Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy

SCHC 7010
Comprehensive Developmental School Counseling
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COURSE DESCRIPTION
Prerequisite: SCHC 7800. Knowledge concerning comprehensive school counseling programming is gained through this course. Students learn to design school counseling programs that establish the school counseling program as an integral component of the academic mission of the school, ensure equitable access to school counseling for all students, identify the knowledge and skills that all students should acquire as a result of P-12 school counseling programs, and ensure that the comprehensive school counseling program is delivered in a systematic fashion to all students.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS
American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling program.* (3rd ed.). Alexandria, VA: ASCA.

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Dollarhide, C., & Saginak, K. (2016). *Comprehensive school counseling programs: K-12 delivery programs in action*. 3rd edition. Upper Saddle River, NJ: Pearson.

Hatch, T. (2014). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Thousand Oaks, CA: Corwin.

COURSE OBJECTIVES
M.ED SCHOOL COUNSELING OUTCOMES – Knowledge and Skills
Students will:

1. Demonstrate an understanding of the history and philosophy of the counseling profession and its specialty areas. CACREP 2.F.1.a. – Key Performance Indicator (knowledge)

2. Demonstrate an understanding of professional counseling organizations, including membership benefits, activities, services to member and current issues. CACREP 2.F.1.f. – Key Performance Indicator (knowledge)

3. Demonstrate an understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. CACREP 2.F.1.g. – Key Performance Indicator (knowledge)

4. Understand biological, neurological, and physiological factors that affect human development, functioning, and behavior. CACREP 2.F.3.e. (knowledge)

5. Understand systemic and environmental factors that affect human development, functioning and behavior. CACREP 2 F.3.f. (Knowledge)

6. Use strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. CACREP 2.F.4.e. – Key Performance Indicator (skills)

7. Demonstrate strategies to promote client understanding of and access to a variety of community- based resources. CACREP 2.F.5.k. (skills)

8. Use procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. CACREP 2.F.7.c. – Key Performance Indicator (skills)

9. Develop a needs assessment. CACREP 2.F.8.c. (skills)

10. Develop outcome measures for counseling programs. CACREP 2.F.8.d. (skills)

11. Develop evaluation instruments for counseling interventions and programs. CACREP 2.F.8.e. (skills)

12. Understand models of school counseling programs. CACREP 5.G.1.b. – Key Performance Indicator (knowledge)

13. Demonstrate an understanding of school counselor roles as leaders, advocates, and systems change agents in P-12 schools. CACREP 5.G.2.a. (Key Performance Indicator) (knowledge)

14. Demonstrate an understanding of school counselor roles in school leadership and multidisciplinary teams. CACREP 5.G.2.d. (knowledge)

15. Understand qualities and styles of effective leadership in schools CACREP 5.G.2.j. (knowledge)

16. Develop community resources and referral sources. CACREP 5.G.2.k. (skills)

17. Understand legal and ethical considerations specific to school counseling. CACREP 5.G.2. (knowledge)

18. Design an evaluation of school counseling programs. CACREP 5.G.3.b. – Key Performance Indicator (skills)

19. Understand core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. CACREP 5.G.3.c. (knowledge)

20. Use accountability data to inform decision making. CACREP 5.G.3.n. – Key Performance Indicator (skills)

21. Use data to advocate for programs and students. CACREP 5.G.3.0. – Key Performance Indicator (skills)

CONTENT:

1. Transforming the School Counseling Profession
2. History of Counseling Profession
3. The ASCA National Model
4. Transformational Thinking in Today's Schools
5. Systemic, Data-Driven School Counseling Practice and Programming for Equity
6. Accountability
7. Outcome Research
8. Ethical, Legal, and Professional Issues
9. Leadership and Advocacy
10. Developmental Classroom Guidance
11. Academic and Career Planning for College and Career Readiness
12. Counseling Individuals and Groups
13. Systemic Approaches to Counseling Students with Complex Issues
14. Students with Disabilities

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METHODS OF INSTRUCTION
1. Face to face (75%)
2. Online Blazeview (25%)

COURSE ACTIVITIS/ASSIGNMENTS/REQUIREMENTS
Activities
1. Lecture
2. Discussion
3. Video
4. Exercises
5. Presentations
6. Field Experience

Assignments

Professional Organization: Each student will provide evidence that they have joined a professional organization and have current professional liability insurance.

Professionalism Presentation: Each student will develop a PowerPoint presentation that addresses issues relevant to professionalism. Please see instructions at the end of the syllabus.

Comprehensive Developmental School Counseling Program: Academic and Personal/Social Components: Students will develop the Academic Development, Career, and Social/Emotional components of the Comprehensive Developmental School Counseling program utilizing the ASCA National Model. Complete Instructions can be found at the end of the syllabus.

Paper/Proposal/Presentation: Students will work in groups of 2 to develop a paper and PowerPoint presentation (30 minute) on a topic relevant to school counseling. This is the paper that will be submitted to the Georgia School Counseling Association's Annual Conference or another conference. If the proposal is accepted, the group will conduct the presentation at the conference. The group will also complete and submit to the instructor the proposal for the conference. Specific instructions can be found in Blazeview under Assignment Instructions.

Topic Presentations: Each student will prepare a short presentation on an assigned topic. Topics will be assigned by the professor. A one-two page handout with the information in the presentation will be prepared for students and submitted to the Dropbox in Blazeview.

Exam I -III: Students will complete three additional examinations during the semester.

Exam IV: There will be a minimum of three pop quizzes or assignments that will comprise the grade for Exam IV. The quizzes may be online or in the classroom. Come to class prepared.

Online Classes: Four classes will be online. When the classes are online there will be assignments that need to be completed. If you do not complete the assignments as indicated in the assignment, you will lose 10% of your grade for each assignment that you do not complete.

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STUDENT PERFORMANCE EVALUATION AND CRITERIA
COURSE EVALUATION
     Exam I
     Exam II
     Exam III
     Exam IV   Pop Quizzes (3)
     Topic Presentation
     Professionalism Presentation
     Paper/Presentation
     Comprehensive School Counseling Program
     Conference Proposal

Evaluation Method	Percent of Grade
Professionalism Presentation	10
Comprehensive Developmental Counseling Program	60
Presentation/Paper/Proposal	30
Topic Presentation	10
Online Assignments	15
Exam I	20
Exam II	20
Exam III	20
Exam IV	15
Total	200

Grading Scale
180 - 200 – A
160 - 179 – B
140 - 159 – C
120 - 139 – D
   < 120 - F

ATTENDANCE POLICY
If you have more than two absences, your grade will drop one letter grade. For every absence that follows you will lose one additional letter grade.

PROFESSIONALISM
Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, **turn assignments in on time**, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are working with. When involved in online activities students will address the topics and other students in a respectful manner using appropriate netiquette.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity,titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

M. ED School Counseling Outcomes

Students will	How outcome is met
Demonstrate an understanding of the history and philosophy of the counseling profession and its specialty areas. CACREP 2.F.1.a. – Key Performance Indicator	Met through assigned readings and professionalism presentation. Assessed with the Abbreviated Presentation Rubric.
Demonstrate an understanding of professional counseling organizations, including membership benefits, activities, services to member and current issues. CACREP 2.F.1.f. – Key Performance Indicator	Met through assigned readings and professionalism presentation and professional membership card. Assessed with the Abbreviated Presentation Rubric and evidence of membership in a professional organization.
Demonstrate an understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. CACREP 2.F.1.g. – Key Performance Indicator	Met through assigned readings and professionalism presentation. Assessed with the Abbreviated Presentation Rubric.
Understand systemic and environmental factors that affect human development, functioning and behavior. CACREP 2.F.3.f.	Met through assigned readings, lectures, discussion and the paper and presentation. Assessed through the Paper/Presentation Rubric
Understand strategies for career development program planning, organization, implementation, administration, and evaluation. CACREP 2.F.4.f.	Met through assigned readings, class discussion, and Comprehensive Development School Counseling Plan (CDSCP).
Demonstrate strategies to promote client understanding of and access to a variety of community-based resources. CACREP 2.F.5.k.	Met through assigned readings, discussion, and Part III of the Comprehensive Developmental School Counseling Plan (CDSCP). Assessed with the CDSCP Rubric
Use procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. CACREP 2.F.7.c. – Key Performance Indicator	Met through assigned readings, discussion, and the topic presentation. Assessed with the Abbreviated Presentation Rubric
Develop a needs assessment. CACREP 2.F.8.c	Met through assigned readings, discussion, and Part IA of the CDSCP. Assessed with the CDSCP Rubric
Develop outcome measures for counseling programs. CACREP 2.F.8.d.	Met through assigned readings, discussion, and Part IIA of the CDSCP. Assessed with the CDSCP Rubric

Develop evaluation instruments for counseling interventions and programs. CACREP 2.F.8.e.	Met through assigned readings, discussion, and Part IIC of the CDSCP. Assessed with the CDSCP Rubric
Understand models of school counseling programs. CACREP 5.G.1.b. – Key Performance Indicator	Met through assigned readings, discussion, and the CDSCP. Assessed with the CDSCP Rubric
Demonstrate an understanding of school counselor roles as leaders, advocates, and systems change agents in P-12 schools. CACREP 5.G.2.a. – Key Performance Indicator	Met through assigned readings, lecture discussion, and an examination.
Demonstrate an understanding of school counselor roles in school leadership and multidisciplinary teams. CACREP 5.G.2.d.	Met through assigned readings, lecture and discussion.
Understand qualities and styles of effective leadership in schools CACREP 5.G.2.j.	Met through assigned readings, lecture and discussion.
Develop community resources and referral sources. CACREP 5.G.2.k.	Met through discussion and Part III of the Comprehensive CDSCP. Assessed with the CDSCP Rubric
Understand legislation and government policy relevant to school counseling. CACREP 5.G.2.m.	Met through assigned readings, lecture, topic presentation, and class activities/discussion.
Understand legal and ethical considerations specific to school counseling. CACREP 5.G.2.n.	Met through assigned readings and Online Assignment 3.
Design and evaluation of school counseling programs. CACREP 5.G.3.b. – Key Performance Indicator	Met through assigned readings, discussion, and Part IID of the CDSCP. Assessed with the CDSCP Rubric
Understand core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. CACREP 5.G.3.c.	Met through assigned readings, discussion, and Part IIA of the CDSCP. Assessed with the CDSCP Rubric and exam II.
Understand techniques to foster collaboration and teamwork within schools. CACREP 5.G.3.l.	Met through assigned readings, lecture, class activities/discussion, and an examination.
Understand strategies for implementing and coordinating peer intervention programs. CACREP 5.G.3.m.	Met through assigned readings, lecture, class activities/discussion, and an examination.
Use accountability data to inform decision making. CACREP 5.G.3.n. – Key Performance Indicator	Met through assigned readings, lecture, discussion, and exam I.
Use data to advocate for programs and students. CACREP 5.G.3.o. – Key Performance Indicator	Met through assigned readings, discussion, and Part IIC of the CDSCP. Assessed with the

	CDSCP Rubric.

Professionalism Presentation

CACREP Standards
Demonstrate an understanding of the history and philosophy of the counseling profession and its specialty areas. CACREP 2.F.1.a. – Key Performance Indicator

Demonstrate an understanding of professional counseling organizations, including membership benefits, activities, services to member and current issues. CACREP 2.F.1.f. – Key Performance Indicator

Demonstrate an understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. CACREP 2.F.1.g. – Key Performance Indicator

Each assigned group will create a PowerPoint presentation with notes that includes the following
1. Introduction
2. The importance of understanding the history of the counseling profession.
3. The importance and benefits of professional organizations to the counseling profession
4. Discuss two issues that a professional counseling organization faces, how the issue can or is being addressed and what public policies impact the issues.
5. Discuss the certification process for school counselors in Georgia.
6. Conclusion

Comprehensive Developmental School Counseling Plan

CACREP Standards

Understand strategies for career development program planning, organization, implementation, administration, and evaluation. CACREP 2.F.4.f.

Demonstrate strategies to promote client understanding of and access to a variety of community- based resources. CACREP 2.F.5.k.

Develop a needs assessment. CACREP 2.F.8.c.

Develop outcome measures for counseling programs. CACREP 2.F.8.d.

Develop evaluation instruments for counseling interventions and programs. CACREP 2.F.8.e.

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Understand models of school counseling programs. CACREP 5.G.1.b. – Key Performance Indicator

Develop community resources and referral sources. CACREP 5.G.2.k.

Design an evaluation of school counseling programs. CACREP 5.G.3.b. – Key Performance Indicator

Understand core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. CACREP 5.G.3.c.

Use accountability data to inform decision making. CACREP 5.G.3.n. – Key Performance Indicator

Use data to advocate for programs and students. CACREP 5.G.3.0. – Key Performance Indicator

Part I: Needs Assessment
Part IA: Needs Assessment Development
Students will work in groups to develop a needs assessment for an assigned school. Each group will need to work in collaboration with the school counselor at the assigned school to develop the needs assessment that addresses Academic Development, Career Development, and Social/Emotional Development. A meeting needs to be set up when the entire group can meet with the school counselor to get a sense of issues faced by students in the school, review the school improvement plan, and establish a timeline to develop and conduct the needs assessment.

Each group will work with the school counselor at the school to conduct the needs assessment. A day and time to conduct the needs assessment must be established and everyone in the group will conduct the needs assessment.

Part IB: Data Analysis
Each group will analyze the data gathered from the needs assessment to determine key areas that need to be addressed in the school especially those related to barriers to student success and achievement gaps. Key areas need to be determined in the three developmental areas: Academic Development, Career Development, and Social/Emotional Development. In the final report each group will use graphs and figures to illustrate and explain the data and highlight the key areas.

Part II: Comprehensive School Counseling Plan
Part IIA: Comprehensive School Counseling **Plan**
For each developmental (academic, career, and emotional) area you must develop two program outcome measures based on the key areas developed from the needs assessment. Recommendations will be generated that address initiatives that can be developed in the key areas. You will use ASCA's Curriculum Action Plan and Closing the Gap Action Plan to

address these initiatives. Based on the initiatives and program outcomes create two classroom guidance lesson plans that address an initiative on one of the action plans and a small group must be developed focusing on a key area for each developmental area (six classroom guidance activities and three small groups). All interventions must link back to the program outcomes, key areas, and data.

Part IIB: Academic, Career, and Emotional Development
In addition for each area (academic, career, and emotional) a table will be created that indicates strategies for assessing abilities, interests, values, personality and other factors that contribute to academic, career development, and emotional development. For each area there must be two strategies to address each factor. For example, the Academic Factors table might look like:

Academic Factors		
Abilities	Strategy 1	Strategy 2
Interests		
Values		
Personality		
Other Factors		

Part IIC: Advocacy
Using the data that was gathered about the school, determine a key area that can be addressed through advocacy. Develop an advocacy plan that indicates what interventions will be used at all three levels of the ACA advocacy competencies to address the key area. Please indicate three interventions at each level.

Part IID: Evaluation
Each group will develop two evaluation instruments. The first instrument will evaluate the school counselor. The second instrument will evaluate the school counseling program. The group may review the assessments that are online but each group must develop their own evaluation instruments.

Part III: Community Agencies (Consultation and Collaboration; Advocacy)
Group members will identify a minimum of six community agencies that provide services to students and families for the site school. Each group member will visit an agency to determine how students and families may use the agency focusing on what the experience might be like for these individuals. Each group will develop a list of questions that can be asked at the agency to find out what services are provided and to determine what process individual go through when using agency resources. A 2-3 page reflection paper that includes thoughts about the school and agency and the personnel you encountered, preconceived notions about the agency prior to going to the agency, perception of the agency after your visit, and how the visit impacted your identity as a school counselor. Include a list and description of community agencies will be developed that can be given to students or parents.

Part IV: Newsletter for Parents/Caregivers (Leadership; Counseling and Coordination)

Each group will develop a newsletter for parents. The information highlighted in the newsletter should be determined with the school counselor but should address the key areas determined by the needs assessment. For example, study skill tips to help close the achievement gap, community resources, college application process, etc.

Part V: PowerPoint
Each group will present a PowerPoint that highlights the school they worked with and each component of the CDSCP.

Product (APA style including title page, headings, citations/references, etc.)
The finished product includes a summary of the project including
1. An introduction
2. Mission, Vision, and goals of the school counseling program (from the site school)
3. Data based rational for focusing on the key areas
    a. Summary of needs assessment results
    b. Summary of data gathered (SIP, CCPRI, community data, needs assessment, etc.).
    c. Summary of key areas selected, intervention strategies, and how they will be addressed (group, individual, classroom lessons, advocacy, community resources, etc.)
4. Conclusion
    a. How will the school be impacted by these interventions
    b. How was each group member was impacted by the project
5. Appendices and documents as listed below
    a. Appendix A: Needs Assessment
    b. Appendix B: Action Plans
    c. Appendix C: Classroom Guidance Activities
    d. Appendix D: Small Groups
    e. Appendix E: List of Community Resources
    f. Appendix F: Program and Counselor Evaluation Instruments
    g. Appendix F: Newsletter
    h. Appendix G: Student Reflections
    i. Appendix H. PowerPoint

Paper and Presentation

CACREP Standards

Understand systemic and environmental factors that affect human development, functioning and behavior. CACREP 2 F.3.f.

Instructions: Students will work in groups to develop a presentation relevant to school counseling. <u>Topic must be approved by the instructor</u>. The presentation will function as your final examination.

1. APA style will count as 10 percent of the grade. Headings should be used.
2. Introduce the topic
3. Rationale - this should justify the need for learning more about this topic and will come from the literature review. What is the importance of this topic?
4. Review of relevant literature
   a. Theory – what theory does the literature indicate is best for this issues/population? How does a school counselor intervene using this theory?
   b. Research – What does research literature indicate about the topic? Including systemic and environmental factors relevant to the topic.
   c. Best Practice – What are the best practices for this issue/population (Evidence Based)
   d. Minimum of 15 references from books or scholarly journals
5. Conclusion – Brief summary of the important points.
6. Handout for the class – Power Point and any other relevant information.

A detailed paper and the PowerPoint will be given to the instructor on the assigned due date that addresses the material in 1-6. A Power Point hand out will be emailed in Blazeview for students to print and bring to class.

Any topic relevant to any aspect of academic, career or personal/social development is appropriate with instructor approval. The topic must be approved by the instructor. The paper may not be a paper that you have presented in a previous class. Keep in mind that the paper may be used to present at a state or national conference.

Topic Presentation

CACREP Standards

Use procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. CACREP 2.F.7.c. – Key Performance Indicator

Instructions: Each group will be assigned a topic to research and present the information to the class. The presentation will include:
1. An introduction
2. Overview of the topic including relevant outcome research
3. Evidence-based interventions – if appropriate
4. Conclusion
5. One – two page handout

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