



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COUN 695C: Integrative Seminar in Professional School Counseling

Spring 2021

ASEC, School Counseling

Course Information

Instructor: Caroline Lopez-Perry	Email: caroline.lopez@csulb.edu
Virtual Office Hours Days/Times: Mondays, Wednesdays 4-5pm	Office Hours Zoom Link: https://csulb.zoom.us/j/3981814771
Class Days/Times: Tuesdays 4-6:45pm	Class Zoom Link: https://csulb.zoom.us/j/3981814771

Catalog Course Description

Prerequisite(s): Advancement to candidacy; EDP 596, COUN 643A and permission to enroll from School Counseling Program Coordinator. Corequisite(s): COUN 644A

Designed to support integration and synthesis of knowledge, skills, and attitudes learned and developed during the school counseling program, and to facilitate the transition from graduate student to counseling professional and lifelong learner. Letter grade only (A-F).

Course Student Learning Outcomes and Goals

Upon completion of this course, students will be able to:

1. Synthesize knowledge of the school counseling profession gained through prior course work, practical experiences, and current readings.
2. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
3. Critically evaluate empirical research related to school counseling and related fields.
4. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

5. Demonstrate the requisite presentation and facilitation skills of practicing school counselors.
6. Articulate their personal philosophy of school counseling and methods of practice.
7. Articulate their attitudes and beliefs about self and others in relation to the counseling process.
8. Know basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
9. Use research to inform evidence-based practice
10. Understands the outcome research data and best practices identified in the school counseling research literature.
11. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
12. Assess their current professional growth and design a five-year growth and career plan.

Required Texts/Course Materials:

Erford, B. (2015). *Professional School Counseling: A Handbook of Theories, Programs, and Practices 3rd Edition*. Pro-Ed.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled

students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Evaluation Components and Grading

A. Class Involvement and Participation (100 points)

Read assigned book chapters and supplementary readings according to course schedule. Be prepared to critically discuss the readings each week and to actively engage in class activities. The quality and extent of your contribution to each class and any related discussions. Students should have read assigned material prior to attending class and are expected to actively contribute to class discussions and activities.

Bring assigned readings to class each week. In the event that we do not get to address the reading(s) for a particular topic on the scheduled date, please bring those readings to the following class. Your grade for class involvement and participation will be assessed based on both your physical and participatory presence in class. Thus, the following elements will determine points awarded in this category: attendance/punctuality, willingness to engage in discussions and activities, professionalism.

B. Facilitated Class Discussion (50 points)

In groups of 3, facilitate a 40-45 minute full-group discussion on a selected topics (to be given to you week 3). *As co-facilitators for this discussion, your role is to generate questions that emerge from the required readings for that topic and to explore relevant issues with the class.* On February 9th, I will facilitate a 40 minute class discussion which may serve as a model for subsequent discussions. Topics will be assigned with every attempt to accommodate your choice of topic.

C. Presentation on Legal/Ethical Dilemma (50 points)

In groups of 3, prepare a presentation/discussion of 25 minutes, including questions, on one of four school-based legal/ethical dilemmas that will be distributed in class on February 11th. Your task is to help the class understand all facets of the case study, brainstorm possible solutions, and lead the class to a possible resolution of the dilemma. Include perceptions of the characters, the problem, the context, and the ethical principles and standards that apply. Discuss your prioritization of the ethical principles in this particular situation. Discuss the relevance of both the 2016 ASCA Ethical Standards for School Counselors and the 2014 ACA Code of Ethics. Provide classmates and instructor with a handout or a 2-4 slide PPT to help us understand and follow your presentation (emphasis is on quality not quantity).

D. Philosophy/Theory, Self-assessment, and 5 Year Plan (100 points)

In an 8-12 page paper, describe your philosophy of counseling and theoretical approach in relation to your work as an emerging school counselor. Include a discussion of your worldview as well as influences (e.g., books, articles, research, people, professional ethics and standards, learning experiences, etc.) that have shaped your philosophy/approach. Discuss your strengths, areas that you have identified for further development, and your plans for addressing the latter. Develop and discuss your professional plan for the next five years. Consider where you would like to be in five years and the possible pathways to your goal(s). Address possible challenges in terms of professional/personal strengths and limitations as well as resources and supports you may need.

Discuss your most significant insights/lessons from your professional growth process. Throughout the paper, support your perspective when appropriate using references from the professional literature. *Your paper should be double-spaced using a 12 point font and follow APA Style (7th edition).*

Course Grading

Students will be graded on a 300-point scale, and will receive a letter grade (A-F) for the course. Any changes in the course requirements will be discussed and approved by the class. Course withdrawal policies are consistent with those of the university. Incompletes are strongly discouraged and will only be granted under exceptional circumstances.

Evaluation is on a point accrual basis. No one assignment counts as a letter grade. All points are totaled for the final grade. Assignments are due on the assigned date.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Participation (attendance, participation, readings)	100	33%
Ethical Dilemma Presentation	50	16.67%
Facilitation of class discussion	50	16.67%
Philosophy/Theory, Self-assessment, and 5 Year Plan	100	33%
Total	650	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Everyone gets one “freebie.” **More than one absence will result in a full letter grade drop. Attendance at the final class is mandatory; there are no exceptions. A 20 point deduction will be made to final grade in missing last class of semester.**

Late Work/Make-up Policy

Due dates for every assignment are provided on the course syllabus and course schedule (and posted in Beachboard). Unless otherwise stated, assignments are due on those days.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using

proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program

policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

OFFICIAL COURSE SYLLABUS

(Subject to change as needed)

Session Number	Date	Topic	Readings (to be Completed for BEFORE class):
1	1/19	Overview of Course Content and Assignments Developing your SC approach and philosophy	
2	1/26	ASCA National Model and the Role of the SC	Erford: 12-15,
3	2/2	Comprehensive Examination Discussion National SC Week Guest Speakers	BB article
4	2/9	Case Conceptualization/ Case Studies Facilitated Discussion (Lopez-Perry)	Erford: Ch 24-29 BB Articles
5	2/16	Legal and Ethical Issues in SC: Ethical Dilemma Scenarios Distributed Philosophy/5-year Paper Due	Erford Ch. 5
6	2/23	Student-facilitated discussion: TOPIC: Bullying TOPIC: College & Career Readiness	BB Articles
7	3/2	Student-facilitated discussion: TOPIC: College & Career Readiness TOPIC: School to Prison Pipeline	BB Articles
8	3/9	Student-facilitated discussion: TOPIC: Bullying TOPIC: School to Prison Pipeline	BB Articles
9	3/16	Research, Assessment, & Accountability Program Evaluation	Erford: 32-35

Course Calendar

(Subject to change as needed)

Session Number	Date	Topic	Readings (to be Completed for BEFORE class):
10	3/23	Ethical Dilemma Presentations	NO Readings
	3/30	SPRING BREAK	
11	4/6	NO-CLASS	
12	4/13	Finding a job	BB Articles
13	4/20	Leadership and Advocacy <i>Guest speaker</i>	BB Articles Erford: 7,9, 10
14	4/27	Advisory Council <i>Guest Speaker</i>	BB Article
15	5/4	Influencing Stakeholders & Marketing Your Program	Erford Ch. 8 BB Article

Student-facilitated Discussions - Scoring Rubric

Facilitators' Names _____ Discussion Topic & Date _____

(For each item, maximum number of points is awarded for outstanding and exemplary performance. Students providing peer feedback are to provide comments only – please do not attach point values.)

Organization of Discussion Content (10 points):

Well-planned, cohesive; well-balanced among co-facilitators); introduced discussion appropriately, used allotted time effectively; length of discussion was 40-45minutes _____

Discussion Focus (10 points):

Highly focused; facilitator(s) raised pertinent and challenging questions _____

Reference to Required Readings (10 points):

Required readings were effectively integrated into the discussion (i.e., connections between readings were made and common themes identified) _____

Facilitation Skills (10 points):

Successfully engaged class members; checked for understanding; alert to students who wished to speak; encouraged equal participation from group; linked comments together; addressed people by name; facilitator(s) maintained role as leader(s) of the discussion, provided appropriate closure of discussion _____

Clarity of Content (5 points):

Comments made and questions raised by facilitator(s) were clear and coherent _____

Respect for Diverse Perspectives (5 points):

Invited and respected opposing perspectives _____

Total (50 points possible): _____

Legal/Ethical Dilemma Presentations – Scoring Guide

Presenters: _____ Topic and Date: _____

(For each item, maximum number of points is awarded for outstanding and exemplary performance.

Identification of key players in the scenario (3 points) _____

Identification of ethical questions raised as a result of this scenario (5 points) _____

Identification and discussion/prioritization of ethical principles that apply to scenario (7 points) _____

Appropriate Citation of ACA (2005) and ASCA (2016) Ethical Codes & other applicable assigned reading (5 points) _____

Discussion of possible actions and ramifications of these actions (both positive and negative) (8 points) _____

Facilitation of possible resolution (7 points) _____

Quality / usefulness of handout / PPT(5 points) _____

Presentation/Organizational Skills / Time Management (10 points) _____
(well-planned, organized, well-delivered presentation, successfully engaged class in discussion, addressed peers by name, maintained role as presenter, did not overly rely on reading from the scenario or notes, provided appropriate closure, adhered to time constraints and used allotted time well)

An aspect of this presentation that I really appreciated was....

A suggestion that I have for future presentations is....

Total _____/50

Philosophy/Theory, Self-assessment, & 5-year Plan - Scoring Guide

Name _____

(For each item, maximum number of points is awarded for outstanding and exemplary performance.)

Philosophy of Counseling / Theoretical Approach:

Is your philosophy of counseling and theoretical approach clearly and sufficiently discussed within the context of your professional specialization (i.e., School Counseling)? (12 points) _____

Is your worldview (as it pertains to School Counseling) as well as influences (e.g., books, articles, research, experiences, people, professional ethics and standards) that have shaped your philosophy and theoretical approach clearly and sufficiently articulated? (8 points) _____

Are those aspects of your philosophy/theoretical approach that you already have put into practice clearly described? (5 points) _____

Is a plan clearly presented for incorporating those aspects of your philosophy/theoretical approach that you have not yet incorporated into your work? (5 points) _____

Your Growth as a Counseling Professional:

Is your growth and evolution as a counseling professional clearly and sufficiently discussed? (12 points) _____

Are your strengths clearly articulated (both as you perceive yourself and are perceived by others [e.g., your supervisors & instructors, student-clients, parents, teachers])? (8 points) _____

Are your areas for development clearly articulated (both as you perceive yourself and are perceived by others)? (8 points) _____

Your Professional Plan:

Is your plan for the next phase of your professional life (approx. 5 years) clearly and sufficiently discussed, including goals and pathways toward goals? (8 points) _____

Are possible challenges in terms of professional/personal strengths and limitations identified? Do you discuss how they might be overcome? (6 points) _____

Do you identify and discuss what you believe are your most significant insights/lessons gained from your professional growth process? (3 points) _____

Form/Style:

Grammar, spelling, punctuation, sentence structure, organization, APA style, page limitations, inclusion of references as appropriate (25 points) _____

Total (100 points): _____

(Please also see comments written in the paper itself.)