

James Madison University  
PSYC 640 — Fall 2018  
*School Counseling*  
2:30-5 Tuesday  
Miller G31

Course Description

The purpose of this 3 credit-hour course is to introduce students to the profession of school counseling. Students are expected to be active learners, as the course will largely comprise classroom-based opportunities for direct learning in addition to external fieldwork in the schools. Students will have the opportunity to learn the history of school counseling and become familiar with the roles and responsibilities of the school counselor within the academic environment and local community. Students will be introduced to comprehensive program delivery, accountability and outcomes assessment, ethical and legal issues in schools, with the goal of acquiring knowledge to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs (CACREP, 2016 Standards).

Required Texts

Davis, T. E. (2015). *Exploring school counseling* (2nd ed.). Stamford, CT: Cengage.

Recommended Texts

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

Greene, R. W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them* (2<sup>nd</sup> ed.). New York: Scribner.

Kaffenberg, C., & Young, A. (2008). *Making data work*. Alexandria, VA: American School Counselor Association.

McWhirter, J. J., McWhirter, B. T., McWhirter, E. H., & McWhirter, R. J. (2012) *At-risk youth* (5th ed.). Stamford, CT: Cengage.

**Supplemental readings will be assigned by the instructor through Canvas.**

Course Objectives

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs (CACREP, 2016 Standards). The following competencies will be covered in this course:

<b>SCHOOL COUNSELING SPECIALIZATION</b> <b>1. FOUNDATION</b>
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- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

## **2. CONTEXTUAL DIMENSIONS**

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

## **3. PRACTICE**

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- f. techniques of personal/social counseling in school settings
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students.

In addition, the course addresses the following standards associated with the Professional Counseling Identity (CACREP, 2016 Standards):

## **CACREP CORE STANDARDS**

### **F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas, emphasizing the history and development of School Counseling
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

The course will combine lecture and experiential class activities. The nature of this course requires that all students complete reading assignments as scheduled so they can meaningfully contribute to class discussions and counseling exercises. Attendance at each class meeting is mandatory.

### Course Policies

- No unexcused absences are allowed for successful completion of the course. More than one excused absence will result in an Incomplete for the course.
- Late assignments will be penalized.
- Cell phone use during class time is not permitted. Please turn off ringers and alerts and put your phone/iPod, etc., out of sight unless you have specific permission from the instructor. Similarly, recent research has revealed that taking notes by hand is better for long-term retention and allows more idiosyncratic memory and comprehension aids than taking notes on a computer. Therefore, please keep your laptops closed as well.
- Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.

### Evaluation

Students will be evaluated on their understanding of the course material and on the quality of their participation. The final course grade will be determined by the following:

<b>Course Activity</b>	<b>Maximum Value</b>
Professional Exploration	100 points
Midterm Exam	50 points
Portfolio	100 points
Guidance Lesson	100 points
ASIST Training Completion Certificate	Required as external training during this course, before transition to practicum

### Grading Scale

A    315 - 350    B    280 - 297    B+    298 - 314    C    245 – 279

### Assignments

The following assignments and activities are required of all students.

## **Professional Exploration (100 points)**

### **1. FOUNDATIONS**

b. Models of school counseling programs

### **2. CONTEXTUAL DIMENSIONS**

a. School counselor roles as leaders, advocates, & systems change agents in P-12 schools

b. School counselor roles in consultation with families, P-12 & postsecondary school personnel, & community agencies

d. School counselor roles in school leadership & multidisciplinary teams

e. School counselor roles & responsibilities in relation to the school emergency management plans, & crises, disasters, and trauma

f. Competencies to advocate for school counselor roles

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

k. community resources and referral sources

l. Professional organizations, preparation standards, & credentials relevant to the practice of school counseling

### **F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

d. the role and process of the professional counselor advocating on behalf of the profession

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

m. the role of counseling supervision in the profession

As you begin your training as a school counselor I expect you to engage as much as possible with the profession by participating in the following:

1) Shadow a current school counselor for at least 3 hours. A list of contact information for school counselors around the region will be provided within the first few weeks of class. Students will be expected to contact the school counselor directly and travel independently to the site. Please also interview this counselor, and then present to the class your perceptions regarding the school

counselor's role, the school counseling program, and the school culture. A list of possible interview questions is included in Appendix A. (30%)

2) Participate in professional counseling advocacy by attending programs sponsored by VCA, VASC, VSCA, ASCA, ACA, or relevant chapters, divisions, and affiliates; submitting a proposal for the VCGSA conference; or attending a CVCA, VCA, or related conference or gathering. Then, discuss with the class the knowledge, skills, and attitudes necessary for effective professional advocacy and leadership. (10%)

3.) Complete a Licensure Research Project. During Week 2 of class, students will be asked to research the requirements for school counselor licensure in 5 states. This research will be presented in class two weeks later. Students will provide all class participants with copies of this research by posting on the Canvas Discussion Board. (30%)

4.) Complete a research review and recommendation paper. You will be given the opportunity to find relevant research, including recommendations for intervention, regarding a topic that the current school counseling interns have encountered in their internship experience, including risk factors such as substance abuse and other behaviors that affect educational outcomes, as well as common medications that may affect children's behavior in school. Your review and recommendation paper should clearly state the topic; provide a concise summary of two recent research articles (post-2010); and conclude with recommendations for responsive services. Topics for this assignment will be distributed during Week 3, prior to a training workshop at the JMU Carrier library with Michael Mungin, librarian for psychology. Please attach links to the two articles on the Canvas Discussion Board (30%)

5) Participate in the Applied Suicide Intervention Skills Training 2-day workshop on September 7 and 8.

6) Participate in the fall Trauma Informed Schools Training session. The date of this workshop is September 15, 2017, from 9 am to 4 pm.

## **Midterm Exam (50 points)**

### **1. FOUNDATIONS**

- a. history & development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation

### **2. CONTEXTUAL DIMENSIONS**

- b. school counselor roles in consultation with families, P-12 & postsecondary school personnel, & community agencies
- c. school counselor roles in relation to college and career readiness

- d. school counselor roles in school leadership & multidisciplinary teams
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- m. legislation & government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

### **F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas, emphasizing the history and development of School Counseling
- l. self-care strategies appropriate to the counselor role

Students will complete a take-home midterm exam, distributed during Week 7 and turned in 1 week later, during Week 8. Questions will pertain to chapter readings and class discussions, and will cover the following GENERAL topics:

History and development of school counseling

School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

School counselor roles in relation to college and career readiness, including career development

School counselor roles in school leadership and multidisciplinary teams

School counselor roles in recognizing student risk factors, including the impact of individual and system substance abuse as well as behavioral disorders

Legislation and government policy relevant to school counseling

Legal and ethical considerations specific to school counseling

School counselor personal and professional development and self-care

A grading rubric will be provided with the exam.

### **School Counseling Portfolio (100 points) – Key Assignment #1**

#### **2. CONTEXTUAL DIMENSIONS**

- a. school counselor roles as leaders, advocates, & systems change agents in P-12 schools
- f. competencies to advocate for school counseling roles
- j. qualities & styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, & credentials relevant to the practice of school counseling

#### **3. PRACTICE**

- a. development of school counseling program mission statements and objectives

## F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- d. the role and process of the professional counselor advocating on behalf of the profession
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- j. technology's impact on the counseling profession

Begin to develop an online professional school counseling portfolio using Weebly (<http://www.weebly.com/>) or similar source. Guidance will be provided during class, and examples of portfolios from previous students will be shared. The portfolio should include the following:

Your draft of a School Counseling Mission Statement and Objectives. This draft should include:

Your goals and policies regarding

- student and professional advocacy;
- effective consultation with external stakeholders;
- school leadership;
- interventions to promote career and academic success; and
- design and evaluation of school counseling programs

Community resources and referral sources relevant for the Harrisonburg/Rockingham County area;

Pdf files of your continuing education certificates;

Pdf files of relevant educational sessions and papers from other counseling course; and

Links, as appropriate, to organizations such as ASCA, VSCA, VASC, and VCA.

The following rubric will be used to evaluate your performance on this key assignment that assesses these CACREP standards:

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates a comprehensive understanding of the elements of effective school counseling mission statements and objectives. Presents a comprehensive and coherent view of foundations for effective consultation and school-based leadership. Includes related information, stored in PDF format, from other	Demonstrates an adequate understanding of the elements of effective school counseling mission statements and objectives. Presents an adequate and coherent view of foundations for effective consultation and school-based leadership. Includes at least one related document, stored in PDF format, from other courses,	Does not demonstrate an adequate understanding of the elements of effective school counseling mission statements and objectives or a sufficient view of foundations for effective consultation and school-based leadership. Many formatting and/or organizational errors.

courses, experiences, and training that enhance the portfolio's display of professional competence.  Organized, clear, and consistent.	experiences, and training.  Generally organized, clear, and consistent, with minimal errors.	
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**Guidance Lesson (100 points) – Key Assignment #2**

**1. FOUNDATIONS**

- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation

**2. CONTEXTUAL DIMENSIONS**

- c. school counselor roles in relation to college and career readiness
- j. qualities & styles of effective leadership in schools

**3. PRACTICE**

- c. core curriculum design, lesson plan development, classroom management strategies, & differentiated instructional strategies
- d. interventions to promote academic development
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

**F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- j. technology's impact on the counseling profession
- m. the role of counseling supervision in the profession

In pairs, students will prepare a 60-minute guidance lesson designed to address topics identified in class. Students will present this to the class during the last few weeks of this course. Students will conduct pre- and post-evaluations of their lesson and turn in a GRIP assessment for the guidance lesson. Students will also evaluate each others' lessons based on the checklist provided in Appendix B. A grading rubric is included in Appendix C.

The following rubric will be used to evaluate your performance on this key assignment that assesses these CACREP standards:

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates a comprehensive	Demonstrates an adequate understanding of lesson plan	Does not demonstrate an adequate understanding of

<p>understanding of lesson plan development and classroom management strategies. Provides creative interventions designed to promote academic development. GRIP is well-designed and concise, demonstrating plans to appropriately use data to inform decision making and to advocate for programs and students. Presentation style is engaging and professional</p>	<p>development and classroom management strategies. Provides interventions designed to promote academic development. GRIP is complete, demonstrating plans to use data to inform decision making and to advocate for programs and students. Presentation style may need polishing but is professional in tone.</p>	<p>the elements of lesson plan development, classroom management strategies, or interventions to promote academic development. GRIP incomplete or inaccurate. Presentation style ineffective or inappropriate.</p>
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Please Note: All written assignments must be typed, and formatted according to the following: 12-point font, Times New Roman, double spacing, 1” margins, with your name clearly included on the front page. In addition, papers should follow the formatting guidelines of the APA Style Manual, Sixth Edition. Copies are available in the library and bookstore.

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else’s pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Consistently engages,	Attends every class, arrives	Is absent or, when present,

<p>actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</p>	<p>rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.</p>
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Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

## Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

## Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockyam@jmu.edu](mailto:sirockyam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

PSYC 640 Fall 2018 Course Schedule and Important Due Dates

<b>Class</b>	<b>Topic</b>	<b>Reading Assignments</b>	<b>Assignments Due</b>
1 – 8/28	Introduction; Context of the Counseling Profession; Counselor Wellness	<i>TechTools</i> on Canvas; Davis 1; Appendix A	
2 – 9/4	History & Development of School Counseling; School Counselors' Roles as Leaders, Advocates, and Systems Change Agents		[5 States handed out for Licensure Research] [Guidance for Portfolio]
3 – 9/11	Research w/ Library Liaison - Carrier Library, Room 301 Meet at 4:00 p.m.	Davis 4; <i>ASCA Model &amp; VA SC Standards</i> on Canvas	[Shadowing Assignments available]
4 - 9/18	Comprehensive School Counseling Programs and the ASCA Model	<i>High-Stakes &amp; RAMP</i> on Canvas	<b>Licensure Research due</b>
5 – 9/25	Direct Student Services: Current School Counseling Issues; Lesson Planning and Guidance	Davis 5	<b>Library Research due</b>
6 – 10/2	Direct Student Services: Promoting Academic Achievement and Planning for College and Career Readiness	<i>Good Day &amp; Schellenberg</i> on Canvas	[Begin work on Guidance Lesson]
7 - 10/9	Culturally Competent School Counseling: Promoting Equity and Resilience	Davis 7 & <i>Yoshikawa</i> on Canvas	<b>Interview and Shadowing due</b> [Midterm exam distributed]
8 - 10/16	Models of School-Based Collaboration & Consultation; Leading Preventive & Responsive Teams	Davis 6 & 8	<b>Midterm Exam due</b>
9 - 10/23	Consulting with Families and Communities Guidance Lesson Collaboration	Davis 9 & <i>RTI</i> on Canvas	
10 – 10/30	Legal & Ethical Considerations; Ethical Decision-Making	Davis 2 & 3; ASCA Ethical Standards	
11 - 11/6	Accountability, Program Evaluation, & Outcomes Research	Davis 10 & 11	
12 - 11/13	School Reform, Legislative Policy, & Advocacy; Class presentations: Guidance lessons		<b>Guidance Lessons</b>

13 -11/20	Thanksgiving break		
14 – 11/27	Class presentations: Guidance lessons	Davis 12	<b>Guidance Lessons</b>
15 - 12/4	Preventing Violence & Leading Crisis Response Teams; Guidance lessons continue, if needed	Davis 13	<b>Portfolio due GRIP assessment due</b>
16 – 12/11	Exam Week		

## Appendix A: PSYC 640 Interview Protocol

Please follow your counselor's lead in the timing and location of the interview. The questions below are meant to help guide you. Therefore, deviations from the questions are certainly allowed – don't follow this protocol in a cookie-cutter manner! When you present this information to the class, please include specific information about the school. Please remember to write your cooperating school counselor a thank you letter after your interview.

1. Please tell me about your experiences as a professional school counselor thus far. I'd like to know...
  - What are the best things about being a school counselor?
  - What are the worst things about being a school counselor?
  - Looking back, what is one thing you wished you had learned in graduate school about school counseling?
  - How can I best prepare myself for a new career as a school counselor?
2. Would you tell me about your experience as a member of your school's leadership team? What skills are involved in being successful in this role?
3. How would you evaluate your school's crisis management plan? How frequently have you used this plan?
4. How can school counselors best build effective relationships with school principals?
5. How does technology impact your current work as a school counselor? What is your policy regarding social media?
6. [For middle school counselors]: Middle school is a time when students begin to explore their individual identities. How do middle school counselors help foster exploration regarding academics, career, and personal/social identity?
7. [For high school counselors]: How can school counselors balance the need for scheduling and testing, with the need to help students apply to colleges or enter the workforce?
8. How do you prioritize academic and career success for your students?
9. What have been your experiences in developing peer intervention programs?
10. How do you meet your needs for supervision? Do you offer supervision to others?
11. Do your school colleagues and administrators seem to understand and endorse your professional ethical expectations?
12. How actively do you feel you need to advocate for your role as a school counselor?

Appendix B: Checklist for Preparing and Peer Evaluation of Guidance Lesson

**Planning:** Was there a coherent lesson plan, with objectives aligned with ASCA model, and information provided about purpose, long-term outcomes, detailed instructions, and processing?

**Structure:** Was the lesson well prepared, with a beginning, middle, and end?

**Content:** Was relevant information provided for the age range identified?

**Learning Styles:** Was there a balance between auditory, visual, and kinesthetic learning styles?

**Presentation to Audience:** Was the lesson provided in a personable and inviting manner?

**Pacing:** Was the presenter's rate of speech steady and well-paced, and the presentation completed in the time allowed (i.e., not significantly under or over time)?

**Generalization:** Did the presenter provide examples of how participants could use the material in their personal lives? E.g., practicing skills taught, or using knowledge to inform decisions?

### Appendix C: Guidance Lesson Rubric

**Planning:** Was there a coherent lesson plan, with objectives aligned with ASCA model, and information provided about purpose, long-term outcomes, detailed instructions, and processing?

- 2 points = Lesson plan was coherent and aligned with ASCA model
- 1 point = Lesson plan was coherent but not aligned with ASCA model
- 0 points = Lesson plan was incoherent

**Structure:** Was the lesson well prepared, with a beginning, middle, and end?

- 2 points = Beginning, middle, and end
- 1 points = 2 of 3 elements
- 0 point = 1 of 3 elements (i.e., no structure)

**Content:** Was relevant information provided for the age range identified?

- 2 points = relevant information for age range identified (elementary, middle, or high)
- 1 point = relevant information provided, but not appropriate to age range identified
- 0 points = no relevant information provided

**Learning Styles:** Was there a balance between auditory, visual, and kinesthetic learning styles?

- 2 points = all 3 styles
- 1 points = 2 of 3 styles
- 0 point = 1 of 3 styles

**Presentation to Audience:** Was the lesson provided in a personable and inviting manner?

- 3 points = smiled/made jokes, good eye contact with audience, invited participation
- 2 point = 2 of 3 elements
- 1 points = 1 of 3 elements
- 0 points = 0 of 3 elements

**Pacing:** Was the presenter's rate of speech steady and well-paced, and the presentation completed in the time allowed (i.e., not significantly under or over time)?

- 2 points = rate of speech and adherence to time limit were appropriate
- 1 point = 1 of 2 (rate of speech or time limit)
- 0 points = 0 of 2 (rate of speech was too fast, presentation went over or under time)

**Generalization:** Did the presenter provide examples of how participants could use the material in their personal lives? E.g., practicing skills taught, or using knowledge to inform decisions?

- 2 points = Participants practiced generalization in lesson, and examples were provided
- 1 point = 1 of 2 elements
- 0 points = 0 of 2 elements

## GRIP Assessment Rubric

(1 point per checkbox)

### GOAL:

- Clear goals were identified
- Goals were aligned to the ASCA or VSCA Standards

Descriptive data was provided for:

- Group grade level and number of students included
- Month/year in which the group occurred
- Length of the group
- Content of the group

### RESULTS:

- Percentages were provided for frequency of students who participated
- The data collection instrument was easily administered
- The questions/items all addressed the topic content

### IMPACT STATEMENTS (or, percent change):

- Pre- and Post-measures were described
- Data are appropriately represented in graphs (i.e., begin with a scale of 0)
- Graphs include comparison of pre- and post-scores
- Results are connected to academic outcomes!
- Inferences were made, based on the results (i.e., based on pre- and post-test scores, students can...)

### PROGRAM IMPLICATIONS

- At least three suggestions for “next steps” are provided regarding the school counseling program

**Guidance Lesson:** \_\_\_\_\_ / 15      **GRIP:** \_\_\_\_\_ /15

**Appendix D: CACREP CORE AND SCHOOL COUNSELING PROGRAM STANDARDS,  
MAPPED TO ASSIGNMENTS, AND KPI'S**

**CACREP CORE STANDARDS MAPPED TO ASSIGNMENTS KPI'S**

<b>CACREP STANDARDS INCLUDED IN COURSE, KPI's AND IDENTIFICATION OF STANDARDS COVERED IN ASSIGNMENTS</b>	1 a	1 d	1 e	1 f	5 g	5 h	5 i	5 j	5 k	5 l	5 m
<b>1: Professional Counseling Orientation and Ethical Practice</b>											
<b>7. Assessment and Testing</b>											
<b>8. Research and Program Evaluation</b>											
<b>KPI 1 (Introductory): Midterm</b>	X									X	
<b>KPI 7 (Introductory): ASIST Training Completion with Certificate</b>											
<b>KPI 8 (Introductory): Guidance Lesson with GRIP (Key Assignment #2)</b>								X	X		X
<b>Professional Exploration</b>		X	X	X	X	X	X				X
<b>School Counseling Portfolio</b>		X		X	X			X			

**SCHOOL COUNSELING PROGRAM STANDARDS MAPPED TO ASSIGNMENTS AND KPI'S**

<b>SC SPECIALIZATION CACREP STANDARDS INCLUDED IN COURSE, KPI's AND STANDARDS COVERED IN ASSIGNMENTS SC FOUNDATIONS = F SC CONTEXTUAL DIMENS = C SC PRACTICE = P</b>	1 a F	1 b F	1 c F	1 d F	2 a C	2 b C	2 c C	2 d C	2 e C	2 f C	2 g C	2 h C	2 i C	2 j C	2 k C	2 l C	2 m C	2 n C	3 a P	3 c P	3 d P	3 n P	3 o P	
<b>1: Professional Counseling Orientation and Ethical Practice</b>																								
<b>7. Assessment and Testing</b>																								
<b>8. Research and Program Evaluation</b>																								
<b>KPI 1 (Introductory): Midterm</b>	X	X	X	X		X	X	X					X				X	X						
<b>KPI 7 (Introductory): ASIST Certification Completion</b>								X		X				X			X							
<b>KPI 8 (Introductory): Guidance Lesson with GRIP (Key Assignment #2)</b>			X	X		X	X						X							X	X	X	X	
<b>Professional Exploration</b>		X			X	X	X	X	X	X	X	X			X	X								
<b>School Counseling Portfolio</b>					X					X				X	X	X			X					

<b>KPI RUBRIC</b>	<b>Below Standard 1</b>	<b>Approaching Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
<p><b><i>KPI 1: Professional Counseling Orientation and Ethical Practice</i></b> Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Does not demonstrate understanding of ethical standards, with particular attention to provision of counseling services to minors. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors, but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors.</p>	<p>Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues. Masters the application of ethical standards, with particular attention to provision of counseling services to minors.</p>

<p><b>KPI 7: Assessment and Testing</b> Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.</p>	<p>Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect</p>	<p>Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.</p>
<p><b>KPI 8: Research and Program Evaluation</b> Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.</p>	<p>Does not meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Does not use this information to inform decision-making.</p>	<p>Does not consistently meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Inconsistently uses this information to inform decision-making.</p>	<p>Meets expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information to inform decision-making.</p>	<p>Surpasses expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information effectively and thoughtfully to inform decision-making.</p>