

**Syllabus**

**SCHOOL OF HEALTH AND SOCIAL SCIENCES**  
**COUN 561: Introduction to School Counseling and ASCA**  
**Model**

5 Credits  
Effective: Fall 2020/2021

*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**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This course provides an overview of the comprehensive school counseling model, delivery, management, and accountability systems. Students engage in study and discussion of the evolving role of the school counselor in a PK-12 setting. Students develop a professional growth plan. Topics include: American School Counselors Association (ASCA) model, guidance, curriculum, system support, and school counselor roles and responsibilities, and ethics.

Methods of instruction primarily feature: in-class face-to-face learning, with some additional asynchronous online work.

## **COURSE RESOURCES**

American School Counselor Association (2019). *ASCA national model: A framework for school counseling programs (4<sup>th</sup> ed)*. American School Counselor Association.

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7<sup>th</sup> Ed)*. American Psychological Association

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

## **COURSE OUTCOMES (COs)**

This course will prepare students to:

- a) Work collaboratively with school and community resources to implement a K-12 comprehensive school counseling program
- b) Gain knowledge of self-care strategies appropriate to the counselor role
- c) Understand both the components and implementation strategies of a comprehensive School Counseling Program, specific to the ASCA model.

## **PROGRAM LEARNING OUTCOMES (PLOs)**

### **1. Professional Counseling Orientation and Ethical Practice**

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

### **2. Social and Cultural Diversity**

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

### **3. Human Growth and Development**

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

### **4. Career Development**

Demonstrates knowledge and working application of career development in counseling practice.

### **5. Counseling and Helping Relationships**

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

### **6. Group Counseling and Group Work**

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

### **7. Assessment and Testing**

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

### **8. Research and Program Evaluation**

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

### **9. Social Justice**

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

### **Specialty Areas:**

#### **10. Addiction Counseling**

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

#### **11. Clinical Mental Health Counseling**

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

#### **12. Marriage, Couple, and Family Counseling**

Applies family systems theory to client(s) presenting problems and diagnoses.

#### **13. Professional School Counseling**

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

# CACREP STANDARDS

## CACREP Entry Standards: Section 2. F.

- 1.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 interorganizational collaboration and consultation.
- 1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 1.d. The role and process of the professional counselor advocating on behalf of the profession.
- 1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.
- 1.h. Current labor market information relevant to opportunities for practice within the counseling profession.
- 1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- 1.k. Strategies for personal and professional self-evaluation and implications for practice.
  - 1.l. Self-care strategies appropriate to the counselor role.
- 2.e. The effects of power and privilege for counselors and clients
- 2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 3.b. Theories of learning
- 3.h. A general framework for understanding differing abilities and strategies for differentiated interventions
- 4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
- 6.f. Types of groups, and other considerations that affect conducting groups in varied settings
- 7.c. Procedures for assessing risk of aggression, danger to others, self-inflicted harm, or suicide
- 7.d. Procedures for identifying trauma and abuse and for reporting abuse
- 8.c. Needs assessments
- 8.d. Development of outcome measures for counseling programs
- 8.i. Analysis and use of data in counseling

## PSC Specialty

- 1.a. History and development of school counseling
- 1.b. Models of school counseling programs
- 1.d. Models of school-based collaboration and consultation
- 1.e. Assessments specific to P-12 education
- 2.a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
- 2.b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- 2.d. School counselor roles in school leadership and multidisciplinary teams
- 2.e. School counselor roles and responsibilities in relation to the school emergency management plans, and crisis, disasters, and trauma
- 2.f. Competencies to advocate for school counseling roles
- 2.j. Qualities and styles of effective leadership in schools
- 2.k. Community resources and referral sources

- 2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- 2.m. Legislation and government policy relevant to school counseling
- 3.a. Development of school counseling program mission statements and objectives
- 3.b. Design and evaluation of school counseling programs
- 3.c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- 3.d. Interventions to promote academic development
- 3.f. Techniques of personal/social counseling in school settings
- 3.g. Strategies to facilitate school and postsecondary transitions
- 3.i. Approaches to increase promotion and graduation rates
- 3.j. Interventions to promote college and career readiness
- 3.k. Strategies to promote equity in student achievement and college access
- 3.l. Techniques to foster collaboration and teamwork within schools
- 3.m. Strategies for implementing and coordinating peer intervention programs
- 3.n. Use of accountability data to inform decision making
- 3.o. Use of data to advocate for programs and students

KPI – F (Specialty: 13 – Professional School Counseling; Formative Assessment)

### Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Req. Assign 1 – Comprehensive School Counseling Program	a), c)	13 (KPI-F)	1.b., 1.c., 1.d., 1.e., 1.f., 1.i., 2.e., 2.h., 3.b., 3.h., 4.g., 4.h., 6.f., 7.c., 7.d., 8.c., 8.d., 8.i.,				1.a., 1.b., 1.d., 1.e., 2.a., 2.b., 2.d., 2.f., 2.j., 2.k., 2.l., 2.m., 3.a., 3.b., 3.c., 3.d., 3.f., 3.g., 3.i., 3.j., 3.k., 3.l., 3.m., 3.n., 3.o.,
2. Req. Assign 2 – Crisis/Advocacy Plan Presentation	a), c)		1.c., 1.e., 2.e., 2.h., 3.h., 7.c., 7.d.,				2.e., 2.k., 3.l., 3.m.,
3. Req. Assign 3 – Identity/Self-Care Plan	b)		1.d., 1.e., 1.f., 1.h., 1.k., 1.l., 2.e.,				2.a., 2.f., 2.j., 2.l.,
4. Class Activities –							

### Course Schedule

(Specific topics and class activities will be developed each term by the Practicum course instructor)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				

**Required Course discussion topics:**

- ASCA School Counselor Professional Standards and Competencies
- ASCA Ethical Standards for School Counselors
- Manage Component: School Counseling Program Focus – Beliefs, Vision Statement, Mission Statement
- Manage Component: Program Planning – Data, Student Outcome Goals, Action Plans
- Manage Component: Program Planning – Lesson Plans, Administrative Conferences,
- Manage Component: Program Planning –Use of Time, Calendars, Advisory Councils
- Deliver Component: Direct Student Services – Instruction (Classroom), Appraisal/Advisement, Counseling (Individual and Groups)
- Deliver Component: Indirect Student Services – Consultation, Collaboration, Referrals
- Assess Component: Program Assessment, Counselor Assessment/Appraisal

Standards met with required course readings, in-class discussions, and class activities:

CO: a), b), c)

PLO: 13 (KPI-F)

CACREP Core: 1.b.,1.c., 1.d., 1.e., 1.f., 1.h., 1.1.i., 1.k., 1.l., 2.e., 2.h.,3.b., 3.h., 4.g., 4.h., 6.f., 7.c., 7.d., 8.c., 8.d., 8.i.,

CMHC:

MCFC:

AC:

PSC: 1.a., 1.b., 1.d., 1.e., 2.a., 2.b., 2. d., 2.e., 2. f., 2.j., 2.k., 2.l., 2.m., 3.a., 3.b., 3.c., 3.d., 3.f., 3.g., 3.i., 3.j., 3.k., 3.l., 3.m., 3.n., 3.o.,



## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Comprehensive School Counseling Program Plan/Portfolio	400
Assign 2: Crisis Prevention, Intervention, and Advocacy Plans Presentation	50
Assign 3: Professional School Counselor Identity & Self-Care Plan	50
(Additional Assignments – TBD)	(500)
<b>TOTAL</b>	<b>1000</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### **Assign 1: Comprehensive School Counseling Program (400 points)**

CO: a), c)

PLO: 13 (KPI-F)

CACREP Core: 1.b.,1.c., 1.d., 1.e., 1.f.,1.i., 2.e., 2.h.,3.b., 3.h., 4.g., 4.h., 6.f., 7.c., 7.d., 8.c., 8.d., 8.i.,

CMHC: n/a

MCFC: n/a

PSC: 1.a., 1.b., 1.d., 1.e., 2.a., 2.b., 2. d., 2. f., 2.j., 2.k., 2.l., 2.m., 3.a., 3.b., 3.c., 3.d., 3.f., 3.g., 3.i., 3.j., 3.k., 3.l., 3.m., 3.n., 3.o.,

As part of the training program for Professional School Counseling, students are expected to create an ongoing working portfolio. For this assignment, students assume the role of a newly employed counselor in a progressive counseling program tasked with creating and designing a Comprehensive School Counseling Program that includes: a) mission and vision statements b) goals for the program c) Multi-Tiered Systems of Support(MTSS) Framework for interventions, and d) disclosure statement. Students will develop interventions that address all three tiers of MTSS, referrals to the counseling office, collaboration with Grade-Level Teams (GLT) and Student Intervention Teams (SIT), School Psychologist, parents and other community partners while defining their role as a student advocate. Students should consider social issues such as homelessness (McKinney-Vento), truancy (Becca Bill), Special Education services (IDEA), and social justice advocacy (school to prison pipeline). Students will use the ASCA National Model text as well as Washington State OSPI resources in addition to giving attention to the history and trends in school counseling (national, state, district and school levels). Students will be required to cite references on a reference page using APA style.

The working portfolio is to be organized in coordination with the ASCA National Model (sections/folders for each major section) along with resources, information, lesson plans, etc. Students may utilize the templates and other resources offered by ASCA as part of this portfolio, but are expected to create and extend beyond those resources.



*The Professional School Counseling Working Portfolio will be used throughout other courses in the program. Assignments in various classes (including Practicum and Internship) should be geared toward school counseling issues, strategies, or situations. These assignments will become part of the portfolio in order to create a usable and timely Comprehensive School Counseling Program plan/resource for newly graduated professional school counselors as they start positions as school counselors.*

<b>Grading Components</b>	<b>% of Grade</b>
Organization and clear demonstration of ASCA model	30%
Clarity and development of professional school counseling competencies (Define, Manage, Assess, Deliver)	30%
Style, mechanics, and grammar	10%
Integration and application of social justice and advocacy concepts	15%
Demonstration of data-driven assessments, plans, and interventions	15%
<b>TOTAL</b>	<b>100%</b>

**Assign 2: Crisis Prevention, Intervention, and Advocacy Plans Presentation (50 points)**

CO: a), c),  
 PLO: n/a  
 CACREP Core 1.c., 1.e., 2.e., 2.h., 3.h., 7.c., 7.d.,  
 CMHC: n/a  
 MCFC: n/a  
 PSC: 2.e., 2.k., 3.l., 3.m,

Students will create a twenty minute presentation that will consist of a four to five page plan and eight to ten slide power-point presentation on their crisis prevention, intervention, and advocacy plans which could be used as a part of the overall crisis plan for a school (include grade levels, etc.). Include communication and deployment strategies that administrators, staff, teachers, parents, and other stakeholders in the community can utilize to notify, implement, and communicate with the school counseling department (e.g., school violence, suicide, terminal illness, death, fire, etc.) The crisis prevention/intervention section of the presentation should clearly outline an understanding and recognition of possible issues within school environments including child abuse and neglect, substance use, abuse and related issues, suicidality/self-harm, and school-based violence as well as the ethical and legal requirements of mandating reporting. The advocacy section of the presentation should include student issues such as absenteeism, parental involvement, gang and violence prevention, bully/cyber bullying prevention, college and career readiness, substance use and abuse, suicide, sexual assault/abuse.

<b>Components</b>	<b>% of Grade</b>
Quality/comprehensiveness of overall plan	60%
Demonstration/integration of social justice/advocacy based interventions/communications	20%
Organization, coherence, and quality of oral presentation	20%
<b>TOTAL</b>	<b>100%</b>

**Assign 3: Professional School Counselor Identity & Self-Care Plan (50 points)**

CO: b)  
 PLO: n/a  
 CACREP Core: 2.F. – 1.d., 1.e., 1.f., 1.h., 1.k., 1.l., 2.e.,

CMHC: n/a  
MCFC: n/a  
PSC: 2.a., 2. f., 2. j., 2.l.,

For this four to five page paper, students describe their reasons for/and interest in becoming a professional school counselor that includes the following components: a) what attracted them to the profession; b) what school level they are interested in and why; c) how they envision themselves in their role as a professional school counselor; d) what they hope students, teachers, administrators, parents, and the community will gain from their expertise as a professional school counselor; and e) their self-care plan. Students will include a detailed description of their plans to remain well/healthy as a professional school counselor responsible for an entire school. In the self-care plan students are to provide specific ways of how they intend to take care of themselves physically, mentally/emotionally/spiritually, socially, and educationally (from a professional development perspective).

<i>Components</i>	<i>% of Grade</i>
Clear development of professional identity in relation to roles/responsibilities	60%
Inclusion/development of self-care plan	20%
Self-Reflection/insight	20%
<b>TOTAL</b>	<b>100%</b>

**(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)**

# **COURSE POLICIES**

## **Late Assignments**

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **OVERVIEW:**

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

## **Participation**

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

## **Professional Writing**

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## UNIVERSITY POLICIES

You 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.

### **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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **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 found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with 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 206.2369.4752 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 your 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 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.