

# **ECC 522: Skills and Approaches in School Counselling**

## **School of Education and Leadership**

3 Credits

Effective Date: 4/1/2022

Grading Type: Decimal

Pre-requisite or Co-Requisite: None

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **Faculty Information**

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Course Description**

This course gives the future school counsellor an introduction to practices and processes applicable to the school environment. Topics include comprehensive school counselling, interviewing skills, deepening the therapeutic alliance and professional documentation for intake and referral. Students review regional policies and guidelines related to the scope of practice for school counsellors in a multicultural context. This course gives the future school counsellor an overview of how a well-organized counselling program contributes to children's growth and a

positive school climate.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- Examine and analyze essential counselling skills
- Explore school counselling delivery systems that support the academic achievement and social emotional wellbeing of students
- Examine components of a comprehensive school counselling program in accordance with best practices
- Evaluate collaborative practices between organizations

## Core Concepts, Knowledge, and Skills

- Reflective listening and micro-skills
- Frameworks for service delivery (the steps by which to offer counselling support)
- Informed consent and documentation in schools
- Roles and responsibilities of the School Counsellor (elementary, middle and secondary)
- Elements of diversity in student populations
- Coordination of school based and multi-disciplinary services

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

# Course Assignments and Grading

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Counselling Skills Recording and Analysis	30%
Survey and Critique of School Counselling Services	30%
Multidisciplinary Interview and Evaluation	20%
Participation and Engagement	20%
<b>TOTAL</b>	<b>100%</b>

## ***Counselling Skills – Recording and Analysis (30% of Final Grade)***

Students work towards mastery of attending, empathy, and active listening skills. The essence of this practice assignment is to focus on interchangeable (basic) empathy skills (with minimal questions). The assignment is meant to emphasize that basic empathy in itself can be a very powerful and effective counselling skill.

Students pair off and take turns being the client and counsellor (in triads, there is also an observer). The client's responsibility is to bring a light but genuine topic of concern to the session so that the counsellor can provide authentic responses. Observers can keep track of time and provide feedback.

Assignment Requirements:

**REQUIREMENT 1:** Candidates are required to record three 10-minute segments with a cohort member of the class acting as a client. In each segment, Learners seek to employ attending skills, basic empathy skills, and active listening skills (encouraging, paraphrasing, and summarizing) with minimal questions. Learners complete an Appendix A form for each three practice segments on the recording.

**REQUIREMENT 2:** In the recorded dialogue, **Level 2 empathy responses** are evident and consistent with the Empathy Rating Scale (Appendix B). Level 2 indicates that responses meet an interchangeable (basic) empathy level. There should be an absence of any Level 1 subtractive empathy statements.

**REQUIREMENT 3:** Learners type a transcript of two specific sections of the session which they would like to improve on. They are then to provide **FOUR** reworked counsellor responses for each section.

**REQUIREMENT 4:** Learners complete a reflection and analysis. More detail on the reflection will be provided by Instructors.

*Learning Outcomes:*

- *Examine and analyze essential counselling skills*

<b>Grading criteria</b>	<b>% of Grade</b>
Correct completion of Appendix A and accurate identification of skills	35%
Evident and consistent Level 2 empathic responses	30%
Reflection and Analysis	35%
<b>TOTAL</b>	<b>100%</b>

### ***Survey and Critique of School Counselling Services (30% of Final Grade)***

Learners survey their schools to take an inventory of school counselling delivery systems that support the academic achievement of students. An Audit Checklist for this purpose is provided as Appendix C to this syllabus. Learners then summarize and synthesize their findings from the audit checklist to a) evaluate the level of services in relationship to student needs and demographics and b) evaluate the adequacy of delivery and management systems to meet student academic and psychosocial support in the school. Learners should consider their evaluations within the context of comprehensive school counselling programs including appropriate citations and references to theory and knowledge of best practices. The instructor will provide guidelines for length of paper and additional elements where applicable. The assignment will adhere to standard APA formatting and guidelines.

#### *Learning Outcomes:*

- *Explore school counselling delivery systems that support the academic achievement and social emotional wellbeing of students*
- *Examine components of a comprehensive school counselling program in accordance with best practices*

<b>Grading criteria</b>	<b>% of Grade</b>
Survey checklist	15%
Evaluation of the level of services (in relation to student needs and demographics including elements of diversity)	20%
Evaluation of the adequacy of delivery and management systems (in context of comprehensive school counselling programs)	30%
Application of course concepts and best practices	25%
Academic practices and skills	10%
<b>TOTAL</b>	<b>100%</b>

### ***Multidisciplinary Interview and Evaluation (20% of Final Grade)***

The focus of this assignment is to identify and assess the interrelationship among and between school staff, families, and community resources to support individual students for academic and psychosocial support. Learners interview a professional from a community agency such as CYMH, probation, addiction services, MCFD, etc. to receive their viewpoint and gather information on interagency/interdisciplinary work. Using guiding questions identified in Appendix D as a framework, students a) briefly identify and summarize the roles and responsibilities of the interviewee and b) appraise how their work interfaces with the school district to support collaborative practices between organizations. The instructor will provide guidelines for length

of paper and additional elements. See Appendix D. The assignment will adhere to standard APA formatting and guidelines.

*Learning Outcomes:*

- *Explore school counselling delivery systems that support the academic achievement and social emotional wellbeing of students*
- *Evaluate collaborative practices between organizations*

<b>Grading criteria</b>	<b>% of Grade</b>
Identification of roles and responsibilities of interviewee	40%
Evaluation of collaborative practices between organizations	40%
Academic practices and skills	20%
<b>TOTAL</b>	<b>100%</b>

### ***Participation and Engagement (20% of Final Grade)***

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

<b>Components</b>	<b>% of Grade</b>
<b>Participation and Engagement</b> <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	<b>100%</b>
<b>TOTAL</b>	<b>100%</b>

## **Course Policies**

### **Declaration of Inclusion**

CityU Canada's Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of xʷməθkʷəyəm (Musqueam), sə́lilwətaʔt (Tsleil-Waututh), and Sḵwxwú7mesh (Squamish) people & many others whose histories, languages, & cultures continue to influence

our vibrant community. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

## **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy

and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/> .

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request a user name and password.