f) how you incorporate social justice into your philosophy of school counseling; and (g) conclusion. This Belief Statement will be an essential element in your Professional Portfolio. Adhere to APA 5th Edition guidelines. See Angel for more information and grading criteria.</p>	10	11/05
<p>Needs Assessment and 1-Page Reflection: You will be given a template to use in developing a needs assessment. Each group will learn to interpret the results of the needs assessment and utilize archival data sources such as disaggregated achievement data to design specific educational interventions. You will break up into three groups to develop a needs assessment around the following student domains: (1) academic, (2) career, and (3) personal/social development. Group One will develop a needs assessment around the academic domain. Group Two will develop a needs assessment around the career domain. Group Three will develop a needs assessment around the personal/social domain. You will then combine each of the three needs assessment into one assessment to be distributed to students at CHS on <u>October 23rd or 24th during the 11:10am or 11:45am advisory periods</u>. Analyze the needs assessment and write up a one-page analysis of the results (one page per group). The results of the needs assessment will then be used to design and implement a guidance unit (see Guidance Unit assignment below).</p>	15	Due: 10/15 Implement on 10/23
<p>Guidance Unit and Pre/Post Assessment Survey: This assignment is categorized into three sections. Section I involves developing a 3 sequence guidance unit with a partner using the data obtained from the needs assessment and connecting it with state and national standards. Section II involves designing a pre and post survey to determine the impact of the one guidance lesson you will deliver. Section III relates to delivery of one guidance lesson in CHS's advisory period with your partner. The advisory period is on Thursdays and Fridays for 50 minutes</p>	20	12/03

<p>(11:10-12:00 or 11:45-12:35). Have the school counselor or a teacher observe and evaluate the delivery of your guidance lesson by using the “Classroom Guidance Unit Evaluation” form. This form is available on Angel.</p>		
<p>Comprehensive School Counseling Program Audit: You will break up into four groups to evaluate the Program Audit of the School Counseling Program at CHS. The Program Audit will be used as a baseline for helping the CHS School Counseling Program design and implement a comprehensive school counseling program. The groupings are categorized into the ASCA National Model© framework. This includes:</p> <ul style="list-style-type: none"> ▪ Group 1: Foundation ▪ Group 2: Delivery System ▪ Group 3: Management System ▪ Group 4: Accountability <p>Each group will analyze their section of the Program Audit and write a minimum of a 10-15 page report. The four reports will be combined into <u>one document</u> to be presented to the CHS school counselors. The CHS School Counselors will then use the report to implement a comprehensive program. The combined final report should adhere to APA 5th edition guidelines and checked for spelling, typographical, and grammatical errors.</p>	45	See Schedule
<p>Navigation 101: You will work either by yourself or in pairs to deliver the Navigation 101 curriculum at Madison Middle School on Mondays from 1:55pm to 2:15pm (20 minutes) in their advisory periods. Navigation 101 is a life skills and planning program for students in grades 6 through 12. It aims to help students make clear, careful, and creative plans for life beyond high school. Each student will deliver one NAV 101 lesson plan. If you work in pairs you will need to deliver two NAV 101 lesson plans. During class #3 we will meet with the school counselors at Madison Middle School. During this class they will provide you with an overview of Madison and Navigation 101. See the NAV 101 sign-up sheet for specific days and times. In addition, each student will reflect on the Angel discussion forum about what occurred in the class when they delivered the curriculum (e.g., What you observed student’s learning, if there are particular issues the next student needs to know about before they present, what worked in the presentation for the class, etc.). This equips the next student who is presenting with pertinent information they may need to deliver a successful lesson plan. The Madison Middle School Counselors will also have access to this discussion forum so they can better understand the impact of NAV 101 on their students.</p>	5	TBA
<p>Comprehensive Exam: This comprehensive exam is meant to simulate the Written Comprehensive Exam you will take during winter term of the School Counseling Internship. Topics covered in the exam will be from the lectures and readings for classes #1-7.</p>	3 Extra Credit	

Class Participation: The combination of theory, group structured activities, and practical application makes it critical that students become an active participant in the learning process. This includes contributing to class discussions, small group activities, reading course materials, and being involved with outside of class activities required for the course.	5	N/A
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B. Grading:

94-100 points	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

C. Course Expectations:

Assignments: All assignments are due prior to the beginning of class on the due date. Late assignments will not be accepted, unless for a medical emergency. All assignments must also be completed to successfully pass the class. See Angel for more information on assignment details, directions, and grading rubrics/criteria. *Note:* The guidance unit assignment, in addition to the Personal and Professional Competencies, is a critical decision point in determining whether or not a person is considered eligible for internship.

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 failure of the class. An absence is defined as more than 5 minutes late to class. One 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. *Note:* Class #2 will be held at Cleveland High School in South Seattle. The address for CHS is: 5511 15th Avenue South Seattle, WA 98108. Class #3 will be held at Madison Middle School in West Seattle. The address is: 3429 45th Avenue SW, Seattle, WA 98116.

Readings: All assigned readings are to be completed prior to the beginning of class. This will enhance class discussions and understanding of course material.

Written Work: All written work is to be typed, double spaced (unless otherwise specified), and adhere to APA style 5th edition guidelines.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1 9/24/08	Course Expectations and Syllabus History of School Counseling Role of the School Counselor Residency and Professional Certificate Professional Organizations: ACA, ASCA, WSCA, TSCI	K.1.a, K.1.b, K.1.d, K.1.e., K.1.f; A1.	<i>Readings:</i> Chpt. 1; Residency and Professional Certificate	K.1.a., K.1.e., K.1.f., A.3.
Class #2 10/01/08	Meet at Cleveland High School Room: 1201, Building 1, 2 nd Floor Comprehensive School Counseling Programs (CSCP) ASCA National Model National Standards for School Counseling, HB 1670	A.1., A.2., A.3., A.5., C.1.e.	<i>Readings:</i> Chpt. 3 ASCA pp. 1-25 Brown & Trusty (2005) Lapan et al. (2001)	C.1.b.
Class #3 10/08/08	Meet at Madison Middle School Classroom Location TBA Navigation 101 Developing Surveys/Needs Assessments	A.2., A.5., B.3., B.4., C.1.e.	<i>Readings:</i> NAV 101 White Paper	B.3
Class #4 10/15/08	Designing and Implementing a CSCP Diffusion of Innovation Developing Guidance Units Classroom Management	B.3., B.6., C.1.b.	<i>Readings:</i> Chpt. 8 ASCA pp. 26-74 Rogers (2003) <i>Assignment:</i> Needs Assessment	C.1.b., B.6.
Class #5 10/22/08	Guest Speaker: Dr. Ashli Tyre- Response to Intervention (RTI) Analyzing CHS's Program Audit SC Prac/Internship Orientation – 7pm	B.6., C.1.a., C.1.b.	<i>Readings:</i> Cummings (2008) <i>Assignment:</i> Implement Needs Assessment at CHS (10/23, 11:10 & 11:45)	C.1.a.
Class #6 10/29/08	Guest Speaker: Dave Forrester Scheduling Software and EZanalyze Evidence-Based School Counseling Analyzing CHS's school wide data	K.1.c., C.1.a., C.1.b., C.1.g.	<i>Readings:</i> Chpt. 9	C.1.g.
Class #7 11/05/08	Transitioning into the Field of School Counseling Grant Writing	K.1.b., A.2., A.3., A.5.	<i>Readings:</i> Chpt. 14 <i>Assignment:</i> School Counselor Belief Statement	K.1.b.
Class #8 11/12/08	Data-Based Decision Making (DBDM) Comprehensive Exam (Class #1-7)	K.1.c., C.1.a., C.1.b., C.1.g.	<i>Readings:</i> Chpt. 9	C.1.g.
Class #9 11/19/08	School Counselors as Achievement Advocates Addressing Diversity in Schools	K1.b., K.1.f.	<i>Readings:</i> Chpts. 5,10 House & Hayes (2002); Ponzo (1974); Ratts et al. (2007)	K.1.f.

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
			<i>Assignment:</i> CSCP Audit (Final Report)	
11/26/08	No Class- Thanksgiving Holiday			
Class #10 12/03/08	Sharing of Guidance Units Work on Program Audit Presentation	K.1.c., C.1.a., C.1.b., C.1.g.	<i>Assignment:</i> Navigation 101, Guidance Units and Completed Needs Assessment	
Class #11 12/10/08	CSCP Audit Presentation to CHS Counselors	K.1.c., C.1.a., C.1.b., C.1.g.	<i>Assignment:</i> Program Audit Presentation	B.3., B.4., C.1.a., C.1.b., C.1.g., C.1.e.

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, www.seattleu.edu/writingcenter/
peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
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 that includes the issue of plagiarism.

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

<http://www.seattleu.edu/studentdevelopment/>

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:

www.counseling.org/resources/ethics.htm

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

www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)

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 found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>