# Course Description

This course will focus on the foundation, management, delivery, and accountability of comprehensive school counseling programs. Students will learn the components of *the* *ASCA National Model: A Framework for School Counseling Programs*. They will also explore the essential competencies, services, tools, and strategies that promote achievement, equity, and access for all students. Students will develop an understanding of the importance of school counselor leadership in promoting and providing comprehensive school counseling programming.

**Prerequisites: CNS 504 and CNS 505.**

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge, and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the evolution of comprehensive school counseling programs.
* **CLO2:** Identify the program focus, student competencies, and professional competencies that are the foundation for comprehensive school counseling programs.
* **CLO3:** Apply the management skills and tools necessary for developing, implementing, and evaluating school counseling programs.
* **CLO4:** Analyze accountability strategies required to provide measurable, data-driven evaluation of school counseling program effectiveness.
* **CLO5:** Synthesize knowledge of essential services and strategies to design, lead, and promote school counseling programming that improves student achievement, equity, and access for all students.

**Competencies and Outcomes Addressed**

**CACREP Standards: School Counseling**

* **1.b:** models of school counseling programs
* **1.c**: models of P-12 comprehensive career development
* **1.d**: models of school-based collaboration and consultation
* **2.a:** school counselor roles as leaders, advocates, and systems change agents in P-12 schools
* **2.b**: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
* **2.c**: school counselor roles in relation to college and career readiness
* **2.d:** school counselor roles in school leadership and multidisciplinary teams
* **2.f**: competencies to advocate for school counseling roles
* **2.j**: qualities and styles of effective leadership in schools

**PDE Standards**

* **I.A.2:** Understand the history, philosophy and current trends in school counseling and educational systems including the American School

Counselor Association national model

* **I.A.3:** Understand national student standards in the areas of academic, career, and personal/social development
* **I.A.4:** Understand the role, function, and professional identity of the school counselor as a facilitator of the academic, career, and

personal/social development of all students, and as a leader and advocate for systemic change within the school

* **I.A.5:** Understand the role, function, and professional identity of the school counselor in relation to the roles of other professional and support

personnel in the school as well as other human service providers

* **I.D.1:** Understand the relationship of the school counseling program to the academic mission of the school
* **I.D.2:** Understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student

academic success, and prevent students from dropping out of school

* **I.D.3:** Understand instructional gaps and opportunity gaps and the negative effects these have on particular groups of students
* **I.D.4:** Understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

for teaching counseling- and guidance-related material

* **I.D.5:** Understand that all students need a high-quality rigorous curriculum that will prepare them for work and college
* **II.A.1:** Understand comprehensive, data-driven programming
* **II.A.2:** Understand the elements and themes of the of American School Counselor Association national model
* **II.A.3:** Know and understand all components of the of American School Counselor Association national model
* **II.A.4:** Understand use of time
* **II.B.3:** Understand approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside

in a home where substance abuse occurs

* **II.B.4:** Understand issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit

hyperactivity disorder, childhood depression and suicide, crisis intervention, bullying)

* **II.B.5:** Understand theories of group counseling and group counseling methods used in school counseling groups (e.g., counseling, psycho-

educational, task, and peer helping groups)

* **III.A.6:** Understand how to critically evaluate research relevant to the practice of school counseling
* **III.A.7:** Know models of program evaluation for school counseling programs
* **III.A.8:** Know basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation)
* **III.A.9:** Know current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)
* **III.A.10:** Understand the outcome research data and best practices identified in the school counseling research literature
* **IV.A.1:** Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and

support personnel in the school

* **IV.A.2:** Understand current models of school counseling programs (e.g., American School Counselor Association National Model) and their

integral relationship to the total educational program

* **IV.A.3:** Understand the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration
* **IV.A.4:** Know strategies to promote, develop, and enhance effective teamwork within the school and the larger community, including the

Career and Technical Centers

* **IV.A.5:** Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and

personal/social development of students

* **IV.A.6:** Understand systems theories, models, and processes of consultation in school system settings
* **IV.A.7:** Know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their

children

* **IV.A.8:** Understand the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate

them

* **IV.A.9:** Know school and community collaboration models for crisis/disaster preparedness and response
* **IV.A.10:** Understand the various mentoring programming interventions (e.g., advisor/advisee programming) and how to coordinate them
* **IV.A.11:** Understand factors that contribute to a safe learning environment that encourages active inquiry, collaboration, supportive interaction,

fairness, consistent standards of behavior and self-motivation for all students

* **IV.B.1:** Know the roles and processes of school counselors advocating on behalf of others
* **IV.B.2:** Understand advocacy processes needed to address institutional barriers that impede access, equity, and success for students and

families

* **IV.B.3:** Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program
* **IV.C.1:** Know the qualities, principles, skills, and styles of effective leadership
* **IV.C.2:** Understand the school counselor’s role as a leader in the school
* **IV.C.3:** Know strategies of leadership designed to enhance the learning environment of schools
* **IV.C.4:** Know how to design, implement, manage, and evaluate a comprehensive school counseling program
* **IV.C.5:** Understand the role and function of the school counselor in school improvement efforts
* **IV.C.6:** Understand the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings
* **IV.C.7:** Understand the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

*Note:* Students may use *The ASCA national model: A framework for school counseling programs* (4th ed.); however, some of the terminology used within the course and the Erford text may be reflective of the 3rd edition.

Erford, B.T. (2019). *Transforming the school counseling profession* (5th ed.). NY, NY: Pearson.

ISBN: 978-0134610597

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Paper: Historical Foundation of School Counseling | 30 |  |
| Discussion: Interview a School Counselor | 50 |  |
| Journal: Cultural Reflection | 30 |  |
| **Week 2** |  |  |
| Discussion: Comprehensive School Counseling Programming | 30 |  |
| Paper: ASCA National Standards | 30 |  |
| Discussion: Non-counseling Related Activities | 30 |  |
| Closing the Gap Action Plan | 50 |  |
| **Week 3** |  |  |
| Discussion: Attendance Case Study Scenario | 30 |  |
| Discussion: Special Education Referrals Case Study Scenario | 30 |  |
| Paper: Transforming the School Counselor’s Role | 40 |  |
| Developing Your Mission Statement | 30 |  |
| Making Data Work Worksheet | 40 |  |
| **Week 4** |  |  |
| Presentation & Discussion: Comprehensive Program Components | 30 |  |
| Discussion: Accountability Practices | 30 |  |
| Journal: Time-Assessment Data | 30 |  |
| Discussion: Guidance Program Effectiveness | 30 |  |
| **Week 5** |  |  |
| School Counseling Brochure | 30 |  |
| Paper: Achievement Gap | 40 |  |
| Discussion: Consultation | 30 |  |
| Discussion: Classroom Management | 30 |  |
| Discussion: School Morale | 30 |  |
| **Week 6** |  |  |
| Career Assessment Tools | 40 |  |
| Discussion: SMART Goals | 30 |  |
| Discussion: Career Development Lesson | 30 |  |
| Journal: Lesson Planning Process | 30 |  |
| **Week 7** |  |  |
| Discussion: Students with Mental Health Concerns | 30 |  |
| Paper: Youth at Risk | 50 |  |
| Ch. 16 Quiz | 30 |  |
| Presentation: Mental & Emotional Disorders | 60 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | <59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| **Week One: Foundations of Comprehensive School Counseling Programs** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize the historical foundations of school counseling programs. | CLO1 | |
| * 1. Explain the major areas of focus for school counseling programs in local school systems. | CLO1 | |
| * 1. Explain how the ASCA School Counselor Competencies influence the field of counseling. | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  **Resource:**  Discussion Board Grading in the Grading Guidelines/Rubric document.  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date.  By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](https://static1.squarespace.com/static/502c5d7e24aca01df4766eb3/t/5c4e71ecf950b77130df9756/1548644844456/RISE-Model-Peer-by-Emily-Wray-2018.pdf). |  |  |

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| --- | --- | --- | --- |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Review** these helpful tutorials if you are unfamiliar with [Padlet](http://padlet.com/):   * [Padlet Tutorial](https://vimeo.com/78189277) (setting up a wall) * [Padlet Tutorial](https://vimeo.com/71431014) (posting on a shared wall)   **Create** a wall on Padlet to introduce yourself to your classmates. Includeimages that represent your educational background, your interests and hobbies, what interests you most about counseling, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activityby 11:59 p.m. (EST) on Wednesday.  **Post** feedback on your classmates’ Padlet walls by 11:59 p.m. (EST) on Sunday. | | NA | Introductions = **0.5 hour** |
| **Readings**  **Read** the following:   * *Transforming the School Counseling Profession*   + Ch. 1 Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges   + Ch. 7 Ethics   + Ch. 8 Cultural Competence   + Ch. 13 Counseling Individuals and Groups * [ASCA School Counselor Professional Standards & Competencies](https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf) * [ASCA Ethical Standards](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf) for School Counselors   **View** the following videos:   * [Comprehensive School Counseling](https://www.youtube.com/watch?v=F38vcHf5Xfc) [2:11] * [Rita F. Pierson: Every Kid Needs a Champion](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion) [7:45] | | Week 1 | Readings & videos:  **1.0 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Historical Foundation of School Counseling Paper**  **Review** Table 1.1 A School Counseling Historical Time Line in the text.  **Write** a 500–700-word APA-formatted paper that summarizes the historical foundations of school counseling programs. Your paper should address the following:   * Key legislation that has promoted school counseling in schools * The theory behind comprehensive school counseling programs * Why the ASCA National Model was developed   **Submit** this assignment by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2, 1.3, 1.4 | Content Review and  Paper = **0.5 hours** |
| **Discussion: Interview a School Counselor**  **Review** Voices from the Field 1.2 and 1.3 in the text.  **Interview** a professional school counselor in your local school system.  **Discuss** the following in your interview:   * How have the major areas of focus in school counseling programs changed during the last 20 years? * What appears to be the major areas of focus for school counseling programs in your local school system for the next 10 years? * What plans have professional school counselors in your local school system made to address these upcoming issues?   **Post** a summary of the information you learned from the interview by 11:59 p.m. (EST) on Thursday.  **Provide** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.3, 2.4 | Interview & Discussion = **2.5 hour** |
| **Journal: Cultural Reflection**  **Respond** to the following questions. Be sure to provide specific examples to support your answers:   * Given the historical overview so far, how might students, parents, and educators from diverse cultural backgrounds view the school counseling profession’s track record on achievement, access, and opportunity for all students? * Given the diversity of school counseling services over time and across localities, what cultural barriers and access points might exist?   **Submit** your response by Sunday 11:59 p.m. (EST). | | 1.1, 1.3, ULO5 | Journal:  **0.5 hours** |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

**Note about the ASCA text**

This course requires the use of *The ASCA national model: A framework for school counseling programs.* Students may use the 3rd or 4th edition of the manual; however, the current iteration of the course was developed and primarily references the organization and terminology of the 3rd edition.

At the conclusion of the development of this course, the American School Counseling Association (ASCA) introduced a new edition of *The ASCA national model: A framework for school counseling programs.* From a review of the [ASCA National Model Fourth Edition Changes](https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/FourthEditionChanges.pdf) document, it appears that a majority of the changes relate to the following:

* an integration of the four thematic topics of leadership, advocacy, collaboration and systemic change within the model as opposed the previous edition where these themes were discussed as a separate component,
* a reorganization of some topics
* minor wording changes in some terminology (i.e. Define instead of Foundation, Manage instead of Management, Deliver instead of Delivery, and Assess instead of Accountability).

As the instructor, you need to be aware of these changes in case students need assistance in locating referenced sections of the manual for use in course assignments.

**Course Setup**

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session for later in the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Discussion: Interview a School Counselor:** Consider posting a note about this assignment before the course begins so that students are alerted that they will need to interview a school counselor during the first week of the course.

Instructors may also select to change the due date of this assignment so that students have for more time to complete it.

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| --- | --- | --- | --- |
| Week Two: Developing Comprehensive School Counseling Programs | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the importance of providing comprehensive school counseling programming. | | CLO1 | |
| * 1. Explain how the ASCA National Model is designed to meet the needs of all students. | | CLO1 | |
| * 1. Identify typical school counselor responsibilities. | | CLO2 | |
| * 1. Identify non-counseling-related duties that are often ascribed to school counselors. | | CLO2 | |
| * 1. Develop a Closing the Gap action plan that meets the needs of students. | | CLO3; CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * *Transforming the School Counseling Profession*   + Ch. 2 The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program * *ASCA National Model*   + The ASCA National Model Themes   + Foundation (3rd edition text) [Define – 4th edition text] * *Pennsylvania Companion Guide to the ASCA National Model*   + The Role of the Professional School Counselor (pp. 40-42)   + Appropriate and Inappropriate Activities for School Counselors (p. 44) * [ASCA Mindsets & Behaviors](https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf) for Student Success * [Using Action Plans and Results Reports](https://www.schoolcounselor.org/newsletters/october-2018/using-action-plans-and-results-reports?st=NJ)   **View** the following video:   * [Comprehensive School Counseling Program](https://youtu.be/F38vcHf5Xfc) [2:11] * [What Does a School Counselor Do?](https://www.schooltube.com/video/1cf0dca9c9d9ab2b6a95/What%20Does%20a%20School%20Counselor%20Do) [2:03] * [RAMP Component Webinar- Section 11- Closing the Gap Results Reports](https://www.youtube.com/watch?v=WJFdcnRJBbo) [13:04] * [Results Reports: Outcomes Leading to Systemic Impact](https://videos.schoolcounselor.org/results-reports-outcomes-leading-to-systemic-impact) [40:27] | | Week 2 | Readings & videos:  **1.0 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Comprehensive School Counseling Programming**  **Resource:** [Comprehensive School Counseling Program](https://youtu.be/F38vcHf5Xfc) [2:11]  **Read** the following scenario:  You are a counselor assigned to a small public middle school of 300 students. You are the only counselor.  The school has one principal who splits her time between the elementary school and the middle school. When teachers experience a student concern at the middle school and the principal is not on site, it is common for them to contact you for support.  When you are called to respond to the teacher concern, you are often fully engaged in comprehensive counseling activities, such as teaching a guidance lesson, providing small group counseling, and consulting with specialists. Most often when you arrive in the classroom to support the teacher, you find it is not an emergency situation. Typically, a student is not responding to the teacher’s request.  There are two teachers in the school who request your help on a regular basis. Although you have expressed concern to your principal about this situation, your principal has not provided advice or support to change the situation. You also know the same thing is happening to the school counselor at the elementary school. You are feeling frustrated by not being able to provide the comprehensive services you know are important for all students without being interrupted.  You understand that administrative backup is a part of your responsibilities, and you also understand the need to support teachers. At the same time, you want to provide comprehensive services.  **Respond** to the following questions in the Comprehensive School Counseling Programming discussion forum by11:59 p.m. (EST) on Thursday:   * Why should schools provide comprehensive school counseling programming? * If you were this school counselor, what are some strategies you could use to minimize the disruptions that prevent you from providing comprehensive counseling services? Why do you think these strategies would be appropriate?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1.5 hour** |
| **ASCA National Standards**  **Write** a 750–1,000-word essay that answers the following question:   * How do school counselors using the national model design programs that meet the needs of *all* students rather than just those who are in greatest need?   *Note*: Be sure to include the purpose of ASCA’s National Standards and the four main themes infused in the ASCA National Model.  **Submit** the essay by Sunday on 11:59 p.m. (EST). | | 2.2 | Essay = **0.5 hours** |
| **Discussion: Non-counseling Related Activities**  **Resource:** [What Does a School Counselor Do?](https://www.schooltube.com/video/1cf0dca9c9d9ab2b6a95/What%20Does%20a%20School%20Counselor%20Do) [2:03]  Imagine that you are working at a school where the school counselors engage in numerous inappropriate, non-counseling-related activities (e.g., substitute teaching, registering students for classes).  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What would you do to advocate for the removal of those tasks without hindering any of your working relationships with school personnel?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.3, 2.4 | Discussion: one post and replies to three other posts = **1.0 hour** |
| **Closing the Gap Action Plan**  **Resource:**   * [ASCA Mindsets & Behaviors](https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf) for Student Success * [RAMP Component Webinar- Section 11- Closing the Gap Results Reports](https://www.youtube.com/watch?v=WJFdcnRJBbo) [13:04] * [Results Reports: Outcomes Leading to Systemic Impact](https://videos.schoolcounselor.org/results-reports-outcomes-leading-to-systemic-impact) webinar [40:27] * [Using Action Plans and Results Reports](https://www.schoolcounselor.org/newsletters/october-2018/using-action-plans-and-results-reports?st=NJ)   **Goal:** The number of 4th- and 5th-grade students who made a D or F semester average in math will improve by at least one letter grade.  Usingthe [Closing the Gap Action Plan template](https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Closing-the-GapActionPlan.docx), **develop** a Closing the Gap Action Plan to address the needs of low-income middle school students who consistently receive lower test scores and grades than their middle- and upper-income counterparts. Be sure to identify two topics for classroom lessons and two themes or topics for small-group counseling.  **Write** a response to the following question:   * Why is it important to provide school counseling classroom guidance lessons?   **Submit** your Closing the Gap Action Plan and questions responses by 11:59 p.m. (EST) on Sunday. | | 2.5 | Paper: **1.5 hours** |
| **Total** |  |  | **5.5 hours** |

# Faculty Notes

**Closing the Gap Action Plan:**  An example Closing the Gap Action Plan document is available under Instructor Resources. This sample document is provided as a guide of what to look for when assessing the student project and should not be shared with students.

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| --- | --- | --- | --- |
| Week Three: Data-Driven School Counseling | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate case examples to determine appropriate interventions. | | CLO4 | |
| * 1. Explain significant themes that are affecting change and leading to a transformation of the school counseling profession. | | CLO5 | |
| * 1. Identify the types of data that could be used to inform decision making for program evaluation. | | CLO4 | |
| * 1. Develop clear, concise, and specific program-focused vision and mission statements. | | CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * *Transforming the School Counseling Profession*   + Ch. 3 Transformational Thinking in Today’s Schools   + Ch. 4 Systemic, Data-Driven School Counseling Practice and Programming for Equity   + Ch. 5 Accountability: Assessing Needs, Determining Outcomes, and Evaluating Program (pp. 96-105 only) * [School Administrator's Guide to Supporting the Role of School Counselors](https://www.edutopia.org/blog/admin-guide-to-school-counselors-kimberlee-ratliff)   **View** the following videos:   * [Making Data Work for You and Your School Counseling Program](https://www.youtube.com/watch?v=lymsiy24BiM) [1.02:00] | | Week 3 | Readings & videos:  **1.0 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Attendance Case Study Scenario**  You have been required to raise the average daily attendance rate at school. The school has not been able to do so in years past. However, it is now part of the school report card and one of the elements by which the principal will be evaluated at the end of the year. She is putting pressure on the whole staff to make it happen. Consider how you might address this issue.  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * How would you go about responding? * Who would you involve in the process? * What kind of data would you need to determine the next steps? * What skills would you need to be a critical player in team problem-solving?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.1, 3.3 | Discussion: Case Study Analysis, posting and replies to three other posts = **1.5 hours** |
| **Discussion: Special Education Referrals Case Study Scenario**  At Whitaker Elementary School over the last three years, there has been a rise in the number of students being referred and placed in special education classes. The professional school counselor becomes alarmed at the number of children who are put on the child study list for testing and placement. She suspects that most of the students being referred and placed are not really in need of this change in school programming. She notices that the referrals are mostly African American males. Consider how you might address this issue.  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * How would you go about responding? * Who would you involve in the process? * What kind of data would you need to determine the next steps? * What skills would you need to be a critical player in team problem-solving?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.1, 3.3 | Discussion: Case Study Analysis, posting and replies to three other posts = **1.5 hours** |
| **Paper: Transforming the School Counselor’s Role**  **Resources:**   * *The ASCA National Model* * Tables 3.3 and 3.4 from the *Transforming the School Counseling Profession* text   **Reflect** on the school counselor interview that you conducted in Week 1.  **Write** a paper that compares the school counselor focus areas described in tables 3.3 and 3.4 of the text with the responses from your school counselor interview. Be sure to address the following:   * What are some of the significant themes affecting change in the profession?   **Identify** one area of focus that you would like to further research and integrate into your practice as a school counselor.  **Provide** three resources that will give you more perspective on this topic and **discuss** how these resources will enhance your knowledge.  **Submit** your paper by 11:59 p.m. (EST) on Sunday. | | 3.2 | Paper submission:**0.5 hours** |
| **Developing Your Mission Statement**  **Review** the school counseling mission statements for a few local school districts.  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Explain what the mission statement of a school counseling program is. * Create a mission statement for your comprehensive developmental school counseling program.   **Review** your classmates’ postings and **provide** feedback. | | 3.4 | Review Instructor’s Feedback = **0.5 hours** |
| **Making Data Work Worksheet**  Understanding how important data is when evaluating any part of your comprehensive program features in a school setting is imperative. As a school counselor, you will need this data to show teachers, administrators, and parents that your programs are effective. This is necessary for funding purposes, and sometimes to sustain current programming. Data is what drives instruction as well what can drive your school counseling program.  **Watch** [Making Data Work for You and Your School Counseling Program](https://www.youtube.com/watch?v=lymsiy24BiM). Play close attention from minutes 26:00 to 34:00, which cover evaluation data; this section clearly explains process versus perception versus outcome data.    **Complete** the Making Data Work Worksheet.    **Submit** your completed worksheet by 11:59 p.m. (EST) on Sunday. | | 3.2 | Review Instructor’s Feedback = **0.5 hours** |
| **Total** |  |  | **5.5 hours** |

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| Week Four: Management of School Counseling Programs | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the essential components of comprehensive guidance and counseling programs. | | CLO3 | |
| * 1. Identify the key elements of an annual agreement. | | CLO3 | |
| * 1. Determine how to use time assessment data to differentiate appropriate from inappropriate duties when planning for comprehensive school counseling programs. | | CLO3 | |
| * 1. Identify accountability practices in the field. | | CLO3, CLO4 | |
| * 1. Evaluate research related to the effectiveness of a guidance program/intervention. | | CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * *Transforming the School Counseling Profession*   + Ch. 5 Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs   + Ch. 6 Outcome Research on Evidence-Based School Counseling Interventions and Programs * *ASCA National Model*   + Management (3rd edition text) [Manage – 4th edition text]   + Accountability (3rd edition text) [Assess – 4th edition text] * *Pennsylvania Companion Guide to the ASCA National Model*   + The Role of the Professional School Counselor (pp. 40-42)   + Appropriate and Inappropriate Activities for School Counselors (p. 44) * Tools for Developing a Comprehensive K-12 Guidance & Counseling Plan | | Week 4 | Readings & videos:  **1.0 hours** |
| **Wiki: Mental & Emotional Disorders Presentation Topic Sign-up**  In Week 7, you will present research on one of the following mental and emotional disorders:   |  |  | | --- | --- | | * Anxiety disorders * Depressive disorders * Disruptive, Impulse-Control and Conduct disorders * Elimination disorders * Feeding and eating disorders (anorexia and bulimia) | * Neurodevelopmental disorders * Obsessive-compulsive disorders * Substance-related and addictive disorders * Trauma and stressor-related disorders |   **Navigate** to the Mental and Emotional Disorder Presentation Sign-up Wiki.  **Click** *Edit Wiki Content.*  **Post** your name next to the disorder that you would like to research by 11:59 p.m. (EST) on Thursday.  *Note*: All topics must be selected before another student is permitted to sign up for a duplicate topic unless otherwise noted. | | N/A | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Presentation & Discussion: Comprehensive Program Components**  **Imagine** you have been tasked with educating new counselors at your school about the essential components of comprehensive guidance and counseling programs and of annual agreements.  **Create** an 8–10-minute narrated presentation that addresses the following:   * The essential components of comprehensive guidance and counseling programs, including guidance curriculum, individual student planning, responsive services, and system support. For each component, include the following:   + An explanation of its importance   + At least two examples from your readings * According to p. 46 in the *ASCA National Model* textbook, what are the key elements of an annual agreement? Which ones are non-negotiable for you?   **Post** your presentation to the Comprehensive Program Components Presentation discussion forum by 11:59 p.m. (EST) on Friday.  **Provide** constructive feedback to three of your classmates’ posts by 11:59 p.m. (EST) on Sunday. | | 4.1, 4.2 | Presentation: Share and comment = **3 hours** |
| **Discussion: Accountability Practices**  **Imagine** that you are interviewing for a school counselor position and the principal has asked you about your accountability practices as a school counselor.  **Respond** to the following questions by 11:59 p.m. (EST) on Thursday:   * What does accountability mean to you? * How will you be accountable? * Why do you think it is important?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.4 | Discussion: one post and replies to three other posts = **1.0 hour** |
| **Journal: Time-Assessment Data**  **Read** the following scenario:  You, as the school counselor, have been designated the standardized test administrator for your building by your principal. This means that you are responsible for ordering, distributing, and supervising (including training, organizing, and planning) all standardized testing for your school. As testing requirements have increased, the time you spend on standardized test administration has also increased. Although you want to support the testing program, you find that you are no longer able to provide all the essential components of your school guidance and counseling program because of your administrative role. You realize that it is time to discuss the standardized test administrator position with your principal.  **Respond** to the following questions by 11:59 p.m. (EST) on Thursday:   * How are the duties you are being asked to take on in this scenario inappropriate for a school counselor? * How would you use time assessment data to work with your principal to reduce or eliminate the standardized testing responsibility so that you can deliver the needed guidance and counseling program services? * Why do you think this would be the best course of action?   **Submit** the entry by Sunday 11:59 p.m. (EST). | | 4.3 | Journal = **0.5 hour** |
| **Discussion: Guidance Program Effectiveness**    **Locate** a scholarly journal article related to the effectiveness of a guidance program/intervention.  **Write** a summary of the study that provides information about the guidance program/intervention and the study results by Thursday 11:59 p.m. (EST).  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.5 | Discussion: one post and replies to three other posts = **1.0 hour** |
| **Total** |  |  | **6.5** |

# Faculty Notes

**Mental-Emotional Disorder Presentation Sign-up Wiki:** A Wiki has been created for this assignment. However, you must populate the Wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the Wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the Wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |
| --- | --- |
| **Mental-Emotional Disorder** | **Student Name** |
| Anxiety disorders |  |
| Depressive disorders |  |
| Disruptive, Impulse-Control and Conduct disorders |  |
| Elimination disorders |  |
| Feeding and Eating disorders (anorexia and bulimia) |  |
| Neurodevelopmental disorders |  |
| Obsessive-Compulsive disorders |  |
| Substance-related and Addictive disorders |  |
| Trauma and Stressor-related disorders |  |

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| Week Five: Consultation, Leadership & Advocacy | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the role of the school counselor. | | CLO2 | |
| * 1. Describe the relationship between the ASCA advocacy competencies and closing the achievement gap. | | CLO4 | |
| * 1. Implement a consultation model for problem-solving. | | CLO2, CLO5 | |
| * 1. Develop a plan to assist a classroom teacher with classroom management. | | CLO5 | |
| * 1. Describe the process for improving school morale. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * *Transforming the School Counseling Profession*   + Ch. 9 Leadership and Advocacy for Every Student’s Achievement and Opportunity   + Ch. 14 Consultation, Collaboration, and Encouraging Parent Involvement * *ASCA National Model*   + Delivery (3rd edition text) [Deliver – 4th edition text] * [11 Ways Your School Counselors Serve as Leaders](https://schoolleadersnow.weareteachers.com/school-counselors-as-leaders) * [Advocacy Competencies](https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf) | | Week 5 | Readings & videos:  **1.0 hours** |
| **Wiki: Assignment Prep & Sign-up: Career Assessment Tools**  In Week 6, you will research a career assessment tool. The assessment tool can be selected from one that was introduced in Chapter 12 of the text or one of your choosing.  **Navigate** to the Assessment Tools Presentation Sign-up Wiki.  **Post** your name and the assessment tool(s) that you would like to research to the next open row in the Wiki by clicking *Edit Wiki Content*.  *Note*: Only one student may sign up for each topic unless otherwise noted. | | N/A | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **School Counseling Brochure**  **Create** a school counseling program brochure for the school level of your choice that will educate both internal and external audiences. The brochure should include the following:   * The mission/vision statement of your school * The role of the professional school counselor * Services offered     **Upload** your brochure and respond to the following question by 11:59 p.m. (EST) on Thursday:   * How does reaching out to families and the community make a professional school counselor’s job easier and more rewarding?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to one of your classmates' posts by 11:59 p.m. (EST) on Sunday.  *Note:* Be sure to respond to a student’s post that has not already been commented on. | | 5.1 | Brochure & Discussion = **1.5 hours** |
| **Paper: Achievement Gap**  A significant achievement gap among poor and minority students and those from middle- and upper-income families exists. Collaborating with other educators and designing interventions focused on closing the achievement gap is one of the responsibilities that school counselors assume as advocates and leaders.  **Locate** 1-2 scholarly resources (in addition to your course text) related to the achievement gap.  **Write** a 750–1,000-word paper that describes the following:   * Why the achievement gap exists * How these students can benefit from advocacy * How the ASCA advocacy competencies can help professional school counselors resolve inequities and meet the needs of all students   **Submit** the paper by Sunday 11:59 p.m. (EST). | | 5.2 | Research & paper = **1.5 hours** |
| **Discussion: Consultation**  **Review** the following scenarios.  Scenario #1: A student has become increasingly aggressive. The student has begun hitting and kicking other students. In addition to the aggressive behavior, the student has shown a decrease in effort with classwork and homework. His teacher comes to you with the problem and asks for your help.  Scenario #2: Lower High School is located in a culturally diverse suburban area. There has been a recent increase in teenage pregnancy at this high school. The administration has asked the school counselors to devise a plan to reduce the recent increase in teenage pregnancy.  **Select** one scenario to address.  **Respond** to the following prompts by 11:59 p.m. (EST) on Thursday:   * Choose the model of consultation you would use to work on this situation. * Use the steps of the system-based process model of school consultation to begin to address this problem.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.3 | Discussion: one post and replies to three other posts = **1.0 hour** |
| **Discussion: Classroom Management**  Sarah is a busy teacher who is having a hard time managing behaviors in her class. She comes to you seeking strategies and support that will help her enhance her skill in behavior management.  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What will you do to help Sarah improve her classroom management skills? * What obstacles may interfere with this goal? * How will you work to overcome these obstacles?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.4 | Discussion: one post and replies to three other posts = **1.0 hour** |
| **Discussion: School Morale**  **Respond** to the following prompts by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Should issues related to school morale or climate be a school counseling responsibility? Why or why not? * As a school counselor, what will you do if your school environment suffers from low morale? * Using the change process as a guideline, outline what steps you would take to improve school climate.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.5 | Discussion: one post and replies to three other posts = **1.0 hour** |
| **Total** |  |  | **7.0** |

# Faculty Notes

**Assessment Tools Sign-up Wiki:** A Wiki has been created for this assignment. However, you must populate the Wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the Wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the Wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |
| --- | --- |
| **Student Name** | **Career Assessments** |
|  | Kuder Career Interests Assessment |
|  | Kuder Skills Confidence Assessment |
|  | Kuder Work Values Assessment |
|  | Super’s Work Values Inventory |
|  | Self-Directed Search (SDS) |
|  | Strong Interest Inventory (SII) |
|  | Hope-Centered Career Inventory (HCCI) |
|  | Career-Style Interview (CSI) assessment |
|  | O\*NET Interest Profiler |
|  | O\*NET Ability Profiler |
|  | O\*NET Work Importance Locator |
|  | Myers-Briggs Type Indicator |
|  | Keirsey Temperament Sorter |
|  | DISC Assessment Test |
|  | FIRO-B Assessment |
|  | Campbell™ Interest and Skill Survey (CISS®) |
|  | Career Assessment Inventory (CAI) |

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| Week Six: Planning for Career and College Readiness | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate career assessment tools used by professional school counselors. | | CLO5 | |
| * 1. Develop measurable and specific program goals. | | CLO2, CLO5 | |
| * 1. Create program activities that adhere to ASCA National Standards for Students. | | CLO2; CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * *Transforming the School Counseling Profession*   + Ch. 10 Implementing the Developmental School Counseling Core Curriculum in the Classroom   + Ch. 11 Academic K–12 Development and Planning for College and Career Readiness   + Ch. 12 Promoting Career and Individual Planning in Schools * *ASCA National Model*   + Delivery (3rd edition text) [Deliver – 4th edition text] * *Pennsylvania Companion Guide to the ASCA Model*   + Ch. 3 Foundation   **Review** the following additional resources for creating lesson plans:   * [How to Make a Lesson Plan](http://m.wikihow.com/Make-a-Lesson-Plan) * [Teacher Guide: Writing Lesson Plans](http://writing.colostate.edu/guides/teaching/lesson_plans/) * [New Teacher Survival Guide: Planning](https://www.teachingchannel.org/videos/coaching-planning-lesson-planning) * [Components of a Well-Written Lesson Plan](https://www.thoughtco.com/components-of-a-well-written-lesson-plan-2081871) * [How to Write Learning Objectives Using Bloom's Taxonomy](https://youtu.be/4DgkLV9h69Q) [10:52] * GMercyU – ASCA Lesson Plan | | Week 6 | Readings & videos:  **1.0 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Career Assessment Tools**  **Select** one career assessment tool to further research. The assessment tool can be selected from one that was introduced in Chapter 12 of the text or one of your choosing.  **Write** a summary of your findings and be sure to include the following details:   * Name of assessment * Creator * Year of publication * A brief description of what the aim of the assessment is * Report reliability and validity * The population that the assessment was tested on * The population that it is used on (age, gender, etc.) * Any cultural issues that might impact the results * A recommendation (or not) for its use by professional school counselors   **Submit** your summary by Sunday 11:59 p.m. (EST). | | 6.1 | Research & Shared Post = **1.5 hours** |
| **Discussion: SMART Goals**  **Create** two SMART goals that are aligned to your Career Development lesson plan. Consider using the [Template for Developing a School Counseling Program Goal in SMART-Goal](https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SMART-Goal.pdf) Format to help guide you create your SMART goal.  **Submit** your SMART goals by 11:59 p.m. (EST) on Wednesday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least two of your classmates' posts. Be sure to address the following in your response:   * Is the goal representative of the five characteristics of SMART goals? Explain. * What changes, if any, would you make to this SMART goal? Rephrase the SMART goal and explain why you would make the specific changes to this goal.   Your responses to your classmates are due by 11:59 p.m. (EST) on Friday.  *Note:* To ensure that all students will receive feedback, please do not reply to students who have more than two comments already. | | 6.2 | Discussion: one post and replies to three other posts = **1.0 hour** |
| **Discussion: Career Development Lesson**  **Resources:**   * *Transforming the School Counseling Profession*   + Ch. 10 Implementing the Developmental School Counseling Core Curriculum in the Classroom   + Ch. 11 Academic K–12 Development and Planning for College and Career Readiness   + Ch. 12 Promoting Career and Individual Planning in Schools * [The Pennsylvania Department of Education Career Education and Work Standards](https://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx) * [ASCA Mindsets and Behaviors](https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf) for Student Success * [How to Write Learning Objectives Using Bloom's Taxonomy](https://youtu.be/4DgkLV9h69Q) [10:52]   [Bloom's Taxonomy in the Classroom](https://www.thoughtco.com/blooms-taxonomy-in-the-classroom-8450)   * [Using Bloom's Taxonomy for Effective Learning](https://www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869)   **Imagine** you have been tasked with creating comprehensive counseling programs.  **Select** a grade level and a topic related to college and career readiness.  **Develop** two to threestudent learning objectives (SLOs) for your lesson.  **Select** one [ASCA Mindset & Behavior](https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf) Standard and one [PDE Academic Standard for Career Education and Work](https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Education%20and%20Work%20Standards.pdf) that aligns with each SLO.  **Download**GMercyU-ASCA Lesson Plan template, located on Blackboard. *Note:* Guidance for completing each section is included in blue font within the template. You may delete the blue font before completing and submitting your final version.  **Create** a detailed lesson plan for a 40-minute, counselor-led learning activity that helps students understand and master the selected standards. You must use the GMercy-ASCA Lesson Plan Template to create your lesson plan, and you must complete each section of the template.  **Submit** your completed lesson plan by 11:59 p.m. (EST) on Sunday. | | 6.3 | Research & Discussion: one post and replies to three other posts = **2.0 hours** |
| **Journal: Lesson Planning Process**  **Write** a 250–450-word reflection on the lesson planning process, providing specific examples to support your answers. Include the following:   * Explain the process of creating lessons (include scope and sequence, the conceptualization of a unit, and learning considerations). * What resources did you use, and which ones were the most helpful? * What areas of the lesson planning template do you need further assistance with?     **Submit** the entry by 11:59 p.m. (EST) on Sunday. | | 6.3 | Journal (private post):  **0.5 hours** |
| **Total** |  |  | **6.0** |

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| Week Seven: School Counseling for All Students | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine school counselors’ responsibilities in providing leadership and advocacy. | | CLO5 | |
| * 1. Evaluate interventions for supporting students with mental and emotional disorders/disabilities. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * *Transforming the School Counseling Profession*   + Ch. 15 Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems   + Ch. 16 The Professional School Counselor and Students with Disabilities   + Ch. 17 Helping Students with Mental and Emotional Disorders   **View** the following web resources:   * [2016 At-Risk Youth National FORUM Keynote Videos](http://dropoutprevention.org/2016-at-risk-youth-national-forum-keynote-video/) * [Leading Graduation Rate Improvement in Your School and Community](http://dropoutprevention.org/wp-content/uploads/2015/06/2016ForumNDPCN-SandyAddisLeading-Dropout-Prevention-2-17-16.pptx) * [Climate Change: Building a Caring, Connected, College and Career Ready School Culture](http://dropoutprevention.org/wp-content/uploads/2015/06/DeWittppt.CaringCultureConnectedness.pptx) | | Week 7 | Readings & videos:  **1.0 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide a wrap-up of the class.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Students with Mental Health**  **Respond** to the following prompt by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Describe the role the professional school counselor has in meeting the needs of students with mental health concerns. Include the importance of the DSM-5 and why it is important for the professional school counselor to have a working knowledge of this manual.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 7.1, 7.2 | Discussion = **1 hour** |
| **Paper: Youth at Risk**  **Resource:**  [National Dropout Prevention Center](http://dropoutprevention.org/conferences/2016-at-risk-youth-national-forum/)  **Research** term “youth at risk” and preventive measures that school systems employ to serve this population.  **Select** three to five preventive measures to review.  **Write** a 3–5-page APA-formatted paper describing each preventive measure. Be sure to define the term “youth at risk” and provide details about any experience you have had working with this population.  Be sure to include a reference page with a minimum of three resources.  **Submit** your paper by 11:59 p.m. (EST) on Sunday. | | 7.2 | Research and paper review: **1.5 hours** |
| **Ch. 16 Quiz**  **Complete** the 30-question quiz on this week’s readings by Sunday at 11:59 p.m. (EST). | | 7.1, 7.2 | Quiz: **0.5 hours** |
| **Presentation & Discussion: Mental & Emotional Disorders**  **Create** a 5–10-minute narrated presentation on the mental and emotional disorder selected in Week 4.  Presentations should cover the following details:   * Description of the disorder * Symptoms and treatment * How the disorder could affect the student’s functioning in the school setting * School-based intervention strategies * Outside resources   **Submit** the presentation by Thursday 11:59 p.m. (EST).  **Post** commentary to each presentation acknowledging one new piece of information that you learned by 11:59 p.m. (EST) on Sunday. | | 7.2 | Research, Presentation & Discussion:  **3 hours** |
| **Total** |  |  | **8.0** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6.5 |
| Supplemental | 1.0 |
| **Week 2** |  |
| Required | 5.5 |
| Supplemental | 0 |
| **Week 3** |  |
| Required | 5.5 |
| Supplemental | 0 |
| **Week 4** |  |
| Required | 6.5 |
| Supplemental | 0 |
| **Week5** |  |
| Required | 6.0 |
| Supplemental | 0 |
| **Week 6** |  |
| Required | 6.0 |
| Supplemental | 0 |
| **Week 7** |  |
| Required | 7.0 |
| Supplemental | 1.0 |
|  |  |
| **Total Required Hours** | 43.0 |
| **Total Supplemental Hours** | 2.0 |
| **Total Hours** | 45.0 |