

COUN 645 School Counseling

Instructor

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Office Location

Howarth 3rd floor

Office Hours

Wednesdays 1pm and by
[appointment](#)

Class Meeting Time

Thursdays, 4:00-7:00 PM

Class Location

Zoom

Course Description

This course orients students to the school setting by building competence in and understanding of the varied roles counselors take in K-12 comprehensive counseling and guidance programs. Students will become familiar with the components of a comprehensive school counseling program (CSCP) according to the ASCA National Model and Washington State frameworks, including school counseling core curriculum; individual student planning related to academic, career and social-emotional success; responsive services; consultation, collaboration, and referrals; and how counselors can be leaders in creating, supporting, and sustaining systemic change that will enhance student learning and overall well-being.

Methods of Instruction

Lectures, collaborative discussions, inquiry-based learning, reflective writing.

Course Objectives

1. Students will understand the history, philosophy and trends in school counseling that have led to the current national model (ASCA) and the Washington Framework for school counseling programs. 2. Students will demonstrate knowledge of best practices in the application of school counseling and guidance lesson plans and curriculum. 3. Students will increase their capacity to serve as a member of a comprehensive school counseling team that includes partnerships with mental health professionals. 4. Students will increase knowledge of the role of the counseling program in establishing and maintaining a safe school climate. 5. Students will understand the role of the school counselor in assisting students with exceptionalities and differences that create barriers to learning.

This course addresses the following program goals: 1) Engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations; 2) Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change; 3) Interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

CACREP Standards addressed in this course

SECTION 2.F.1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- f. professional counseling organizations, including member benefits, activities, services to members, and current issues

SECTION 2.F.4: CAREER DEVELOPMENT

- ***F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors**

SECTION 2.F.5: PROFESSIONAL COUNSELING AND HELPING RELATIONSHIPS

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

SECTION 2.F.7: PROFESSIONAL COUNSELING AND HELPING RELATIONSHIPS

- j. use of environmental assessments and systematic behavioral observations

SECTION 2.F.8: RESEARCH AND PROGRAM EVALUATION

- F.8.b. identification of evidence-based practice
- F.8.c. needs assessments
- F.8.d. development of outcome measures for counseling programs

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS- G. SCHOOL COUNSELING

- G.1.a. history and development of school counseling
- G.1.b. models of school counseling programs
- G.1.c. models of P-12 comprehensive career development
- G.1.d. models of school-based collaboration and consultation
- G.2.a school counselor roles as leaders, advocates, and systems change agents in P- 12 schools

- G.2.b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- G.2.c. school counselor roles in relation to college and career readiness
- ***G.2.d. school counselor roles in school leadership and multidisciplinary teams**
- G.2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- G.2.k. community resources and referral sources
- G.2.l professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- G.2.m. legislation and government policy relevant to school counseling
- G.2.n. legal and ethical considerations specific to school counseling
- G.3.b. design and evaluation of school counseling programs
- G.3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- G.3.e use of developmentally appropriate career counseling interventions and assessments
- G.3.g. strategies to facilitate school and postsecondary transitions
- G.3.i. approaches to increase promotion and graduation rates
- G.3.j. interventions to promote college and career readiness
- G.3.k. strategies to promote equity in student achievement and college access

* = Key Performance Indicator

Key Performance Indicators

In COUN 645, the KPI **2.F.4.b “approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors”** is assessed in the Lesson Plan Reflection assignment. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

In COUN 645, the KPI **5.G.2.d “school counselor roles in school leadership and multidisciplinary teams”** is assessed in the Team Reflection assignments. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

Washington State Certification Standards and Benchmarks for School Counselors

The Washington State Legislature establishes standards for preparation programs and certification for school counselors. The Professional Educator Standards Board (PESB) sets benchmarks for school counselors; pre-service educators should review the residency-level school counselor benchmarks on the PESB site. The Washington Office of Superintendent of Public Instruction (OSPI) also provides information related to the School Counselor Education Staff Associate (ESA), the credential required for school counselors in Washington public schools. Students are encouraged to become familiar with the information available on the following websites:

Washington Administrative Code (WAC) 181-78:

<https://apps.leg.wa.gov/wac/default.aspx?dispo=true&cite=181-78a>

Professional Educator Standards Board (PESB), School Counselor Benchmarks:

<https://www.pesb.wa.gov/workforce/developing-current-educators/certification-standards-renewal/school-counselor/>

Washington Office of Superintendent of Public Instruction (OSPI), School Counselor Certification:

<https://www.k12.wa.us/certification/educational-staff-associate-certificates/school-counselor-certification>

Requirements and Evaluation

	Assignment	Due	Points
	School counseling team assignments	4/1, 4/15, 4/29, 5/13	20
	Lesson plan	4/22	15
	Integration paper	4/29	25
	Lesson demonstration	5/13	20
	Lesson plan reflection	5/13	20
Total			100

LETTER GRADE	GRADE POINTS	Percent
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	65-66
F	0.00	

It is expected that students take responsibility for timely completion of assignments. It is the student's responsibility to ensure that assignments have been uploaded or submitted successfully. Many aspects of this course are built around experiential learning activities. Attending classes and arriving on time ensures optimal participation. These variables will be taken into account when grading.

School Counseling Team Activities & Assignments: During course, you will work together in mock comprehensive counseling teams for four activities designed to familiarize you with aspects of school counseling.

Individual reflections will be written following each team activity and uploaded to Canvas. Topics include utilizing needs assessments for program planning, using Healthy Youth Survey data, building a counseling program calendar, and responding to school crises.

Lesson Plan: Identify an academic, career, or social-emotional area need or ‘gap’ within a school setting (perhaps based on data from the Healthy Youth Survey) and design one classroom lesson plan using the template and instructions in Canvas. Tie your lesson plan to the American School Counseling Association (ASCA) [Mindsets and Behaviors for Student Success](#) and related [WA State K-12 Learning Standards](#). The lesson can be one from a commercial or freely-distributed curriculum, or it can be one that you design yourself; whether you use existing curriculum or develop your own, you should be able to identify evidence or data that supports its use. Some sites that review commercial curriculum include the [IES What Works Clearinghouse](#), [CASEL](#), and [SAMSHA Evidence-Based Practice Resource Center](#). You may also choose a lesson from OSPI-approved materials such as [Career Guidance Washington](#).

Lesson Demonstration: Present the lesson (or a portion of the lesson) above to your peers, during a simulated classroom guidance session. Prepare a 15- to 25-minute-long presentation (including the intro and the delivery; the lesson portion itself should be at least 10 minutes long).

Lesson Plan Reflection: Through this assignment, you will reflect on the different components of identifying a need, searching for and planning a related lesson, and delivering the lesson, examining what you have learned through this process that you can take with you in your future counseling career. The product is a reflective paper no longer than six pages; full details are posted in Canvas.

Integration Paper: This paper gives you an opportunity to both demonstrate your knowledge of the roles of school and mental health counselors within and in partnership with school systems. It is also a way to reflect on the your own professional identity and goals and how the content covered in this course may influence and help guide your future work. Length: *maximum* of 6 pages, double-spaced. References section (APA style) required and does not count toward the 6 pages. Assignment posted on Canvas.

Required Texts

American School Counselor Association. (2019). *ASCA national model: A framework for school counseling programs*. (4th ed.). Alexandria VA: American School Counselor Association.

Kolbert, J., Williams, R.L., Morgan, L.M., Crothers, L.M., & Hughes, T.L. (2016). *Introduction to professional school counseling: Advocacy, leadership, and intervention*. New York: Routledge.

Additional Resources

OSPI School Counseling website – School Counseling section

<https://www.k12.wa.us/educator-support/education-staff-associate-esa/school-counseling>

ASCA Mindsets and Behaviors

<https://www.schoolcounselor.org/Standards-Positions/Standards/ASCA-Mindsets-Behaviors-for-Student-Success>

Collins Library – Counseling Subject Guide <https://research.pugetsound.edu/counseling>

Contact our Liaison Librarian, Andrea Klyn: https://research.pugetsound.edu/prf.php?account_id=25472

See Canvas for additional resources throughout the course.

General Grading Rubrics

	Below standard	Developing standard	At standard	Exceeds standard
Team assignment reflections	Does not meet expectations when demonstrating understanding of school counselor roles in school leadership and multidisciplinary teams	Does not consistently meet expectations when demonstrating understanding of school counselor roles in school leadership and multidisciplinary teams	Meets expectations when demonstrating understanding of school counselor roles in school leadership and multidisciplinary teams	Surpasses expectations when demonstrating understanding of school counselor roles in school leadership and multidisciplinary teams
Lesson plan	Does not meet expectations when demonstrating the ability to design an evidence-based counseling/ guidance lesson	Does not consistently meet expectations when demonstrating the ability to design an evidence-based counseling/ guidance lesson	Meets expectations when demonstrating the ability to design an evidence-based counseling/ guidance lesson	Surpasses expectations when demonstrating the ability to design an evidence-based counseling/ guidance lesson
Lesson plan demonstration	Does not meet expectations when demonstrating the ability to deliver an evidence-based counseling/ guidance lesson	Does not consistently meet expectations when demonstrating the ability to deliver an evidence-based counseling/ guidance lesson	Meets expectations when demonstrating the ability to deliver an evidence-based counseling/ guidance lesson	Surpasses expectations when demonstrating the ability to deliver an evidence-based counseling/ guidance lesson
Lesson Plan Reflection	Does not meet expectations for level of training and experience regarding conceptualizations among and between work, mental well-being, relationships, and other life roles and factors. Does not demonstrate an understanding of ways in which interrelationships may impact client or student outcomes.	Does not consistently meet expectations for level of training and experience regarding conceptualizations among and between work, mental well-being, relationships, and other life roles and factors. Demonstrates limited understanding of ways in which interrelationships may impact client or student outcomes.	Meets expectations for level of training and experience regarding conceptualizations among and between work, mental well-being, relationships, and other life roles and factors. Demonstrates a basic understanding of ways in which interrelationships may impact client or student outcomes.	Surpasses expectations for level of training and experience regarding conceptualizations among and between work, mental well-being, relationships, and other life roles and factors. Able to articulate specific ways in which interrelationships may impact client or student outcomes.
Integration paper	Does not meet expectations for level of training and experience regarding conceptualization of comprehensive school counseling programs and counselors' roles within them	Does not consistently meet expectations for level of training and experience regarding conceptualization of comprehensive school counseling programs and counselors' roles within them	Meets expectations for level of training and experience regarding conceptualization of comprehensive school counseling programs and counselors' roles within them	Surpasses expectations for level of training and experience regarding conceptualization of comprehensive school counseling programs and counselors' roles within them

UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

Classroom Emergency Response Guidance

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Office of Accessibility and Accommodations

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/>

University Diversity Statement

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

the richness of commonalities and differences we share as a university community.
the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Bereavement Policy

Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University's standards regarding personal and academic integrity and behavior at <https://www.pugetsound.edu/student-life/personal-safety/student-handbook/student-integrity-code/standards/>

Course Schedule

Subject to change due to course pacing needs and guest speaker schedules.

Week	Subject	Readings & Activities	CACREP Standards
Week 1 Mar. 25	<ul style="list-style-type: none"> Course overview History of School Counseling Professional Counseling Organizations Role of the School Counselor 	<ul style="list-style-type: none"> Read: ASCA National Model section I (<i>Define</i>) Read: Kolbert et al., ch.1, 2 <i>Team Activity 1</i>: needs assessment & program development 	5G1.a, b 2F1.f 2F8.c 5G2.a,l
Week 2 Apr. 1	<ul style="list-style-type: none"> SC professional identity, standards, and credentials; SC legislation and policy Student academic development OSPI resources 	<ul style="list-style-type: none"> Read: ASCA section II (<i>Manage</i>) Read: Kolbert et al., ch. 6, 9 Due: Needs Assessment reflection 	5G2.a, m 5G3.i,k
Week 3 Apr. 8	<ul style="list-style-type: none"> Designing a comprehensive school counseling program Social-emotional learning (SEL) Group counseling Evidence-based practices 	<ul style="list-style-type: none"> Read: ASCA section III (<i>Deliver</i>) Read: Kolbert et al., ch. 5, 7, 11 <i>Team Activity 2</i>: Healthy Youth Survey choose topic for individual lesson demonstrations 	5.G.2.d 5.G.3.b, c, 2.F.8.b
Week 4 Apr. 15	<ul style="list-style-type: none"> Evaluating your program College & career readiness; college access P-12-career development and assessments 	<ul style="list-style-type: none"> Read: ASCA section IV (<i>Assess</i>) Read: Kolbert et al., ch. 4, 10 Due: HYS reflection 	2.F.4.b; 2.F.7.j 2F8.c,d 5G1c;5G2b, c, d;5G3.b,e,g, j, k;5G1.b
Week 5 Apr. 22	<ul style="list-style-type: none"> Consultation and collaboration Responsive services Crisis Response 	<ul style="list-style-type: none"> Read: Kolbert et al., ch. 8 & 13; Canvas readings Watch in advance: ‘Shots Fired’ video <i>Team Activity 3</i>: Crisis Response Due: Lesson plan 	3.F.5.k 5G1.b,d 5G2.b,d,e,k
Week 6 Apr. 29	<ul style="list-style-type: none"> Legal & Ethical Considerations Students with exceptionalities Leadership Mapping the school year 	<ul style="list-style-type: none"> Read: Kolbert et al., ch. 3, 12, 14 <i>Team Activity 4</i>: Counseling Calendar Due: Crisis Response reflection Due: Integration paper 	5G2.a,n
Week 7 May 6	<ul style="list-style-type: none"> NO CLASS (reading period) 		
Week 8 May 13	<ul style="list-style-type: none"> Lesson demonstrations 	<ul style="list-style-type: none"> Due: Counseling Calendar reflection Due: Lesson plan reflection 	5G3 (all)