University of Northern Colorado School of Applied Psychology and Counselor Education
APCE 602: Foundations of School Guidance
Fall, 2022
Course Syllabus

Instructor:	Jennifer Santopietro, Ph.D.	**Class Times:**	September 30, Oct 1 & 2 October 14, 15, & 16 F: 4-10, S: 8-5, Sun: 8-4
Office	Via Zoom: https://us06web.zoom.us/j/91289892919	**Email:**	jennifer.santopietro@unco.edu
Phone:	303-437-4817	**Office Hours:**	Please reach out to make an appointment! I am available!

****The instructor may make changes to the syllabus as the course proceeds. If this is necessary, these changes will be announced in class.**

Welcome to APCE 602! This is an exciting course to build your foundation as future school counselor! *Students in this course are required to order and receive required texts prior to the start of the course. Please be prepared by having familiarity with the chapter readings prior to each class time.* Reading topics will be referenced throughout the course and students are required to have the required texts to reference for in-class activities, and small/large group discussions.

Course considerations: Attendance is mandatory and is an important part of student's grade in this course. Students will not be permitted to continue or complete this course if more than one day of the course is missed for any reason (e.g. illness, family emergency, personal matters).

Course Description: This course is dedicated to the study of the counseling and school counseling professions, including the history, philosophy, principles and trends in both fields. It also includes information regarding the roles and functions of counselors, administrators, teachers, and parents in meeting students' needs.

Required Texts and Materials:
Please purchase these two books, in either paperback or electronic format. They can be found at the ASCA store or on Amazon:
1) American School Counselor Association. (2019). *ASCA National Model: A Framework for School Counseling Programs (4th ed.).*
   Found at: ASCA NATIONAL MODEL:FRAMEWORK...: American School Counselor Association: 9781929289592: Amazon.com: Books
   OR
   Publication Details (schoolcounselor.org)

2) Grothaus et al. (2020). Culturally sustaining school counseling: Implementing diverse, equitable, inclusive programs.

 Found at: [Culturally Sustaining School Counseling: Tim Grothaus, Kaprea Johnson, Natalie Edirmanasinghe: 9781929289653: Amazon.com: Books](#)
 OR
 [Publication Details (schoolcounselor.org)](#)

Additionally, please have these online materials located and ready for use:

ASCA. (2016). *Ethical standards for school counselors*:
 https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf

ASCA. (2021). *ASCA Student Standards (updated in 2020/2021)*:
 https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf

Colorado Department of Education. (2014-2015). *Rubric for evaluating Colorado's special service professionals: School counselors*. Available online at:
 https://www.cde.state.co.us/educatoreffectiveness/pilot-ssp-counselor-rubric-final

Colorado Department of Education. (2014-2015). *Colorado state model for special service professionals: Practical ideas guide for evaluating school counselors.* Available online at:
 https://www.cde.state.co.us/educatoreffectiveness/practical_ideas_guide_schoolcounselors

Colorado Department of Education. (2014, December). *ICAP Toolkit: Process for individual career and academic planning.* https://www.cde.state.co.us/postsecondary/icap-implementation

Suggested Readings/Podcasts/Resources:
Stone, C. (2017). *School Counseling Principles, Ethics, And Law. (4th ed.).* ASCA

Podcasts: School Counseling Simplified Podcast, Rachel Davis; 2 School Counselors Podcast

Video: https://youtu.be/3O7wiz9YMoA

Dahir, C. A. & Stone, C. B. (2005). MEASURE-ing student success: School counselor accountability. *VISTAS Online, 57*, p. 261-265. https://www.counseling.org/docs/default-source/vistas/vistas_2005_vistas05-art57.pdf?sfvrsn=cab9dcde_11

Knowledge & Skill Outcomes (Objectives):

As a future school counselor, upon successful completion of this course students will:

CACREP Standards (2016), Section 5, School Counseling:

 1. FOUNDATIONS

 a. Understand the history and development of school counseling

b. Learn and demonstrate knowledge of models of school counseling programs

c. Learn and demonstrate knowledge of models of P-12 comprehensive career development

2. CONTEXTUAL DIMENSIONS

a. Understand and begin to integrate knowledge of school counselor roles as leaders, advocates, and systems change agents in P-12 schools

b. Understand and begin to integrate knowledge of school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

c. Understand and begin to integrate knowledge of school counselor roles in relation to college and career readiness

d. Understand and begin to integrate knowledge of school counselor roles in school leadership and multidisciplinary teams

e. Understand and begin to integrate knowledge of school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

f. Understand and begin to integrate knowledge of competencies to advocate for school counseling roles

3. PRACTICE

a. development of school counseling program mission statements and objectives

b. design and evaluation of school counseling programs

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. interventions to promote academic development

e. use of developmentally appropriate career counseling interventions and assessments

i. approaches to increase promotion and graduation rates

j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access

l. techniques to foster collaboration and teamwork within schools

n. use of accountability data to inform decision making

o. use of data to advocate for programs and students

Additionally, upon successful completion of this course students will:

1) Understand the importance of research in advancing the counseling profession and how to integrate relevant research into the practice of school counseling (CACREP II.G.8.a & CACREP SC.I.1).

2) Understand and discuss some of technology's impact on the counseling/school counseling profession (CACREP II.F).

3) Demonstrate elements of formal writing according to APA style.

Course Content:

- Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation,contemporary trends.
- Comparison of school counseling with other mental health disciplines (i.e. collaboration & consultation)
- Introduction to the integration of multicultural social justice counseling competencies into the school setting.
- Introduction to school counselors' roles and responsibilities
- Introduction to counselor impairment and self-care strategies

- Introduction to the helping relationship and basic helping skills basic skills, including skills and behaviors that influence the helping process
- Introduction to advocacy for the profession and clients
- Introduction to State and Federal School Law
- Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (7th)

ADDITIONAL INFORMATION:

- **Academic Integrity:** Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

- **Academic Presentations:** Academic presentations used in class are for instructional purposes only and will not be released to the students for personal use.

- **UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed.

- **Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by muting your portable electronic devices and using social/professional courtesy by refraining from any interaction with your electronic devices that is distracting to your colleagues. Additionally, any audio recording of class without the consent of the instructor and your classmates is an ethical violation. If you know that you may need to accept an emergency phone call during class, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call.

- **Professional Conduct**: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

- **Disability Resources**: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should

communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

- **Title IX**: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more. Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary. If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

  Confidential Campus Resources:

  Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall Office Phone: 970-351-1490 Web: unco.edu/asap Hours: M-F, 9am-5pm 24 Hour Hot Line: 970-351-4040 Email: advocacy@unco.edu

  UNC Counseling Center Office Located: 2nd floor of Cassidy Hall Office Phone: 970-351-2496 Hours: M-F, 8am-12PM, 1pm-5pm Web: unco.edu/counseling-center

  Psychological Services Office Located: McKee Hall Room 247 Office Phone: 970-351-1645 Web: https://www.unco.edu/cebs/psychological-services-clinic/ Hours: By Appointment Email: ppsy.clinic@unco.edu *Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined. Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct.

  **Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

- **Center for Career Readiness:** Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student resources, or to schedule an appointment, visit the website: www.unco.edu/career/students or for student events,

visit: www.unco.edu/career/events. We are located: Office: University Center 1st floor Hours: M-F, 8am-5pm Appointments: Virtual and In-Person Drop-Ins: Visit our website for up-to-date information It's never too early to talk about career!

- **COVID-19**: The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

- **Equity and Inclusion**: The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equitycompliance.

  Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

  Asian Pacific American Student Services (Cultural Center) 924 20th St Greeley, CO 80639 (970) 351-1909 AsianPacificAmerican.StudentServices@unco.edu

  Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center) 1410 20th St Greeley, CO 80639 (970) 351-2424 ChavezCenter@unco.edu

  Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development 1915 10th Ave Greeley, CO 80639 970-351-1492 cwge@unco.edu

  Center for Gender and Sexuality (Resource Center) 2215 10th Ave., Campus Box 42 Greeley, CO 80631 970-353-0191 gsrc@unco.edu

  Marcus Garvey Cultural Center (Cultural Center) 928 20th St., Campus Box 41 Greeley, CO 80639 (970) 351-2351 MGCC@unco.edu

  Native American Services (Cultural Center) 924 20th St Greeley, CO 80639 (970) 351-1909

  Veteran's Services (Resource Center) 1815 8th Ave Greeley, CO 80631 970-351-1403 timothy.nellett@unco.edu

- **Food Insecurity**: Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

- **Land Acknowledgment**: The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

- **Name in Use/Pronoun in Use/Name**: Change Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: https://www.unco.edu/registrar/namechange.aspx

- **Writing Center**: The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work. To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm. If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center

- **Methods of Instruction:** Instruction will occur via the following modalities: lecture, discussion, experiential activities, and role-play.

- **Course Readings:** It is expected that you have read prior to coming to class. Class experiences are designed with the assumption that you have the foundational knowledge of reading the text, thoughtfully. Please bring questions / comments that you have about the text to class so we may talk through those.

- **Technology in the Classroom:** Students are encouraged to bring a laptop or tablet to this class because you will need to use technology for in-class assignments. The expectation for the use of technology is that students will use technology for classroom work only.

- **Attendance and Participation**: Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be replicated. In class activities are a part of the course requirements. Students who miss more than one hour of class will lose 5% of their total points for each hours missed. An absence due to an emergency will be considered on a case-by-case basis but may result in the student needing to re-

take the course if too much class time is missed. This is not meant to be punitive, but rather support students in getting the information they need at a time they can truly learn it.

***Note:** Students may take brief breaks as they need to take care of their needs. Comfort and meal breaks will be built into the course schedule to try to lessen missed instruction. Please advocate for what you need so we can have a good rhythm of learning with minds/bodies fully present. Any accommodations needed for your own medical care, breastfeeding needs, etc. please reach out to the instructor. Additionally, the schedule may be adapted by the instructor for weather or other reasons and the total points earned will not be impacted.

Assignment Descriptions and Due Dates

Note: The pace of weekend courses does not allow for late assignment submissions. Late assignments without prior approval of the instructor will not be graded and no points will be assigned.

Attendance/Participation (100 pts)
Due Date: Points assigned at the end of course

Effective participation is an important aspect of this course. Students are expected to: be **prepared for class, engage in class discussions, respond to instructor questions/inquiries, engage with group activities, and respond to peers in an appropriate and effective manner, and work effectively with their groups.** Students will be graded on 1) Active and relevant collaboration with colleagues and class experiences 2) Active participation in targeted classroom discussions and lectures 3) Listening/Cooperation 5) Effective collaboration with colleagues during group activities.

If you choose the Special Interest Topic Paper: Choose from one of the topics listed or select a topic of your choosing (must be approved by instructor). Write a 5 - 7 page paper, including at least 3 scholarly sources, to address the school counselor's role in working with the special interest topic of choice. This paper must include the following **3 required elements**:

1) A description of the topic including foundational information and its impact within the school setting.

2) At least three research supported strategies/interventions that a school counselor can engage with in relation to the topic (reference page with citations of at least 3 scholarly references).

3) The student's own professional career goal as a future school counselor. For your professional career goal you are to a) describe your reasons for/and interest in becoming a school counselor; a) what attracted you to this profession, b) what school level you are interested in and why, c) how you envision yourself in your role as a professional school counselor within the next 8 to10 years, and d) what do you hope students, teachers, administrators, parents, and the community will gain from your expertise as a professional.

Special Interest Topics (pick 1):

- School counselors as leaders in their schools
- Trauma responsive school counseling
- Suicide assessment and prevention
- Supporting students' mental health issues during the school day
- Substance abuse prevention
- Postsecondary/Workforce planning
- Increasing family engagement
- Creating community partnerships
- Collaborating with school administration on a comprehensive school counseling program
- Truancy
- Crisis Management
- Working with exceptional student populations as part of the school-wide counseling program (i.e., students with disabilities, gifted students) but not focusing on special education or other targeted services.
- Closing the achievement gap for vulnerable student populations (not special education)
- Other topic related to school counseling of student's interest (must obtain instructor approval)

In order to earn full points on this paper, students must follow APA (7th ed.) formatting, and all elements listed in the assignment description must be included. Please note sources used must be scholarly and peer reviewed. Points will be deducted for grammatical areas and/or failing to fully address all required elements. Students are welcomed and encouraged to submit this paper prior to the due date to obtain feedback and have the opportunity to resubmit.

If you choose the Professional School Counselor interview: This paper will be 5 – 7 pages and must include the following **3 required elements**:

1) Students will interview a school counselor at one school level (Primary/Elementary, Middle, or High School) and provide a summary of the counselor's response to each of the questions and the student's personal reactions to the interview, the counselor, and the information received. Use the questions included below in this syllabus.

2) The student's own professional career goal as a future school counselor. For your professional career goal you are to a) describe your reasons for/and interest in becoming a school counselor; a) what attracted you to this profession, b) what school level you are interested in and why, c) how you envision yourself in your role as a professional school counselor within the next 8 to10 years, and d) what do you hope students, teachers, administrators, parents, and the community will gain from your expertise as a professional.

3) The student's wellness plan describing specific ways of how they intend to take care of themselves physically, mentally, emotionally, socially, practically, and spiritually. Use the YouTube video viewed in class (link in the suggested readings/podcasts/videos section of this syllabus) as a guide for this section.

NOTE: You must regard all information provided to you from the counselor you interview as professionally confidential. Information they provide should be reported without revealing the identity of the counselor you cite. You can create a pseudonym for the counselor and leave out the name of the school—just state what grade level of school the counselor works in and some basic demographics: the city, if it is a public/charter/private school, approximately how many students in the school.

Guiding questions for the interview:
 1) How long have you been a school counselor and what drew you to the profession?
 2) What components of being a school counselor do you find most rewarding? most challenging?
 3) What is one thing you wish you knew before becoming a school counselor that would have helped you be more effective when you first started?
 4) What are some collaboration strategies you have found helpful with teachers/administration/parents?
 5) What are some of the most prevalent counseling issues you face day to day at your school?

Comprehensive School Counseling Program
Bitmoji Classroom Presentation (50 pts)
Due: Sunday, October 3rd at the completion of the 1st weekend.

This is a small team project (2-4 students per team) and will be worked on during our time together in class (some additional work may need to happen outside of class depending on the group's time management style) and presented on Sunday of the first weekend. The Bitmoji classroom is a project that represents the student's knowledge and skills in developing a comprehensive school counseling program. The elements of the comprehensive plan are listed below in detail. Students must address all elements of the requirements to earn full points.

School Counseling Team Norms (5 points)

It is essential for counseling teams to develop working norms in order to work effectively and collaboratively. Teams will be assigned on the first night of class and the teams will have an opportunity to discuss and develop norms. Keep in mind: this assignment will be scored as a group. Groups are encouraged to develop norms around timeline and quality of work of each member and include how

problems will be solved if there is disagreement within the group. <mark>The norms are due on October 1 at the end of class.</mark>

School Data (5 points)

School counselors need to be aware of their community and school demographics to help guide the development of a comprehensive school counseling program. This assignment will provide the data that serve as part of the program's foundation. Students will use this data to guide them in the development of future assignments. Furthermore, students need to be able to interpret and make meaning of data to set program priorities.

Select a local school and collect the following information (Most of the information can be collected online via the school website, Colorado School's report card on Colorado Department of Education website, and Healthy Kids Colorado Survey). Compile this data into one presentation slide. You do not necessarily need to put every data point onto the slide, rather key data points which you found relevant to your work as a school counselor (We will talk about this more in-depth during class).

- Geographical location of the school
- Total population number and ethnicity by percentage
- Graduation data
- Career outlook data (if available)
- Socio-economic data
- Percentage of ELL students and special education students
- Academic achievement data
- Teacher retention data
- Behavioral data
- Problems specific to the community (employment issues, health and safety issues, crime rate, etc.)
- Strengths of the school and community (e.g., awards, sports, economic benefits, etc.

Mission Statement (5 points)

As a school counselor, you will need to develop a mission statement to help guide the conceptualization of your school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement you develop will serve as a piece of the foundation for your comprehensive school counseling program, as such it should incorporate key elements from the school mission statement and the ASCA National Standards. You will use this mission statement to guide your program development and it should be integrated into your Bitmoji Classroom in some way.

Needs Assessment (10 points)

The needs assessment is a tool that allows school counselors to collect perception data from your students and stakeholders. The collected data serve as pieces of information for developing your program. For this portion of the assignment, students will create a 5 – 10 question needs assessment (on google forms or some other method) that will be presented to the class.

Calendar (5 points)

Develop a draft of a timeline for at least 5 significant components for the school counseling program-related activities in your school. Two calendar items must be school-wide initiatives and 3 calendar items must be guidance lessons you will be delivering either to a specific group (students in health class; students reading a specific book in language arts) or a guidance lesson intended to be taught school-wide by advisory/homeroom teachers. Your Bitmoji classroom should advertise these calendar items and indicate when/how they are happening.

ICAP/PWR (10 points)

Develop 3 ICAP/PWR components to be included as part of your Bitmoji classroom. This could be information about internships or job fairs, information about a career event, links to strengths assessments, timeline for ICAP tasks to be completed, etc.

Crisis Prevention/Response (10 points)

Develop a crisis management plan for the school counseling program related to how counselors will respond in the event of a school crisis (student death, school violence, threat assessments, crime event in the community, etc.). The crisis plan should include person(s) involved in and outside of the school counseling program.

Guidance Lesson and Presentation (50 pts.) **Due Date: Sunday, October 16 during class**

Your school counseling team that you worked with on the Bitmoji classroom will work together to create a 50-minute guidance lesson based upon one of the classroom guidance topics you identified in your Bitmoji classroom. The lesson needs to align with the ASCA Student Standards, have 2 – 3 student learning objectives, and include an opening and closing to the lesson

Culturally Sustaining School Counseling Process (50 pts.) **Due Date: Saturday, October 15ᵗʰ during class** **Assignment Details TBD**

Grades will be determined by the following range:

A: 93– 100   C: 73 – 79

A-: 90 – 92   C-: 70 - 72

B: 83 – 89   D: 63 – 69

B-:80 – 82   D-:60 - 62

Assessment	Maximum Point Value	% of Total
Professional School Counselor Interview or Special Topics Paper	50	16
Bitmoji Classroom	50	16
Classroom Guidance Lesson	50	16
Culturally Sustaining School Counseling Process	50	16
Attendance/Class Participation	100	36
Total	300	100%

Course Schedule and Assignment Due Dates:

Date Topic	Materials to have available for class time	Activities, Assignments Due Dates
Friday, October 1st	- Welcome - Lecture on the various components of the ASCA National Model **ASCA National Model** 4th Edition for project development—reading to be done in class	Bitmoji Classroom elements: - Form school counseling team/norms - Identify a school/review data - Mission Statement
Saturday October 2nd	- Lecture on the various components of the ASCA National Model and ICAP/PWR **ASCA National Model** 4th Edition for project development **ASCA. (2014).** *Ethical standards* - CDE ICAP Toolkit	- Needs assessment - Calendar - PWR/ICAP - Crisis Response - Class discussion on legal/ethical issues and questions 1:1 Check-ins/Choosing direction for your paper - Project work time

Sunday October 3rd	• **ASCA National Model** 4th Edition for project development • School Counseling Podcast	• Finishing Bitmoji Classroom with team • Team presentations • Podcast lightning round
Friday October 15	• **Culturally Sustaining School Counseling Book**—have in class • **Lecture on Guidance Lessons**	• Essential components of classroom guidance lessons • Collaborating with team to plan lesson
Saturday October 16	• **Culturally Sustaining School Counseling Project—TBD** • **Lecture on individual counseling in schools** • **Lecture and discussion on supporting mental health in schools**	• Class discussion on supporting mental health needs in the schools • Individual counseling in the schools (lecture/role play) • Small group "triage a problem" exercise
Sunday October 17	• CDE School Counselor Evaluation rubric • CDE State Model of School Counselor evaluation • Research!	• Class discussion on School Counselor Evaluation • Lightning round of outcome research ideas • Classroom guidance lesson presentations