



Counseling in School Settings-COUN 506
California State University Long Beach
Department of Advanced Studies in Education and Counseling

Term: Fall 2020 Class Time: Wednesdays, 4:00-6:45 Class Location: Online via Zoom Office Hours: Tues/Wed 2:30-4:00 and by appt.	Instructor: Jacob Olsen, Ph.D. Office: AS 229 Phone: Online via Zoom Email: Jacob.Olsen@csulb.edu
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Course Description (from CSULB Course Catalogue)

Overview of issues related to school counseling and the role of the professional school counselor. Includes a practicum component designed to develop counseling skills and promote helping relationships. Field experiences are required. School Counseling students are expected to take this course in their first semester in the program. Letter grade only (A-F).

Prerequisites

Official admission to the School Counseling Program.

Mode of Instruction

This course will use an online/virtual format, specifically. In addition, this course will include flipped learning. Students will access and review recorded lecture content and assigned readings online via BeachBoard, then use online/virtual class time via Zoom to discuss key concepts and participate in small group collaborative work. The format of the class is designed to give students the knowledge and skills needed to understand the role of the school counselor and implement a comprehensive school counseling program via the American School Counselor Association (ASCA) National Model and multi-tiered system of supports (MTSS) framework. Because the course is online/virtual, the instructor and students will communicate via email, Zoom, phone calls, and/or BeachBoard. Online participation will be assessed using the Attendance and Participation rubric posted on BeachBoard, and the instructor will monitor online activities on a weekly basis. To ensure that standards of appropriate online behavior are maintained, the instructor will include expectations on the syllabus (see Student Behavior, Academic Integrity, Safety, Support, Important Dates section below), and review expectations periodically. In terms of the level of technical competence required for this course, students need to be able to access BeachBoard and Zoom, and utilize the basic functions in each platform. BeachBoard and Zoom are available for computers and smart phones and students will have access to each platform as students at CSULB. In the event of technical breakdowns, students can submit work to the instructor via email. There are no on-campus meeting requirements.

Student Learning Outcomes

Upon completing this course, students will be able to:

1. Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs (CTC *SCPSPE 1.2)
2. Understand and articulate the key elements of effective and data driven school counseling programs including American School Counselor Association (ASCA) National Model for School Counseling Programs, ASCA Mindsets and Behavior Standards, and empirically validated practices and programs (CTC *SCPSPE 1.1, 1.4, 2.8, 8.1)
3. Articulate school counseling philosophy as it pertains to school counselor professional identity (CTC *SCPSPE 2.2)

4. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner (CTC *SCPSPE 3.5, 5.3, 5.15)
5. Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes (CTC *SCPSPE 7.1)
6. Use and interpret state, county, district, and school accountability systems data to plan, develop, implement, and evaluate a comprehensive school counseling program (CTC *SCPSPE 8.2, 8.7, 9.1)

*SCPSPE = School Counseling Program Standards and Performance Expectations

Outline of Subject Matter and Schedule

Date	Week	Topic	Readings	Assignments Due
Aug 26	1	Introduction and Course overview		
Sept 2	2	School Counseling Philosophy and Professional Identity		"My Why": 2-min presentation
Sept 9	3	History of school counseling profession	-ASCA National Model vi-xi -ASCA document -Cinotti (2014) article -Zyromski (2019) article	
Sept 16	4	Introduction to CSCPs, ASCA National Model, ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies	-ASCA National Model xii-xv -ASCA Mindsets and Behaviors Standards -ASCA School Counselor Standards and Competencies	
Sept 23	5	ASCA National Model themes: Leadership, advocacy, collaboration, systems change	-Young (2015) article -Beck (2019) article -Bryan (2020) article -McMahon (2014) article	Assignment #1: Portfolio Entry 1: History of School Counseling
Sept 30	6	ASCA National Model: Define	-ASCA National Model 1-28	
Oct 7	7	ASCA National Model: Manage (part 1)	-ASCA National Model 29-31	Assignment #5: Portfolio Entry 5: Leadership, Advocacy, Systems Change Agent Self-Assessment
Oct 14	8	ASCA National Model: Manage (part 2)	-ASCA National Model 32-76	
Oct 21	9	-ASCA National Model: Deliver -Evidence-based/culturally sustaining practices/programs	-ASCA National Model 77-84 -Dimmitt (2019) document -Paris (2014) article	
Oct 28	10	ASCA National Model: Assess	-ASCA National Model 85-114	Assignment #6: Portfolio Entry 6: Data Analysis and SMART Goals
Nov 4	11	MTSS and School Counseling Data	-SC Guide to MTSS ch. 1,2,9	
Nov 11	12	No class Veterans Day		

Nov 18	13	MTSS Tier 1 Universal screening	-SC Guide to MTSS ch. 3,4,7	Assignment #2: Portfolio Entry 2: ASCA National Model, ASCA Mindsets and Behaviors, Evidence- Based Practices and Programs
Nov 25	14	No class Fall break		
Dec 2	15	MTSS Tier 2	-SC Guide to MTSS ch. 5	Assignment #3: Portfolio Entry 3: School Counseling Philosophy
Dec 9	16	MTSS Tier 3 Consultation and collaboration	-SC Guide to MTSS ch. 6,8	
Dec 16	17	Final exams week 5:00-7:00		Assignment #4: Portfolio Entry 4: School Counseling Program and MTSS Alignment Visit and Infographic

Required Text

1. American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.).
2. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
3. Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (Eds.). (2019). *A school counselor's guide to multi-tiered systems of support*. New York, NY: Routledge.

Assessment in COUN 506

Assignment Description	Linked to SLO	Pts	% of Course Grade
Assignment # 1: Portfolio Entry 1: History of School Counseling <i>Students will write a brief history of school counseling as an introduction to their school counseling portfolios</i>	SLO # 1	20	10%
Assignment # 2: Portfolio Entry 2: ASCA National Model, ASCA Mindsets and Behaviors, Evidence-Based Practices and Programs <i>Students will write a brief summary of the key elements of the ASCA National Model, critique and rewrite a program mission statement, describe how the ASCA Mindsets and Behaviors are incorporated into a comprehensive school counseling program, and develop a table of evidence-based practices and programs organized by academic, career, and social/emotional domains</i>	SLO # 2	50	25%
Assignment # 3: Portfolio Entry 3: School Counseling Philosophy <i>Students will develop and write a school counseling philosophy statement</i>	SLO # 3	10	5%

Assignment # 4: Portfolio Entry 4: School Counseling Program and MTSS Alignment Visit and Infographic <i>Students will visit a school counselor implementing MTSS, summarize examples of school counseling program and MTSS alignment from their visit, and develop a school counseling program and MTSS alignment infographic informed by their visit and evidence-based practices discussed in class</i>	SLO # 4	50	25%
Assignment # 5: Portfolio Entry 5: Leadership, Advocacy, Systems Change Agent Self-Assessment <i>Students will complete a school counselor leadership self-assessment and participate in a class discussion focused on developing leadership, advocacy, and systems change knowledge and skills</i>	SLO # 5	10	5%
Assignment # 6: Portfolio Entry 6: Data Analysis and SMART Goals <i>Students will interpret school data and set a SMART goal based on the data as if they were the school counselor in the school where the data comes from</i>	SLO # #6	40	20%
Attendance and Participation <i>In addition to the assignments above, attendance and participation will also be assessed using the Attendance and Participation description and rubric on BeachBoard</i>		20	10%

Grading Policies and Procedures

A description for attendance/participation and each assignment will be posted to BeachBoard. The description includes guidelines, expectations, points possible and a grading rubric. The grading scale used for the course is summarized below.

Grade Scale

90-100%	A	mastery of the relevant course standards.
80-89%	B	above average proficiency of the relevant course standards.
70-79%	C	satisfactory proficiency of the relevant course standards.
60-69%	D	partial proficiency of the relevant course standards.
Below 60%	F	little or no proficiency of the relevant course standards.

Final Exam

There will be no final exam. However, students will participate in a final activity during finals week.

Policies for Attendance, Withdrawal, Late Assignments

Attendance and Participation: Attendance and participation will be assessed using the Attendance and Participation description and rubric on BeachBoard.

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. Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. For more information about the withdrawal policy, related timelines, and tuition refund information, see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/FinalCourseGrades.html.

Late Assignments: Please note late assignments will receive a 10% reduction for each day late. If you have any concerns about meeting a deadline, please communicate with the instructor in advance of the deadline.

Incomplete Grade Policy: According to the CSULB policy, “‘I’ indicates that a portion of required course work (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. . . . It is the responsibility of the student with an ‘I’ to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the ‘Incomplete’”. For more information about the incomplete grade policy see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/FinalCourseGrades.html.

Special Needs Statement.

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 can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Assistive Technology

In compliance with Policy Statement 08-11, Accessibility and Faculty Responsibility for the Selection of Instructional Materials, instructors are required to make their course syllabi and all course materials available in accessible print formats.

Technology Help Desk http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/, 562-985-4959, Academic Service (AS) building, room 120.

Computer Access: Two open access computer labs are available for current CSULB students: the Spidell Technology Center located in the Library and the located in lower campus. See <http://web.csulb.edu/library/guide/computing.html> for more information.

Additional Academic Supports: For support with presentations, visit the Hauth Center for Communication Skills, LAB 200, 562-985-7142, <http://www.cla.csulb.edu/centers/hauth/contact-us/> For support with learning skills, studying skills, language, writing, tutoring, and supplemental instruction, visit the Learning Assistance Center, Horn Center 104, 562-985-5350, http://web.csulb.edu/divisions/aa/grad_undergrad/lac

Written Assignments

Students are expected to follow the current APA Publication Manual format in all written assignments. All written assignments should be typed using Microsoft Word, professionally written, spell checked, double spaced, in 12 pt. Times New Roman font, and with 1-inch margins on all sides. For writing support, please visit the CSULB Writer’s Resource Lab, LAB 206, 562-985-4329, <http://www.cla.csulb.edu/departments/english/wrl/> . Proper use of APA Publication Manual format will be reflected in the grading of all written work. Unless noted otherwise, all assignments will be submitted electronically through BeachBoard at <https://bbcsulb.desire2learn.com/> by 11:59 PM on the due date.

Student Behavior, Academic Integrity, Safety, Support, Important Dates

Student Behavior Policy (cell phones, laptops, etc.): Electronic devices can interfere with the student learning experience and distract the instructor and other students. Cell phones should remain off or on vibrate if you need to be available to family during class. Please excuse yourself from the room if you receive a call on vibrate, with the understanding that leaving class for an extended period of time will count for missing a part of the class. With instructor permission, you can take notes using a laptop, however, you should not engage in any activity other than taking notes (e.g., checking email; accessing Internet, Facebook, etc.) or your grade will be affected.

Academic Integrity: Students have the responsibility to know and observe CSULB policy for academic integrity including cheating and plagiarism. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. For more information regarding the CSULB academic integrity policy, see: http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Safety: For information about services related to safety including after dark campus escorts, visit the University Police Department (brick building south of the Student Recreation and Wellness Center or Police Substation in the University Student Union on the second floor outside level), 562-985-4101, <https://daf.csulb.edu/offices/ppfm/police/>

Support: CSULB Counseling and Psychological Services (CAPS) helps students meet the personal challenges associated with identifying and accomplishing academic, career, and life goals. CAPS services include short-term counseling for individuals, group counseling, career development counseling, referral services, psychoeducational workshops, and crisis intervention. CAPS is located in Brotman Hall Room 226, hours are Monday through Friday 8:00 AM to 5:00 PM, and there is 24-Hour access to a counselor by phone 562) 985-4001. CAPS website is <http://web.csulb.edu/divisions/students/caps/>

Any student who is facing academic or personal challenges due to difficulty in affording groceries/food and/or lacking a safe and stable living environment is urged to contact the CSULB Student Emergency Intervention & Wellness Program. The website outlining the resources available is www.csulb.edu/basicneeds. Students can also e-mail supportingstudents@csulb.edu or call 562/985.2038. If comfortable, students may reach out to the professor as they may be able to identify additional resources.

Important Dates: Consult the university's calendars for important dates (holidays, drop/withdraw from class deadlines, etc.): <http://web.csulb.edu/divisions/aa/calendars/>

Note: The instructor reserves the right to change or amend this syllabus throughout the semester.