

**Graduate School of Education  
Department of Counselor Education  
COUN 596: Foundations of School Counseling  
Fall 2014**

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**Office: 506Q** **Credits: 3**

**Office hours: Flexible to meet your unique scheduling needs** **Ed 402**

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**Course Catalog Description**

This is a foundational course for students pursuing graduate study in school counseling. Oriented toward students with an interest in the special and unique field of school counseling. Intended to provide a broad overview of the school counseling profession with an emphasis on both theoretical and practical aspects of comprehensive school counseling programs as well as a specific emphasis on the Oregon framework.

**Disability Access Information**

It is the University's goal that learning experiences be as accessible as possible. If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

**Graduate School of Education Conceptual Framework**

<b>Vision: Preparing professionals to lead life-long learning and development within our diverse communities.</b>
1. Diversity and Inclusiveness - Advocacy for Fairness and Respect. 1.1 Candidates work effectively with diverse populations. 1.2 Candidates promote inclusive and therapeutic environments.
2. Research based practices and professional standards - Professionalism. 2.1 Candidates critically analyze and implement research-based practices. 2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.
3. Impact on Learning and Development - Commitment to learning. 3.1 Candidates ensure that all learners and clients succeed. 3.2 Candidates use technology to enhance learning and development. 3.3 Candidates influence policy and provide leadership for organizations.
4. Evidence-informed decision making - Reflection. 4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

## Content Areas

- History and evolution of school counseling profession
- School counselor roles and professional identity (e.g., associations, roles)
- School counseling frameworks and practices (e.g., CGCP, ASCA Model, interventions)
- School counselor duties (e.g., data collection, crisis response, closing achievement gaps)
- Professional practices, including legal and ethical practices

## TSPC/CACREP Standards Addressed:

### (1) Foundations:

#### (a) Knowledge

(A) Know the history, philosophy, and current trends in school counseling and educational systems; (B) Understands ethical and legal considerations specifically related to the practice of school counseling; (C) Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school; (D) Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling; (E) Understands current models of school counseling programs and their integral relationship to the total educational program; (F) Understands the effects of: Atypical growth and development, health and wellness, language; ability level, multicultural issues, and factors of resiliency on student learning and development; and (G) Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

#### (b) Skills and Practices:

(A) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling; and

(B) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

### (2) Counseling, Prevention and Intervention:

#### (a) Knowledge:

(A) Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students; (B) Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students; (C) Knows strategies for helping students identify strengths and cope with environmental and developmental problems; (D) Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling; (E) Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning; and (F) Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

#### (b) Skills and Practices:

(A) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to each diverse individual, group, and classroom; (B) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal and social development of students; (C) Designs and implements prevention and intervention plans related to the effects of: Atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and

development;(D) Demonstrates the ability to use procedures for assessing and managing suicide risk; and(E) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

### **(3) Diversity and Advocacy:**

#### **(a) Knowledge:**

(A) Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and multicultural excellence in terms of student learning; (B) Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal and social development of students; (C) Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families; and(D) Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

#### **(b) Skills and Practices:**

(A) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development;(B) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students;(C) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations; and (D) Engages parents, guardians, and families to promote the academic, career, and personal and social development of students.

### **(4) Assessment:**

#### **(a) Knowledge:**

(A) Understands the influence of multiple factors such as: Abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression; that may affect the personal, social, and academic functioning of students;(B) Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs; and(C) Identifies various forms of needs assessments for academic, career, and personal and social development.

### **6) Academic Development:**

#### **(a) Knowledge:**

(A) Understands the relationship of the school counseling program to the academic mission of the school; (B) Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school; and (C) Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

### **(7) Collaboration and Consultation:**

#### **(a) Knowledge:**

(A) Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration; (B) Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community;(C) Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal and social development of students;(D) Understands systems theories, models, and processes of consultation in school system settings;(E) Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children;(F) Understands the various peer programming interventions such as: peer meditation, peer mentoring, and peer tutoring; and how to coordinate them; and(G) Knows school and community collaboration models for crisis or disaster preparedness and response.

**(8) Leadership:**

(a) Knowledge:

(A) Knows the qualities, principles, skills, and styles of effective leadership;(B) Knows strategies of leadership designed to enhance the learning environment of schools;(C) Knows how to design, implement, manage, and evaluate a comprehensive school counseling program;(D) Understands the important role of the school counselor as a system change agent; and(E) Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings

(b) Skills and Practices:

(A) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program; and (B) Plans and presents school-counseling-related educational programs for use with parents and teachers such as: parent education programs, materials used in classroom guidance, and advisor and advisee programs for teachers.

**Knowledge and Skill Outcomes, Standards, and Assessments**

<b>Knowledge and Skill Outcomes</b>	<b>GSE Conceptual Framework</b>	<b>Professional Standards</b>	<b>Assessment</b>
<b>Candidate will demonstrate working knowledge of all components of a CGCP</b>	2.1, 2.2, 3.1, 4.1	1aA,1bAB 2aA, 2bA 3aA, 3bA 4aA, 6aA, 7aA, 8aA, 8bA	CGCP Project Rubric
<b>Understand the role of data collection, management, and dissemination in school counseling</b>	4.1	8aA, 8bA	CGCP Project Rubric
<b>Candidate will present a needs assessment, prevention or intervention strategy, and rationale, all focused on alleviating the impact of a known barrier</b>	1.1, 1.2, 3.2, 3.3, 4.1	2aA, 3aA, 3bA 4aA, 6aA	CGCP Presentation Rubric
<b>Candidate will demonstrate knowledge of school counselor role and professional identity (explicitly including one's role as an advocate with underrepresented populations)</b>	2.2, 3.3	1aA, 1bB	Professional Disclosure Statement/Philosophy Statement/Advocacy Statement Assignment Completion (Assignment is revised until a score of 100% is achieved)

**Methods of Instruction**

This course utilizes experiential learning and course discussions which stem from the reading assignments. Students should arrive in class prepared to actively engage in class discussion, activities, problem solving sessions, and critical discourse.

**Required Text & Readings (BRING THESE TEXTS TO CLASS either in print or via electronic access)**

Oregon Department of Education. (2003). *Oregon’s framework for comprehensive guidance and counseling programs, pre-kindergarten through twelfth grade*. Salem, OR: Author.  
Available on line at: <http://www.ode.state.or.us/search/results/?id=132>

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs*. (3<sup>rd</sup> Ed). Alexandria, VA: Author.

Young, C., & Kaffenberger. (2009) 2<sup>nd</sup> ed. *Making Data Work*. Alexandria, VA: Author.

Additional readings will be provided in class.

**Course Schedule**

Wk.	Date	Topics	Readings for next week:
1	Oct 2	<b>Foundations of School Counseling Professional Orientation &amp; Organizations Credentialing/ TSPC competencies Consultation, Collaboration, Communication</b>	<b>Reading packet: History of The Profession</b>  <b>Read up to page 38 in ASCA National Model</b>
2	Oct 9	<b>History of School Counseling/ Professional Disclosure Statements The Transformed School Counselor &amp; Intro to CGCPs (The CGCP project &amp; course assessment factors) (Group Assignments)</b>	Complete ASCA National Model  Read entire Oregon Framework
3		<b>Comprehensive School Counseling Programs: National Model Oregon State CGCP framework</b>	Professional Disclosure Statement Due  Read “Making Data Work”

4		<b>Needs Assessments DATA in the schools Calendars &amp; Time Management</b>	Begin CGCP Project
5		<b>Roles/Relationships/Responsibilities of the SC FBA/PBiS and the school counselor Engaging &amp; collaborating with stakeholders Creating and connecting to resources</b>	Work on CGCP Project: Needs Assessment/Data Components
6		<b>Prevention/Intervention Tools &amp; Techniques Clinical work in the schools Selecting and using guidance curriculum Groupwork</b>	Philosophy Statement Due
7		<b>Developmental Assets &amp; Resiliency Factors Culturally Competent School Counseling</b>	Advocacy Statement Due
8		<b>((Professional Panel)) Advocacy in School Counseling Social Justice/Cultural Barriers</b>	
9		No Class: Thanksgiving	Show gratitude to your local school counselors!
10		<b>CGCP Presentations</b>	
11		<b>CGCP Presentations</b>	Course evaluations

## Grading

90-100% A (90-93 A-; 94-100 A)

80-89% B (80-83 B-; 84-86 B; 87-89 B+)

Below 80% - Course will be assigned the earned letter grade and will need to be retaken.

## Course and University Policies

<b>Late Assignments</b>	All assignments are due at the specified due date. Late assignments are reduced 10% per day they are late.
<b>Attendance and Tardiness</b>	<p>Due to the interactive and experiential nature of this course, absences are strongly discouraged. Students are allowed one absence if necessary. Further absences result in a decrease of 10% of the total class grade. More than two absences decreases the grade enough that the student will be required to retake the course.</p> <p>Class participation is vital in creating an open, dialogue-based learning community. To effectively participate, you need to be present for the entire length of the class. The creation of this environment requires full, respectful attentiveness to the learning community and your colleagues at all times.</p> <p>If you are late to class or need to leave early, please provide reasonable explanation to the learning community. <b>Each tardiness or early departure following the first will reduce your participation grade by 5 points.</b></p>
<b>Classroom Demeanor and Courtesy</b>	Our goal is to create an open, respectful community that honors multicultural differences, differences in opinion and viewpoint, and differences in professional and personal experience. You are to engage in the type of communication you will use as a professional school counselor. Understand that your demeanor in the classroom indicates your professional functioning, and class should be considered an early professional environment and be treated as such.
<b>Incompletes</b>	<p>A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply:</p> <ol style="list-style-type: none"><li>1. Quality of work in the course up to that point is C level or above.</li><li>2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.</li><li>3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade</li></ol>

	<p>given to enable a student to do additional work in order to raise a deficient grade.</p> <p>4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.</p> <p><a href="http://www.pdx.edu/ogs/incomplete-grades">http://www.pdx.edu/ogs/incomplete-grades</a></p>
<b>Academic Integrity</b>	<p>The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p> <p>PSU Student Conduct Code # 577-031-0136</p>
<b>Student Health Insurance</b>	<p>PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.</p> <p>See <a href="http://www.pdx.edu/shac/insuranceplan">http://www.pdx.edu/shac/insuranceplan</a> for more information.</p> <p>Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.</p> <p><b>All eligible students will be charged for insurance <u>unless they waive out</u> by the waiver application deadline, the second Sunday of each term.</b></p> <p>See <a href="http://www.pdx.edu/shac/insurancewaiver">http://www.pdx.edu/shac/insurancewaiver</a> for specific information and directions about waiving the health insurance, and a link to the online waiver application.</p> <p>Contact <a href="mailto:insurancehelp@pdx.edu">insurancehelp@pdx.edu</a> for more information.</p>
<b>Safe Campus Module</b>	<p>Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled <i>Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual</i></p>



	<p><i>Assault</i>. See <a href="http://www.pdx.edu/sexual-assault/safe-campus-module">http://www.pdx.edu/sexual-assault/safe-campus-module</a></p>
<p><b>Counselor Ed Policy Statement</b></p>	<p><b>Department Policy Statement:</b> The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.</p> <p>Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.</p> <p>Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.</p> <p>The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).</p> <p>All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:  <a href="http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx">http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</a></p> <p>Failure to do so can result in termination from the program.</p>

**Demonstrating a Professional Disposition:**

School counselors will be called upon to work with a variety of people with a variety of presentations. Truly effective and impactful school counselors are able to model professionalism, respect, and skillful communication with the entire range of people they come into contact with. This course specifically addresses a number of professional dispositions that have been deemed important to the GSE and the school counseling field. While these dispositions should be well demonstrated through your entire program, the following are integrated into your professional presentation rubric and your peer group evaluation form:

- 1a. Fairness (Did you contribute fairly to the project and hold equal responsibility for the outcome?)
- 1b. Respect (Did you demonstrate respect for others' professional and personal opinions and contributions? Did you demonstrate respect for the systems and stakeholders? How?)
- 2a. Conduct (Did you communicate effectively and responsively with your group members? Did you conduct yourself with professionalism in accordance with professional standards and the ASCA Code of Ethics? Did you effectively resolve conflict and impasses as they arose?)
- 2d. Responsibility (Did you hold a fair amount of responsibility for your contribution to the work? Did you complete the work you were supposed to complete?)
- 3a. Belief everyone can learn (Did you demonstrate advocacy and a quest for equity in your CGCP project? E.g., did you seek to enhance the opportunities provided to an underrepresented population?)
- 4a. Reflection (What did you learn about yourself and your professionalism through this group project? Where might you make improvements?)

## **Assignments:**

### **Weighted as follows:**

100 points total

CGCP project: 50 pts

Presentation: 30 pts

Attendance: 10 pts

Philosophy & Advocacy Statements: 5 pts each

## **A. Comprehensive School Counseling Program Group Project (50 pts)**

You will work in small groups with colleagues who are interested in focusing on the same grade level as you to complete a Comprehensive School Counseling Program Proposal. You will "invent" a school and will include the following components in your project.

### **The Elements of the Comprehensive Guidance Counseling Program (CGCP) Small Group Project**

#### **1. Introduction Statement:**

Rationale: describe why a program is needed (include information about relevant OARs, identified problems in the school, etc...)

Stakeholders: Describe the stakeholders associated with the school

Needs: Examine and report the unique needs of your school & your student population (academically, emotionally, community-wide); utilize micro- and macro- approaches

Resources: Examine and report the available resources at all levels of the micro- and macro-system

Priorities: Introduce the most relevant & immediate priorities the CGP will address

## **2. Professional Disclosure Statement:**

Develop a Professional Disclosure Statement. Be mindful of your audience. You may do two versions: one version for students and parents and another version for administrators, teachers, and staff at your school, or you may combine this into one version. **The statement should be no more than two pages long, preferably one page. You will be sharing your statement with other students in class. A version of your disclosure will be required as part of Internship as well.**

**If you are already working as a Professional School Counselor, this should be the PDS you are using/are going to use in your actual practice.**

## **3. Mission statement/ counseling program philosophy statement:**

Create a school counseling mission/program philosophy statement and ensure your project aligns with that statement.

## **4. Needs Assessment:**

Develop a needs assessment that you will use to help you find the unique needs/problems of your school population. Provide an example of the tool and describe how the needs assessment will be conducted. Explain the types of results you are looking for and what you intend to do with the data once collected.

## **5. Counseling Calendar & Objectives List:**

- A chart or list detailing the goals and objectives for one grade level at your school (align with local and national frameworks); be certain the objectives align with the school's objectives and plans as well as district objectives
- A year-long curriculum that addresses at least two of these objectives for ONE grade level at the school. Include examples of curriculum and relevant materials.
- **Assessment:** Include a description of how data will be collected and examined to determine effectiveness of your plan. Include relevant assessment tools when possible.
- Crosswalk state and national standards with common core benchmarks &/or school specific targets.

## **6. Data Collection/"MEASURE"ment**

Provide a sample tool or set of tools you will hypothetically use to measure the efficacy or impact of at least one element of your CGCP. Explain how you intend to use the measure and what you will do with the data you collect.

### **B. CGCP/ School Board Presentations (30 pts)**

You will present your small group project to a “school board” that consists of your peer colleagues, professors specializing in education, and members of the larger education community (like teachers, counselors, school board members, administrators, etc...) Each group presentation is 30-45 minutes in length with 10-15 minutes for questions and answers.

Presentations will be evaluated on the following dimensions: rationale (for a CGP), clarity of program goals and evidence base, thoroughness and feasibility of plans, alignment to state & national models, and the groups’ ability to engage and convince the “school board” to prioritize/support the plan.

**Bring your final project to share with the "school board" and your colleagues.**

**See assignment rubrics for additional information about how these assignments will be scored.**