**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**  COUN 5550  School Counseling Internship and Graduate Project I  Room: Terms: Fall 2022 | **INSTRUCTOR** |  |  |
|  |  |  |  |

**COURSE MATERIALS**

Required Textbooks and/or Readings: None

Suggested Reading:

American Counseling Association. (2014). *2014 ACA code of ethics*. Alexandria: American Counseling Association.

American School Counselor Association. (2016). *Ethical standards for school counselors* (Revised June 2016 ed.): American School Counselor Association. <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

ASCA Membership: www.schoolcounselor.org

**COURSE DESCRIPTION**

Graduate Bulletin Description: Supervised field experience in a school. Usually taken in the final three quarters of the graduate program with permission and application made two quarters earlier. Weekly on-campus supervision seminar in addition to field work. Graded Cr/F.

Course Purpose: An opportunity to practice and integrate counseling skills and knowledge and conduct an in-depth study on a particular clinical or school-related issue.

**CONTENT AREAS**

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

Course Rationale (**Required**):

1. CACREP Standards
2. SOCIAL AND CULTURAL DIVERSITY
3. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
4. multicultural counseling competencies
5. help-seeking behaviors of diverse clients
6. COUNSELING AND HELPING RELATIONSHIPS
7. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
8. essential interviewing, counseling, and case conceptualization skills
9. developmentally relevant counseling treatment or intervention plans
10. evidence-based counseling strategies and techniques for prevention and intervention
11. RESEARCH AND PROGRAM EVALUATION
12. identification of evidence-based counseling practices
13. needs assessments
14. development of outcome measures for counseling programs
15. evaluation of counseling interventions and programs
16. analysis and use of data in counseling

SEC. 3: PROFESSIONAL PRACTICE

INTERNSHIP

1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
4. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SEC. 5: SCHOOL COUNSELING

1. FOUNDATIONS
2. assessments specific to P-12 education
3. PRACTICE
4. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
5. interventions to promote academic development
6. techniques of personal/social counseling in school settings
7. strategies to facilitate school and postsecondary transitions
8. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
9. approaches to increase promotion and graduation rates
10. interventions to promote college and career readiness
11. strategies to promote equity in student achievement and college access
12. techniques to foster collaboration and teamwork within schools
13. strategies for implementing and coordinating peer intervention programs
14. use of accountability data to inform decision making
15. use of data to advocate for programs and students

**COURSE OBJECTIVES**

By the end of the quarter students will:

* *Apply culturally appropriate counseling skills to work with diverse populations.*
* Complete a **600 hour internship** experience in a school, with **240 direct client contact** (i.e., individual counseling, group counseling, and guidance curriculum).
* Attend group supervision for an average of 1½ hours per week-**The weeks that we are not in class based on holidays, etc. we will meet for three hours on either side of the missed class to average 1.5 hours of supervision.**
* Participate in individual supervision on site for a minimum of 1 hour per week at site
* Conduct ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
* Develop culturally appropriate interviewing, counseling, and case conceptualization skills using the Multicultural and Social Justice Counseling Competencies as a framework.
* Apply developmentally appropriate counseling intervention plans
* Apply evidence-based counseling strategies and techniques for prevention and intervention
* Identify evidence-based counseling practices as part of their advocacy project
* **Conduct a needs assessment as part of their advocacy project**
* Collaborate with counselors to develop outcome measures for the counseling program
* **Conduct a pre and post assessment to evaluate counseling interventions and programs from their advocacy project**
* Analyze and use data from their needs assessment to develop an advocacy project
* Learn about assessments specific to P-12 education
* **Design and deliver a 3-unit lesson plan to a classroom**
* Learn about classroom management strategies
* Develop interventions to promote academic development
* Identifytechniques of personal/social counseling in school settings
* Create strategies to facilitate school and postsecondary transitions
* Develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
* Learn about approaches to increase promotion and graduation rates
* **Facilitate Group Counseling (full group from group 1 to closing)**

**COURSE INSTRUCTIONAL METHODS**

Small group consultation; case presentations with **video tapes accompanied** by oral and written peer feedback; brief didactic presentations; group discussion; simulated professional development workshops.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

1. Assignments: All assignments are due at the beginning of class. Unsatisfactory marks on assignments will require the student to re-submit the assignment and/or earn an incomplete for the course. This determination is based on the instructor’s discretion.

| **Assignments** | **CACREP Standard** | **Points Possible** |
| --- | --- | --- |
| Advocacy Project | 2a, 2c, 2f; 8b, 8c, 8d, 8e, 8i  School Counseling: Foundations:1e;  Practice: 3d, 3f, 3g, 3h, 3i | 24 |
| Individual Counseling & Case Presentation | 5d, 5g, 5h, 5j | P/F |
| Guidance Curriculum | Practice: 3c | 20 |
| Group Counseling | 5d | P/F |
| Site Supervisor Evaluation | n/a | P/F |
| Internship Log | Prof. Practice: 3j, 3k, 3l, 3m | P/F |
| Site Visit (will be digital) | n/a | P/F |

**ADVOCACY PROJECT ASSIGNMENT**

The culminating assignment for internship is the Advocacy Project. This assignment requires you to create an intervention to address an equity issue experienced by a student population at your school. The student population can include one of the following groups: students of color, students on free and reduced lunch, LGBTIQ youth, students failing courses, students in detention, students with disabilities, religious minorities, homeless youth, pregnant teens, etc. This is a three-part assignment to be completed over the course of three terms:

* Part I of the assignment requires using data to design and deliver a needs assessment to students (due end of Fall quarter)
* Part II of the assignment requires developing an intervention based on the problem data (due end of Winter quarter).
* Part III of the assignment requires developing a poster presentation about the advocacy project. The purpose of the poster session is to bring the issue to the public eye. During Spring term, you will present the poster session to the class and to members of the Seattle University PEAB.

*Fall Term:*

**Part I: Use Data to Describe the Problem**

Describe the Problem Using Data: Describe an equity issue at your school using your needs assessment as a foundation, essentially establishing a quantitative definition of the problem. Scholarly sources should also be used in this section to further build a case for the problem. Use school data to develop the needs assessment:

*A. Review School Data:*

* Achievement data (GPA, state test scores)
* Achievement-related data (attendance, detention)
* School climate survey data (Healthy Youth Survey)
* Demographic data (race, gender, SPED status, ELL status, free/reduced lunch)
* National data and research on the issue

Analyze School Data by asking:

* Analysis: What patterns emerge from the data? What does the data suggest?
* Students Impacted: Identify what student groups are impacted based on the data?
* Identify the Equity Issue: What is the equity issue based on the data reviewed?

*B. Based on your analysis of the school data identify the issue:*

Develop a needs assessment to further investigate the issue: The needs assessment should:

1. Address one of the following student domains:

* Academic (e.g. study skills, lack of motivation, attendance, etc.)
* Career (e.g. career interests and decision making, college choice, etc.)
* Personal/social issue (e.g. bullying, heterosexism, racism, etc.).

1. Once you have identified the student domain (academic, career, and/or personal/social issue) to address, identify questions that examine students affect, behavior, and/or cognition (ABC’s):

* **A**ffect: What do we want students to believe? (e.g., addressing student motivation)
* **B**ehavior: What do we want students to be able to do? (e.g., increasing student attendance)
* **C**ognition: What do we want students to know? (e.g., all students will know about the 4-year plan)

1. Create 10-15 Likert questions to use in the needs assessment. Use a combination of multiple choice and true/false items. Make sure the questions on the needs assessment is developmentally appropriate and that it will provide the data needed to further understand the issue. Bring the needs assessment to class on the due date to review.
2. Include demographic information that you will collect in the need assessment such as race/ethnicity, gender, age, grade level, free and reduced lunch, sexual orientation, etc. The demographic information should be on page 1 of the need assessment. The first page of the need assessment should also include directions for those taking it.

*Example*: Low eighth grade math scores on state achievement test among Latino/a youth in poverty at Riverdale Middle School. SES achievement gap.

*Winter Term:*

* *Disseminate* the needs assessment to the target group of students in the school by midterm of Winter quarter. Identify the ideal number of students required to take the needs assessment with your university internship professor and site supervisor.
* *Evaluate* the result of the needs assessment with your site supervisor, building administrators, peers in the class, and university professor of internship. Come prepared to discuss the following questions in class: What does the data reveal? What patterns emerge from the data?
* *Identify* the issue you will address based on results obtained from the needs assessment. This intervention will begin mid-Winter term and continue through the Spring term (e.g., providing gym clothes for students, lowering truancy rates among a particular group of students, running an anti-bullying program, addressing generational poverty, helping students develop a Gay-Straight Alliance, addressing a racial/ethnic tension in the school, etc.). The intervention should be new and not something that the school is currently doing or that is currently in place.

*Spring Term:*

**Part II: Using Data to Identify the Intervention:**

1. **Select Interventions:**   
   Based on the results of the need assessment select specific targets for intervention. Discuss with your site supervisor and university professor about which interventions will be most effective to address the defined problem.   
     
   *Example*: Implement Student Success Skills Curriculum, facilitate a group on study skills.
2. **Evaluating Interventions**:

The process of collecting and analyzing outcome data is just as important as the intervention itself. Identify ways to evaluate the effectiveness of your intervention. This can be done through a pre-post survey or other measure.

*Example*: Measure student learning, homework completion, math class performance, and scores on state achievement test.

**Part III: Poster Presentation of Advocacy Project**

**Poster Presentation**: Create a poster presentation using trifold poster. The poster will be presented in the second to last class of the Spring term. You will present your Advocacy Project to the PEAB. Include the following in your presentation:

* Address each of the following questions in your poster presentation:

1. What was the population and issue addressed?
2. What data did you use to describe the equity issue?
3. What were the results of the need assessment?
4. What did you do to intervene?
5. What did you learn about being an advocate in schools?
6. What barriers and risks did you experience as a result of your advocacy efforts that can help you in the future? Also, identify possible solutions to these problems.
7. What might you do differently based on what you learned?

* Provide References section that includes a list of scholarly resources
* Provide a blank handout of your need assessment
* Use APA Style 6th edition guidelines when citing sources
* Only 1 reputable internet source may be used

**INDIVIDUAL COUNSELING ASSIGNMENT & CASE PRESENTATION**

Acquire a caseload of a minimum of **15-20 students** to provide individual counseling throughout the academic year. The caseload of students should reflect diversity and provide you with a breadth of experiences. Twice this school year (one presentation per quarter for two of three quarters this year), you will be required to present one video taped counseling session in group supervision class. You are to also show your videos to your internship site supervisor. More videos may be required based on the professor’s evaluation of your counseling skills. Before videotaping clients make sure to obtain parent/guardian written using the contract provided by Seattle University. Videotaped sessions should include the following:

Students must have informed consent signed by ALL students:

<https://www.seattleu.edu/media/college-of-education/graduatedegrees/schoolcounseling/student-resources/forms/Form-8.SC-Disclosure-and-Consent-Form.pdf>

***Tape #1 (Fall or Winter term):***

* Complete and Present Counseling Tape-at least 15 minutes
* Discuss confidentiality and limits of counseling with the client (in at least one of the three tapes)
* Demonstration of basic counseling skills (e.g., paraphrasing, reflection of feeling, and summarizing)
* Demonstration of advanced counseling skills (e.g., exploring uncomfortable topics, use of silence, challenging the client)
* Demonstrate application of your theoretical counseling orientation
* Demonstration of closing your session with the client (in at least one of the three tapes)
* Demonstration of understanding of student support planning in one of the ASCA domains. Ideally, the school counseling intern will be able to show outcome and critical analysis of the support plan.

*Tape #2 (Winter or Spring Term)*

* Complete and Present Counseling Tape-at least 15 minutes
* Demonstration of basic counseling skills (e.g., paraphrasing, reflection of feeling, and summarizing)
* Demonstration of advanced counseling skills (e.g., exploring uncomfortable topics, use of silence, challenging the client)
* Demonstration of closing your session with the client
* Demonstrate application of your theoretical counseling orientation

*Tape #3 (if requested by instructor and/or student) (Spring term):*

* Complete and Present Counseling Tape-at least 15 minutes
* Discuss confidentiality and limits of counseling with the client
* Demonstration of basic counseling skills (e.g., paraphrasing, reflection of feeling, and summarizing)
* Demonstration of advanced counseling skills (e.g., exploring uncomfortable topics, use of silence, challenging the client)
* Demonstration of closing your session with the client
* Demonstrate application of your theoretical counseling orientation

It is expected that all students in class provide feedback to the presenting student about the bulleted points above, as well as demonstrate the ability to collaborate, consult, and understand school systems in their feedback. Individual instructors will determine the system for feedback within their sections.

**GUIDANCE CURRICULUM ASSIGNMENT**

1. Develop and deliver 3 lessons (academic, career, or personal/social) guidance units. Use the template provided in this syllabus to develop your guidance unit. The guidance unit may be sequenced or three distinct and separate lessons covering different topics. All should be developmentally appropriate.
2. Have your site supervisor or a teacher at your site observe and evaluate your lessons using the “Classroom Guidance Unit Evaluation” form provided in this syllabus. Submit the evaluation form once you have completed the guidance unit.

**GROUP COUNSELING ASSIGNMENT**

Facilitate or co-facilitate a total of **3 group counseling sessions.** Parent permission is required before facilitating and/or taping any group sessions. Groups must consist of a minimum of 4 students. Your group sessions need to be developmentally sequenced using an academic, career, or personal/social group curriculum. You may create your own group curriculum or use one that already exists. Use the “Group Counseling Curriculum” form on page 12 of the syllabus to structure the 3-session group curriculum. Fill in the “Group Counseling Case Presentation” form on page 13 of this syllabus. Submit both forms in Canvas.

**EVALUATION ASSIGNMENTS - Due each term**

* **Site Visit:** A site visit will be conducted with you, your site supervisor, and internship professor during Weeks 7-9 of the term. This site visit is scheduled for 30 minutes to assess your counseling skills, professionalism, and fit for the field. Student interns are responsible for scheduling the site visit. This visit may be virtual depending on school circumstances.
* **Hours Logs:** Document your hours on-site and in supervision (individual and group) using the Internship Hours Log. Your quarterly logs should be totaled each week and signed by you, your site supervisor and university supervisor at the end of the term. Submit your hours log in Canvas. **Students with incomplete forms or hours will receive an “I” grade.**
* **Internship Evaluation Form:**  At the end of the term your site supervisor will need to complete an online evaluation. The online Qualtrics evaluation form will be sent to your site supervisors directly by the university instructor. This evaluation needs to be completed before final grades can be issued.

**ATTENDANCE POLICY**

Attendance in Internship class is mandatory. If you test positive for COVID-19, you are expected to participate in class to the best of your ability. In-person (Section 3) students will be required to attend an online section. If you are not well enough to attend class (for any reason), it is the student's responsibility to communicate with their instructor to make alternate arrangements. Per CACREP requirements attendance and class participation is required for **all** class sessions. Missing two or more classes in a term will result in an automatic No Credit grade.

**GRADING**

“CR” (satisfactory), "F" (unsatisfactory), or “I” (incomplete), based on the Internship Contract criteria. The intern's grade is based on the extent of successful achievement of course objectives including all assignments and the clinical competencies. Unsatisfactory marks on assignments will require the student to re-submit the assignment and/or earn an incomplete for the course. *NOTE: Incompletes must be made up by the end of the sixth week of the following quarter.*

If the internship site staff dismisses an intern, such action can be grounds for dismissal from the counseling program. The Seattle University Fair Practices Policy (Part III) dictates the process to follow regarding the dismissal of a student in a program.

**COURSE EXPECTATIONS**

*Data Safeguards*: University Counseling students are expected to make reasonable efforts to ensure the confidentiality, integrity, and security of the electronic-private health information (e-PHI) of their volunteer clients. Reasonable efforts include the protection against any anticipated threats, disclosures, or uses of secure information.

*Storage Devices:* University Counseling students are expected to store files that contain e-PHI (case notes, session summaries, audio/video recordings of counseling sessions) on a secure storage device. It is expected that the University Counseling student will also make a reasonable effort to maintain physical safeguards of these storage devices. Students should not leave the physical device unattended at any time unless it has been stored in a secure location. When appropriate this data should be encrypted and password protected.

University Counseling students should make reasonable efforts to minimize the locations in which volunteer client information is stored. If possible, the data should only be stored on one secure storage device to minimize the risk of unintended use or disclosure of the volunteer client’s e-PHI. Cloud storage such as Dropbox and Google are not HIPAA compliant.

*File names:* Files that contain identifying information or e-PHI of volunteer clients should be saved using a file name that de-identifies the subject of the files.

*Viewing, analyzing, coding, editing, or accessing Files:* Files that contain identifying information or e-PHI of volunteer clients should only be accessed, viewed, analyzed, in a private, secure environment that minimizes the risk of unintentional use or disclosure of the volunteer client’s identifying information or e-PHI.

*Transferring Files*: Files that contain identifying information or e-PHI of volunteer clients should only be transferred between the faculty and the University Counseling student through a secure medium. ***Email is not considered a secure medium and this method of file transfer is not allowed for files that contain identifying or e-PHI.*** Files should be transferred through the physical or electronic exchange of a secure file storage format as indicated above.

*Files Destruction*: All data that is stored on a storage device and that contains identifying information or e-PHI must be destroyed at the end of the term in which the University counseling student and the volunteer client entered into a clinical relationship. The data is being collected as a part of the University Counseling student’s educational and professional training as such the data is not maintained beyond the semester of use.

All electronic data must be securely erased from the University Counseling student’s secure storage device. Drag and drop to the desktop Recycle bin is not a secure method by which to remove data.

*Diversity Statement*: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and expressions, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.   
  
*Internship Hours:* Students need to complete a minimum of **600 hours of internship. Of these, 240 must be direct contact hours (i.e., individual counseling, group counseling, or classroom guidance). A *minimum of 200 hours*, including *80 direct individual counseling hours* is required per term to pass the course.** Students are required to have regularly scheduled weekly hours on-site throughout the course of the year. Per RCW and CACREP requirements you are to meet with your site supervisor for a *minimum* of 1-hour per week throughout the internship experience. Given your site-supervisor’s busy schedules it is important that you schedule this supervision meeting on a consistent day and time during the week. This will allow for a more quality supervision experience. All internship hours must be documented on the internship log to receive credit. Internship hours cannot be “banked” for the next term nor can student complete internship early. In addition, students may not count paid work hours toward their internship hours, unless they are working under an approved emergency Educational Staff Associate (ESA) Certificate. If you cannot make it to the internship site for whatever reason you will need to work this out ahead of time with your respective site supervisors in a professional manner.

*Weekly Group Supervision:* Class time will be used for case consultation, check-in, address site-related questions, to deliver course content, and to review your video taped case presentations of your counseling sessions. Students who miss class will be required to make-up the group supervision experience. Weekly group supervision must be documented on your internship logs. You may only count **15 hours total per term for weekly group supervision** **(45 total group supervision hours total for all three terms).**   
  
*Assignments:* All assignments are due at the beginning of class. Late assignments will not be accepted. Late assignments are those that are submitted after the start of class on the due date. Assignments need to be proofed for grammar, spelling, and adhere to APA style 6th ed. guidelines. Students may earn an “incomplete” or “fail” grade for assignments the professor deems to be incomplete or unsatisfactory.

**SUMMATIVE ASSIGNMENT**

The Clinical Assessment Summative assignment is used to determine student clinical knowledge and skills in the Counseling and Helping Relationships CACREP core and specialty areas. Student acquisition of clinical knowledge and skills are evaluated in the following clinical courses: COUN 5100 (Fundamental Counseling Skills), COUN 5510 (Counseling Lab), COUN 5540/5640 (SC and CMHC Practicum), and COUN 5550/5650 (SC and CMHC Internship) 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.

**PROFESSIONAL GROWTH PLAN**

Per College of Education requirements, students will need to fill out and submit the Professional Growth Plan (PGP) on page 17 of the syllabus in order to graduate.

**EVALUATION PROCESS**

The professor will complete the following rubric to assess student counseling and helping knowledge and skills. Points correspond to the rating scale. Students must receive a majority of 3s or 4s to pass the summative assignment. Students who earn 2s or below in any skill category will be placed on a developmental plan or dismissed from the program.

|  |  |  |
| --- | --- | --- |
| **Overall Rating** | **Rating Scale** | **Description** |
| Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |
| Proficient | 3 | Able to perform without supervision on a consistent basis |
| Developing | 2 | Able to perform with supervision on a consistent basis |
| Beginning | 1 | Able to perform with supervision on a inconsistent basis |
| Inadequate | 0 | Unable to perform with supervision |

**Guidance Unit Lesson Plan**

**Name**: Attach this handout for **EACH guidance unit lesson plan**. A minimum of three sequential lesson plans is required.

**Guidance Unit Content Area**: (Academic, Career, or Personal/Social)

**Guidance Unit Topic**:

**Guidance Unit Sequence**: Lesson Plan #1.

**Curriculum Objectives**:

**Materials**: List all materials you will need to deliver the guidance unit for this lesson.

**Guidance Unit Outline**: Provide an outline of the guidance unit.

**Feedback from Supervisor:** Please submit feedback from supervisor, areas of strength and growth.

**Group Counseling Curriculum**

**Name**: Attach this handout for **EACH group session**. A minimum of three lessons is required.

**Group Content Area**: (Academic, Career, or Personal/Social)

**Group Topic**:

**Group Sequence**: Group #1.

**Group Objectives**:

**Materials**: List all materials you will need to run the group for this session.

**Group Outline**: Provide an outline of the group session.

**Group Counseling Case Presentation**

Group Counseling Session Summary – Seattle University

|  |  |  |
| --- | --- | --- |
| GROUP SUMMARY | | |
| Counselor Information | | |
| Counselor’s Name: | | |
| Internship Site: | | |
| Group Information | | |
| Group Name: | Group Session #: | Group Summary #: |
| Presenting Problems: | | |
| Evaluative Questions | | |
| 1. What are the goals for this group meeting? | | |
| 1. What was the major theme/content of this group session? | | |
| 1. Describe the interpersonal dynamics between you and the group during the session. Specifically address your reactions to the group, and why? | | |
| 1. What multicultural factors are playing out in the group? | | |
| 1. How successful was the group session (explain why)? | | |
| 1. What are the plans/goals for the next group session? | | |
| 1. Do you have specific questions the professor could assist you with regarding this or future group sessions? | | |

**Advocacy Project Part I Rubric**

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Points Possible** | **Points Earned** | **Comments** |
| 1. The needs assessment includes appropriate **demographic variables**. | 1 |  |  |
| 1. The needs assessment is **developmentally** appropriate for the audience and addresses students’ **academic, career, and/or personal/social** domains. | 1 |  |  |
| 1. The needs assessment examines student **ABC’s (Affect, Behavior, and Cognition).** | 1 |  |  |
| 1. The needs assessment considers **isomorphism**. | 1 |  |  |
| 1. The needs assessment considers **readability** and **social desirability**. | 1 |  |  |
| 1. The **target population** for the needs assessment was appropriately identified. | 1 |  |  |
| 1. The needs assessment accurately addresses the **identified problem**. | 1 |  |  |
| 1. Uses **school data** (achievement, achievement related, school climate, etc.) to create the needs assessment. | 1 |  |  |
| 1. Analysis and conclusions drawn from school data demonstrate depth and critical thinking. | 1 |  |  |
| 1. All aspects of Part I of the assignment are free of grammatical, spelling, and typographical errors. | 1 |  |  |
| Total Points Earned |  |  |  |

\*Passing score requires meeting all aspects of items 1-12 above. Zeros on any item means failing the course.

**Advocacy Project Part II Rubric**

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Points Possible** | **Points Earned** | **Comments** |
| 1. Data is used to identify the equity issue. | 2 |  |  |
| 1. The advocacy project focuses on a specific student population. | 2 |  |  |
| 1. Interventions are new and are not something that already exists within the school. | 2 |  |  |
| 1. The intervention addresses an academic, career, or personal/social issue experienced by a student group. | 2 |  |  |
| 1. Evaluation of interventions are conducted. | 2 |  |  |
| 1. Explanation of what interventions to use is clear and each step laid out in detail. | 2 |  |  |
| Total Points Earned |  |  |  |

\*Passing score requires meeting all aspects of items 1-12 above. Zeros on any item means failing the course.

\*A minimal score of 18 is required for passing. A no pass requires repeating the course.

**PROFESSIONAL GROWTH PLAN (PGP): Template for Program Completion**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **First Name**: | | | **Last Name:** | | | | |
| **Institution:** | | | **Academic** | | | | |
| **Certificate Program:**  **☐ Residency Teacher**  **☐ Residency Principal/Program Administrator**  **☐ Professional Principal/Program Administrator** | | **☒ Residency School Counselor**  **☐ Residency School Psychologist** | | | | **☐ Initial Superintendent**  **☐ Professional School Counselor**  **☐ Professional School Psychologist** | |
| **Step 1 - Needs Assessment and Goal Selection** | | | | | | | |
| Describe your selected professional growth areas of focus, as well as information from your self-assessments that supports your selections. Link each area of focus to a specific standard and benchmark. | | | | | | | |
| **Areas of Focus/Goals**  Based on your self-assessment, identify areas of focus that will lead to your professional growth. | **Rationale**  What will you and/or your students be able to do as a result of your professional growth that you and/or they are not able to do now? | | | | **Standards-based benchmarks**  Residency candidates must focus on the “professional” level benchmarks. Professional certificate candidates must focus on the “career” level benchmarks. <http://program.pesb.wa.gov/program-review/standards> | | |
|  |  | | | |  | | |
| **Step 2 - Professional Growth Action Plan** | | | | | | | |
| **Activities**  What specific growth activities will you engage in to obtain the identified new learning? The activities should focus on both the content knowledge you acquire as well as the skills you develop. | | | | **Proposed Evidence**  Brieflydescribe the evidence that you will collect. Evidence may include areas beyond test scores such as attendance rates, discipline referrals, programs implemented, and other P-12 student or adult data. | | |
|  | | | |  | | |
| **Step 3 – Review of Plan** | | | | | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_  Candidate Signature (required) Print Name Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Program Signature (required) Print Name Date | | | | | | | |

**COURSE SCHEDULE**

**Individual section instructors may add additional requirements, such as readings and discussions, to be covered in class.**

| **Class #1**  **8/29** | Overview of course and syllabus  (all sections together, Zoom) |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i |  |
| --- | --- | --- | --- | --- |
| **Class #2**  **9/12** | Check In / Initial Reflections |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i |  |
| **Class #3**  **9/26** | Check In / Case Studies / Topics |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l | Clinical assessment |
| **Class #4**  **10/3** | Check In / Case Studies / Topics |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l | Clinical assessment |
| **Class #5**  **10/17** | Check In / Mid-Quarter Reflection |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l | Clinical assessment |
| **Class #6**  **10/24** | Check In / Case Studies / Topics |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l, m | Clinical assessment |
| **Class #7**  **11/7** | Check In / Case Studies / Topics |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l, m | Clinical assessment |
| **Class #8**  **11/14** | Check In / Case Studies / Topics |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l, m | Clinical assessment |
| **Class #9**  **11/28** | Check In & Case Presentations  **Needs Assessment Advocacy Project Part One Due** |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l, m | Clinical assessment |
| **Class #10**  **12/5** | Check In & Fall Quarter Reflection |  | 2a, 2c, 2f  5d, 5g, 5h, 5j  8b, 8c, 8d, 8e, 8i  3. Practice: d, f, g, h, I, j, l, m | Clinical assessment |

**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**

*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 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 in the ***SU Student Handbook***, pp. 24-27, and it is available for download as a "pdf" file if you choose the “Student Handbook” hotlink from the left navigation area at the following URL:  
   
<http://www.seattleu.edu/studentdevelopment/>  
  
The following URL directly downloads the policy document in pdf format:  
<http://www.seattleu.edu/studentdevelopment/filelib/1010.pdf>  
  
   
**NOTICE to STUDENTS concerning Fair Process Policy for the College of Education**  
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 in the ***SU Student Handbook***, pp. 27-30, and it is available for download as a pdf file from the following URL:  
<http://www.seattleu.edu/studentdevelopment/> <<http://www.seattleu.edu/studentdevelopment/>>   
   
The following URL directly downloads the policy document in a text format:  
<http://www.seattleu.edu/registrar/page.aspx?ID=185>

# CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the codes of ethics from the following professional organizations, at the following respective websites:

American Counseling Association:

[www.counseling.org/resources/ethics.htm](http://www.counseling.org/resources/ethics.htm)

American School Counselor Association:

[www.schoolcounselor.org/library/ethics.pdf](http://www.schoolcounselor.org/library/ethics.pdf)