



College of Health and Human Services
School of Intervention and Wellness

Comprehensive School Counseling Program

Prerequisite: Orientation to School Counseling.

4 cr. Course/Catalog Description: Emphasis in this course is placed on the skills necessary to assess K-12 students' needs, design a program of comprehensive services, and coordinate, implement, and evaluate the program's activities. This includes counseling strategies for the school counselor that promote academic and personal/social development in children and youth. Finally, a thorough study of consulting models and techniques to help school counselors develop consultation skills, which may be applied when working with school personnel, administrators, parents, and mental health clinicians in community agencies, or other settings.

Instruction Method:

Each class meeting is designed based on the assumption that assigned reading will be completed before class. Reading before class allows us to spend time going in depth into the concepts and ideas, we are learning versus simply covering the reading material. In this course, student learning opportunities will primarily be active (students engage directly in learning), versus passive (taking notes and listening). Each class meeting will be organized by a mini-lecture or introduction to a concept followed by a series of questions, activities and peer discussion (where the teamwork, interpersonal skills come in) pertaining to that content. Assessment will include papers, presentations and a final examination.

Required Texts:

Dollarhide, C. & Saginak, K. (2017). *Comprehensive School Counseling Programs* (3rd ed.). Alexandria, VA: Author.

Articles will be posted via Blackboard:

- American School Counselor Association (ASCA). (2019). *American School Counselor Professional Standards & Competencies*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- American School Counselor Association (ASCA). (2019). *The Professional Counselor and the Use of Support Staff in School Counseling Programs*. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf
- American School Counselor Association (ASCA). (2018). *The School Counselor and Multitiered Systems of Supports*. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MTSS.pdf
- American School Counselor Association (ASCA). (2016). *Ethical Standards for School Counselors*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- American School Counselor Association (ASCA). (2016). *The School Counselor and School-Family-Community Partnerships*. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf
- American School Counselor Association (ASCA). (2014). *ASCA Mindsets & Behaviors for Student Success: K-12 College -and Career-Readiness Standards for Every Student*. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

STUDENT LEARNING OUTCOMES & ASSESSMENT PROCESS



Adhering to the designated 2016 CACREP Standards, this course will address the following standards: *Primary Standards for the course

Student Learning Outcomes	CACREP Standards	Method of Assessment
SCHOOL COUNSELING		
Understands models of school counseling programs	5G1b	Develop school counseling program Blackboard discussion Final Exam
Can recall models of P-12 comprehensive career development.	5G1c	Blackboard Discussion Final Exam
*Can describe models of school-based collaboration and consultation	5G1d	Develop school counseling program Consultation article Final Exam
Understands school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5G2a	Leadership/advocacy paper Final Exam
*Can identify the school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5G2b	Consultation article Develop school counseling program Final Exam
*Understands school counselor roles in school leadership and multidisciplinary teams	5G2d	Leadership/advocacy paper Develop school counseling program Final Exam
Demonstrates an understanding of competencies to advocate for school counseling roles	5G2f	Leadership/advocacy paper Final Exam
Understands qualities and styles of effective leadership in schools	5G2j	Leadership/advocacy paper Final Exam
Can identify community resources and referral sources	5G2k	Develop school counseling program Final Exam
Is aware of legislation and government policy relevant to school counseling	5G2m	Leadership/advocacy paper
Can identify legal and ethical considerations specific to school counseling	5G2n	Blackboard discussion Final Exam
Can develop a school counseling program mission statements and objectives	5G3a	Develop school counseling program Final Exam
Can demonstrate an ability to design and evaluate school counseling programs	5G3b	Develop school counseling program Final Exam
Understands core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5G3c	Develop school counseling program



		Blackboard Discussion Final Exam
Understands interventions to promote academic development	5G3d	Develop school counseling program Blackboard Discussion Final Exam
Understands techniques of personal/social counseling in school settings	5G3f	Develop school counseling program Blackboard Discussion Final Exam
Can demonstrate an ability to implement skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5G3h	Develop school counseling program Blackboard Discussion Final Exam
Can identify interventions to promote college and career readiness	5G3j	Develop school counseling program Final Exam
*Understands techniques to foster collaboration and teamwork within schools	5G3l	Develop school counseling program Leadership/advocacy paper Final Exam
Can identify strategies for implementing and coordinating peer intervention programs	5G3m	Develop school counseling program Blackboard Discussion Final Exam
Understands the use of accountability data to inform decision making	5G3n	Develop school counseling program Blackboard Discussion Final Exam
Can use data to advocate for programs and students	5G3o	Develop school counseling program Blackboard Discussion Final Exam

ASSIGNMENT DESCRIPTIONS

*Rubrics will be provided and posted on blackboard for each assignment

Weekly Blackboard Discussion Board (Due each class, 10 points total)

- Every week, **BEFORE CLASS (SUNDAY BY MIDNIGHT)**, students are expected to write their reaction to the readings as a person and future school counselor. These postings must reflect your understanding of the text, and include:
 - New information for me was....
 - Of particular interest to me was....because....
 - I already knew about....
 - I'd like to learn more about....because....

Consultation Journal Article Review (20 points)

- Students will review a current research article pertaining to consultation in school counseling. The article must be from a professional counseling journal (last 5 years) and must apply to course content.
- Must follow APA format, including title page, abstract page, and reference page. Must contain a brief summary of the article, your critique of the article according to rubric and state your understanding of how



this information will be useful to you as a school counselor. Students are required to share their articles with the class.

- 2-3 pages (**NOT** including title, abstract and reference page).

Leadership, Advocacy, Collaboration, Systemic Change & Personal Reflection (40 points)

- Write an APA style paper describing how you can advocate for the profession of school counseling now as a student and in the future when you are a practicing school counselor. Make mention of Mental Health issues or other issues facing our students in the classroom setting. Research what the state of Ohio is doing, or not, to support mental health in our schools. Describe the qualities and skills that school counselors must have as leaders in the school system and how you can positively influence the school climate and student development through your leadership. Identify the multicultural, advocacy, leadership, and collaboration qualities and skills that you are strong in, as well as areas you need to develop to be an effective leader. How will you work on developing these skills for systemic change? Include your personal reflection on the School Counseling Profession.
- Requirements to include: Minimum of 2 peer-reviewed journal articles and 4-6 pages.
- Documentation of email sent to a Legislator concerning Advocacy for School Counselors

Developing a Comprehensive School Counseling Program and Calendar (60 Points)

- Develop and design a hypothetical comprehensive school counseling program and calendar based on course readings and activities. The purpose of the presentation is to utilize the ASCA National Standards and developmental guidelines to create a program that supports the core competencies. Questions below are provided as examples of content that may be included; however, the project is not limited to these. Students are encouraged to use their imagination while creating and developing their plan of action and program. At least five references related to the topics must be included. The presentation must be a minimum of 60 minutes in length.

Assignment Requirements:

- The student is to describe the hypothetical school by identifying the grade level (i.e., elementary, middle, high school), providing a rationale for developing the comprehensive counseling program, and creating a mission statement.
- The student is to develop a plan, design a program, and state how the program would be implemented. What is the current need of the school (e.g., parent involvement, behavior issues)? Once you select a focus area, design a related comprehensive school counseling program. Who would you consult and collaborate with? What stakeholders would you include? How would you ensure you are meeting all components of the ASCA National Model? How would you deliver your program (e.g., classroom guidance lessons, community involvement)?
- The student is to identify evaluation methods. How would you evaluate your program?
- The student is to create an academic year calendar that corresponds with their school's counseling program. When would you meet with stakeholders? When would you consult and collaborate? When would you deliver aspects of your program?
- Students will present their program and calendar to the class.

Final Exam (Online- 40 points)

- The final exam will be cumulative and cover current reading (FROM ALL SOURCES) and lecture material. It is meant to check your understanding of the material learned throughout the course.
- You will have 90 minutes to complete the exam. It will consist of 50 multiple choice and 2 essay questions.
- Make-ups for the final exam will NOT be given.



GRADING SCALE

Grading Scale (Percentages)

A	100-93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

Grading Scale (Points)

A	200-185 points
A-	184-179 points
B+	178-173 points
B	172-165 points
B-	164-159 points
C+	158-153 points
C	152-145 points
C-	144-139 points

Assessments:

• Blackboard Discussion	10 points
• Consultation Article Review	20 points
• Leadership, Advocacy, Collaboration, Systemic Change & Personal Reflection	40 points
• Developing a Comprehensive School Counseling Program, Calendar, and Presentation	60 points
• Final Exam	70 points
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	200 points

NOTE: All assignments should be submitted via Blackboard by the due dates (see class schedule). You will find specific folders/dropbox on your Blackboard course website to submit correspondent assignments. All assignments are due, as indicated on the class schedule.

Written Assignments:

All formal written assignments (unless stated otherwise) are to be written in a style consistent with the Publication Manual of the American Psychological Association (APA) (Latest Edition). Students are to familiarize themselves with APA Style. It is expected that your papers will be of college-level quality and free of grammatical and spelling errors. Rubrics for the construction of assignment papers will be provided prior to the assignment due date and should be followed to receive the maximum number of points. Unless otherwise specified, homework and papers are due via BlackBoard, on the due date. Papers should be typed using double-spacing, one-inch margins, 12 pt. Times New Roman and include a title page, abstract and reference page (unless otherwise instructed by the instructor). Points will be deducted if any of these requirements are missed.

The University of Toledo Writing Center:

The University Writing Center is located at Carlson Library. (www.utoledo.edu/success/writingcenter) The Writing Center offers one-on-one assistance with writing skills and is free of charge. The website also contains information covering a variety of writing topics.

Evaluation and Grading:

A letter grade consistent with students' performance on the elements of this course, including conduct, will be awarded upon completion of the requirements for this course. Ultimately, student grades and evaluation will be at the discretion of the instructor. Late assignments will receive point deductions (15 points/day on the basis of 100 total; no assignment will be accepted after 48 hours of the due date unless permission granted by the instructor due to unavoidable situations/emergencies that kept the students from submitting the assignment on time). In addition, students may not pass/complete this course without completing/submitting all of the requirements. Grades will be announced only through the usual University procedures. The +/- system is not used in this course.



General Accessibility Statement on Course Technology:

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

Course Communication Guidelines

1. Email

Students are expected to check their UT email account frequently for important course information. Please allow 24 hours for emails to be responded.

2. Discussion

In this fully online course, participation is vital to students' success, and students' active engagement during discussion is crucial to learning. Students are responsible to demonstrate ownership to this course through initiating original posting and thoughtfully responding to peers'.

3. Netiquette

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

Campus-Wide Support

Technical Support

If you encounter technical difficulties with Blackboard, please contact the [Learning Ventures Help Desk](#) at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and a Learning Ventures staff member will respond on the next business day.

***Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's [IT Help Desk](#)** at (419) 530-2400 or ithelpdesk@utoledo.edu.*

Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

- 1) **eTutoring Services:** [The Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.
- 2) **eLibrary Services Portal:** The [eLibrary](#) is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.
- 3) **Student Disability Services:** [Student Disability Services](#) provides accommodations and support services to students with disabilities.
- 4) **Counseling Center:** [The Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention



services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

- 5) **Services for Online Students:** Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.

Other Relevant Class Policies

Cheating and Plagiarism

Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

Weather

In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes, and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research. It is also the University's policy that the hospital never closes.

Confidentiality

Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. The ability to demonstrate respect of others in class is an important barometer of how you will relate to co-workers and clients in practice. Remember this is a professional education and training program. You are expected to behave accordingly. In addition, test security will be honored since there will be demonstrations of actual instruments.

Drop/Withdrawal

Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Special Needs

Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.

ADA Compliance

The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

Email

The University of Toledo issues each student an official UT email address. This email address usually takes the form of firstname.lastname@rockets.utoledo.edu. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class



will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Student Evaluations

At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

Course Changes

The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

Diversity and Inclusion

In concert with the University of Toledo’s values and expectations, the faculty within the Judith Herb College of Education, Health Science and Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

Be considerate of the thoughts and ideas of others

Promote a collaborative and supportive educational environment in a community of ideological, physical or ethnic differences

Treat every individual with kindness, dignity, and respect regardless of:

- Gender,
- Race/ethnicity,
- Religion,
- Sexual orientation,
- Impairment(s)/Disability(ies),
- Social economic status,
- Political views, and
- Other element(s) of uniqueness

<p>Contact Information Office of Accessibility; Rocket Hall Room 1820 Phone: 419.530.4981 TTY/VP: 419.530.2612 Fax: 419.530.6137 Email: OfficeOfAccessibility@utoledo.edu</p>
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Course Schedule, Topics, Readings, & Assignments

Date	Topic	Readings	Assignment
Week 1	Introductions Overview of Course Material Course requirements Consultation Article Assignment Discussion	Syllabus	Sign up for presentations
Week 2	The Profession of School Counseling	D & S ch. 1	
Week 3	Schools as Social Institutions	D & S ch. 2	Blackboard Discussion
Week 4	Qualities of Comprehensive School Counseling	D & S ch. 3	Consultation Article Assignment Due Blackboard Discussion
Week 5	The ASCA National Model	D & S ch. 4	Blackboard Discussion
Week 6	The Themes of Your Comprehensive School Counseling Program (CSCP): Leadership, Advocacy, Collaboration, and Systemic Change	D & S ch. 5	Blackboard Discussion
Week 7	Foundation, Management, and Accountability Systems of Your CSCP	D & S ch. 6	Blackboard Discussion



Week 8	Delivery of Your Comprehensive School Counseling Program	D & S ch. 7	Blackboard Discussion
Week 9	Delivery System: Counseling Activities In The DAP Model Delivery System: Educating Activities In The Domain/Activities/Partners (DAP) Model	D & S ch. 8 & 9	Blackboard Discussion
Week 10	Delivery System: Consultation In the Domains/Activities/Partners (DAP) Model	D & S ch. 10	Leadership & Advocacy Paper Due Blackboard Discussion
Week 11	A Comprehensive School Counseling Program (CSCP) In Action: Recognized ASCA Model Program (RAMP)	D & S ch. 11	Blackboard Discussion
Week 12	Ethical, Personal, and Professional Issues	D & S ch. 12	Blackboard Discussion
Week 13	Presentations		Presentation _____ _____ *Upload Powerpoint/handouts to Blackboard by mid-night
Week 14	Presentations		Presentation 3 & 4 _____ _____
Week 15	Presentations		Presentations _____ _____
Week 16	Final Exam	Online	*Complete Exam by MIDNIGHT

NOTE: *Class schedules and topics are subject to change at the instructor's discretion.*