# 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

<table>
<thead>
<tr>
<th>Course: COUN 5090</th>
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<tbody>
<tr>
<td>Title: Comprehensive School Counseling</td>
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<tr>
<td>Room: Loyola 203</td>
</tr>
<tr>
<td>Day/Time: Tuesdays, 4:15-6:55</td>
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<td>Term: Winter 2017</td>
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## INSTRUCTOR

<table>
<thead>
<tr>
<th>Instructor: Arie T. Greenleaf, PhD</th>
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<tr>
<td>Office: Loyola 217</td>
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<td>Office hours: By Appointment</td>
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<tr>
<td>Phone: 319-541-8987 (C)</td>
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<tr>
<td>Email: <a href="mailto:greenleaf@seattleu.edu">greenleaf@seattleu.edu</a></td>
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## COURSE MATERIALS

**Required Texts:**


## CONTENT AREAS

## 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 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

A. Attendance and Participation – 25 points
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. I evaluate this participation roughly in 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 – 25 pts). You are expected to attend every class; missing two or more classes will result in an ‘F’ in the course. Two additional points will be given to students who attend every course and earn a high participation evaluation.

This course is discussion-intensive and hence your participation is essential. Here are some specific examples of participation:

- Turn in reading reflections to demonstrate that you’re prepared for class discussions.
- Ask a question or make a comment that shows you are interested in what another person says or that that encourages another person to elaborate on something they have already said.
- Ask a question to clarify your understanding of the topic.
- Make a comment that underscores the link between two people’s contributions.
- Contribute something that builds on or springs from what someone else has said. Be explicit about the way you are building on the other person’s thoughts.
- Disagree with someone in a respectful and constructive way.
- Create space for someone who has not yet spoken to contribute to the conversation.
- Use body language and eye contact to show interest in what different speakers are saying.

B. Written Reading Reflections - 27 points

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

- Write one question, comment, or argument (for each chapter and assigned article) that occurs to you during your reading that you would like to have discussed in class. Display thoroughly that you have read the text.
- 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 are to be turned in on Canvas prior to class each week. However, please bring a hard or e-copy with you to class for discussion purposes – these will not be turned in in class.

C. School Counseling Observation and Interview Summative Assignment – 40 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.

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

Directions:

School Counselor Observation – 20 points

Students will spend a minimum of seven hours (total for all observations) observing a professional school counselor at a K-12 setting. A time sheet will be provided to keep track of hours and must be signed by the school counselor at the completion of the hours.

School Counselor Interview – 20 points

Each student will interview a school counselor at their selected site. 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 to 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?
2. What are the minimum requirements for being a school counselor at your school?
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?
6. What is/are your favorite, least favorite counseling activities, and why?
7. 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?
12. What is the salary range in your school system?
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 Critical and Emerging Issues Presentation – 40 points

Part A: Explain the Problem (20 points)

Groups will be formed the first class to address a common problem in K-12 schools. On the assigned day, the group will conduct a 30-minute PowerPoint or Prezi presentation as if conducting either an educational workshop for parents or a teacher in-service training for school faculty. The goal of the presentation is to help the audience understand the problem more fully, including its implications for students’ personal/social, academic, and/or career development. Be explicit about which audience(s) your presentation is intended to address (teachers or parents); the goal of the presentation is to inform your audience of the problem and its ramifications, as well as what they (parents or teachers) can do to address it.

*During each group’s presentation your classmates from other groups will assume the role of your group’s assigned audience, i.e., teachers or parents. The members of your
audience will evaluate your group’s overall presentation and offer critical feedback and a grade (the audience will be provided a scoring rubric). That grade (averaged out from all scored rubrics) will be averaged with the instructor’s grade to produce a final grade.

**Part B: Create a classroom guidance lesson to address the problem (20 points)**

Additionally, each group will create a detailed and complete classroom guidance lesson that addresses the issue described in your topic. The lesson should reflect how you as a school counselor would begin to address the problem through a classroom lesson(s) with students. The classroom guidance lesson is due at the end of the term; please send everyone in the course e-copies on or before the due date.

Components of the Guidance Curriculum Lesson:

- ASCA Domain/Standard(s)
- Competency
- Learning Objective(s)
- Curriculum and materials – specific content to be taught in the guidance lesson, e.g., adjustment to 9th grade, student stress and anxiety, etc. (simply provide the name of an existing curriculum or book that can be used as the basis for the lesson – you do not need to create the actual curriculum)
- Learning Activities
- Projected start/end
- Projected number of students impacted
- Lesson will be presented in which class/subject?
- Evaluation methods – how will you gather data to show the impact of the guidance curriculum?
- Implementation contact person – who will be the individual responsible for ensuring the action plan is carried out?

*At the end of the course, each of you will leave with a set of no less than 7 polished PowerPoint or Prezi presentations and accompanying curriculum guidance plans addressing contemporary critical issues/concerns faced by students in Washington schools.*

**F. Midterm ‘Warrior Exam’ – 20 points**

The Warrior Exam is a one-question exam that you answer in class, with your peers watching. It is pass/fail. If you fail, you can write a one-page answer to your question for 10 points. The instructor in class will provide a fuller description of the exam and what it entails. A study handout will be given one week before the exam.

**G. Position Paper – 15 points**

The student will engage in self-exploration and honest confrontation of her/his 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 her/his 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 1 to 1.5 pages (no longer than 6 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?
   a. What is your theoretical orientation to counseling?
   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?

**Total Points: 167**

**Course 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

**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 use of cell phones in class is strictly prohibited. Each offense will result in the loss of three participation points. Computers can be used in class, but only for course-related purposes, i.e., note taking, reviewing course readings, etc. Other non-course related uses of the computer (e.g., facebook, checking/writing emails, etc.) are strictly prohibited and each offense will result in the reduction of three participation points.
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standard (Topics)</th>
<th>Readings and Assignments</th>
<th>Due Dates</th>
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<tr>
<td></td>
<td>Overview of the Course and Syllabus</td>
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<tr>
<td>Class #1</td>
<td>Discussion of the Role(s) of the School Counselor</td>
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<td>Class #3</td>
<td>School Counselor Roles – Strengths &amp; Limitations of the ASCA Model – The ‘Nice Counselor Syndrome’ –</td>
<td>K.1.d., K.1.e., A.1., A.2., A.5., B.3., B.4., B.6., C.1.e.</td>
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<td>Class #4</td>
<td>Multicultural and Social Justice School Counseling – The Achievement Gap – Professional Presentation: Homeless Students</td>
<td>B.3., B.6., C.1.a., C.1.b., C.1.g.</td>
<td>SC Handbook text: Chs. 5 &amp; 38 Close the Gap text: Ch. 1 &amp; 2</td>
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<td>Class #7</td>
<td>Midterm Warrior Exam</td>
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<td>School Counselor Observation Completed - Interview Report Due</td>
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<td>Mar. 7</td>
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<td>Finals Week</td>
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<td>Week</td>
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**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](http://www.seattleu.edu/SAS/LA)
  peer-tutoring, individual learning consultations, or study strategy workshops

- **Writing Center**
  peer assistance with any phase of a writing project

- **Math Lab**
  Drop-in help with mathematics homework and test preparation

- **Reference librarians**
  Library 2nd floor, [www.seattleu.edu/lemlib/AboutLibrary/Reference.htm](http://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*
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


READING REFLECTION RUBRIC

For Questions, Comments or Arguments regarding the readings:

<table>
<thead>
<tr>
<th>Substance</th>
<th>Developing (1)</th>
<th>Accomplished (2)</th>
<th>Exemplary (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance</td>
<td>Mostly unclear that relevant</td>
<td>Somewhat clear that relevant</td>
<td>Very clear that relevant</td>
</tr>
<tr>
<td>Information from the readings was understood by incorporation into questions/comments/arguments. Does not explain relevant course concepts, theories, or materials.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</table>

*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).